

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Pupil Premium Spend Strategy 2020/21

The percentage of pupils eligible for pupil premium in September 2020 remains at 21%. The 2020/21 estimated allocation is £70,500. In line with the DfE directive, Whinmoor St Paul's has moved to a Pupil Premium Review covering a three year period, including 'light touch' reviews. This supports further alignment with the wider school improvement plan and continues to support all pupils in terms of attainment and progress, particularly in targeted areas identified by leaders as whole school key areas for improvement.

Total fund generated via Pupil Premium for 2013/2014	£53 209
Total fund generated via Pupil Premium for 2014/2015	£82 623
Total fund generated via Pupil Premium for 2015/2016	£81 181
Total fund generated via Pupil Premium for 2016/2017	£81 660
Total fund generated via Pupil Premium for 2017/2018	£76 240
Total fund generated via Pupil Premium for 2018/2019	£73 920
Total fund generated via Pupil Premium for 2019/2020	£68 640
Total fund generated via Pupil Premium for 2020/2021	£70,500

Where are the gaps?

Comment:

EY's outcomes:

- 3 out of the 7 disadvantaged pupils achieved a Good Level of Development

In 2020, no statutory testing took place as a result of the Covid 19 pandemic. Data is based on in-house data collated over the year.

Barriers included attendance, engagement with home learning and parental support. Details/case studies held in school.

Outcomes of Key Stage 1

- Given the small number of pupils classed as disadvantaged in this cohort, data is held in school in order to support privacy.

Barriers included low level of engagement in home learning and attendance issues. Of those children with SEND needs, progress can be evidenced using the B-Squared assessment materials. Details/case studies held in school.

Outcomes for Key Stage 2

Over a third of the cohort were classed as Pupil Premium (9 children). Of these, 3 children joined school across KS2

- 100% of disadvantaged children making at least expected progress in reading with 22% (2 children) making strong progress from their KS1 outcomes.
- 100% of disadvantaged children making at least expected progress in writing with 22% (2 children) making strong progress from their KS1 outcomes.
- 89% of disadvantaged children making at least expected progress in maths with 22% (2 Children) making strong progress from their KS1 outcomes.

Barriers included low level of engagement in home learning, bereavement and attendance (Details/ Case studies held in school)

During lockdown, partial lockdown, school was open to all pupils deemed vulnerable. Additional support including enhanced pastoral support, welfare checks, weekly phone calls, and school funded outreach work by the Family First Initiative, delivering free school meal vouchers and food to families within the community. Families were also supported to resolve issues around housing and benefits.

<p><u>Additional focus onwards</u></p>	<ul style="list-style-type: none"> • Continue to ensure that disadvantaged and pupils classed as vulnerable continue to be given every opportunity to reach their full potential academically, socially and emotionally and close gaps in learning, particularly across the core subjects of reading, writing and maths, with a particular focus on reading at all ages and stages and opportunities to 'exceed' highlighted so that more children achieve at this standard • Continue to ensure systems to monitor the attendance of disadvantaged children (and children who come on roll in-year) are fit for purpose and embedded, leading to a reduction in persistent absenteeism and resulting in the gap between them and their non-disadvantaged peers further diminishing. This involves working alongside outside agencies, including LCC. • Continue to provide emotional and social support for families, in school and within the community, particularly for 'hard to reach' families. Support via Family First and external agencies where appropriate.

Presenting issue Main Barriers	Action	Cost	IMPACT
<p>Attendance – September 2020 onwards, a huge drive on getting children safely back into school. Continue to ensure that systems to monitor attendance of all children, including PP and those classed as vulnerable are routinely scrutinised and quality assured by outside agency support, including the LA and are embedded, leading to a reduction in persistent absenteeism</p> <p>Attendance officer to work alongside Family First Initiative to monitor</p>	<ul style="list-style-type: none"> • Work with the Family First Initiative to support vulnerable families to eliminate barriers to attendance – work within the community and provide transport where appropriate to bring children into school • Pastoral lead and attendance officer to work with/support vulnerable families/children • Continue to use SIMS to monitor and track the patterns of attendance and liaise with teachers and pastoral lead to match this to behaviour and progress. Use of CPOMS to support this • Attendance officer to continue to monitor attendance on a daily basis 	<p>£10,000 (Family First Initiative)</p> <p>£5000</p> <p>£1000</p> <p>£1000</p>	<p>All actions are in place. Ongoing. Attendance is monitored and recorded in line with DfE recommendations (including Covid recommendations). Attendance information scrutinised at Pupil Progress meetings and SEND reviews.. Further information on impact (overall and for</p>

<p>attendance and persistent absenteeism of identified cohorts</p>	<ul style="list-style-type: none"> Liaise with Local Authority to ensure that systems used follow models of Good Practice Early Help Plans co-ordinated and lead by the school SENDCo 		<p>individual pupils) held with attendance officer. Regular attendance meetings take place with the Family First team and actions are put in place. Attendance since March 8th 2021, when all children returned to school following lockdown, is above National for all groups</p>
<p>Support those children in school who are showing SEMH concerns (namely in Y3, Y4, Y5) - low self-esteem, barriers to learning, lack of engagement, low aspirations.</p>	<ul style="list-style-type: none"> Lego therapy continues to be delivered by teachers and TAs to develop social and emotional skills Work with an external consultant to move training forward to include programming within the therapy. This will strengthen computer skills and engagement of pupils Speech and Language therapist to continue to deliver social skills group with the support of a TA Lunch time groups/homework groups each day led by Pastoral Lead and a qualified teacher to support vulnerable children who need support over this period of time Use of Apprentice Teaching Assistant to train Wellbeing Ambassadors in Key Stage 2 Purchase of Service Level Agreement with School's Health and Wellbeing Service – to ensure that school meets the legal requirements of Relationships and Health Education Purchasing of a wide range of reading materials to promote equality and diversity throughout each Key Stage Purchase of 'Mental Health and Wellbeing' toolkit (recommended by the Leeds Health and Wellbeing Service) to promote positive mental health throughout school Member of pastoral team to attend training for Youth Mental First Aid 	<p>£200 for purchase of additional Lego to support the intervention £1000 training £5435 for traded SALT x1 day every fortnight</p> <p>£1000</p> <p>£500</p> <p>£500</p> <p>£50</p> <p>£500</p>	<p>All actions are in place. Ongoing. Various models of support, for those children where SEMH concerns are highlighted, in place. This includes external support, internal support on 1-1 and in small groups. Staff have been trained on the use of the Incredible 5 Point Scale – which is a strategy to support children with merging SEMH needs. A member of staff has attended the Youth Mental Health First Aid training and has cascaded this information to the pastoral team. All staff have accessed Place2Be Mental Health training and Level 1</p>

			<p>Autism awareness training. Well-being Ambassadors are in place across Key Stage 2. Data (soft and hard) taken into account to ensure support in place is fit for purpose and will bring about progress. Children’s Mental Health was celebrated and promoted through various activities throughout Children’s Mental Health Week RSE statutory requirements are in place.</p>
<p>Support for children at risk of not achieving the expected standards as they move forward</p> <p>Ensure early reading strategies, including pre and post opportunities to engage children at risk of falling behind, including reluctant to read learners are in place and embedded</p> <p>Support to increase resilience of those children who struggle when under test conditions – this includes children who join school in year</p>	<ul style="list-style-type: none"> • A robust transition to ensure that all staff are aware of the needs of the children – this includes online transition between teachers and children in response to Covid Lockdown and plans in place for home learning • Recovery Curriculum and gap analysis– training and additional staff support to ensure children catch up particularly phonics for Year 1 and 2 • Workshops and information related to support for families for a ‘quick start’ per term and in relation to phonics and core subjects • Provide targeted support/intervention and booster sessions to address any potential underachievement • Train support staff to deliver pre and post sessions to children who need this support to practise new skills, embed them and fully engage in learning • Bespoke targeted support for children who are struggling to maintain concentration across lessons – this includes training for all staff on ‘Working Memory, building a Working Memory friendly classroom’ • Staff training around metacognition to support their understanding 	<p>£500</p> <p>£2,000</p> <p>£500</p>	<p>All actions are in place. Ongoing. No physical workshops have taken place (Covid), however, information shared with families via the website, extended phone calls and social media (Twitter). The Recovery Curriculum has been delivered post full lockdown. Robust gap analysis to support identifying areas of need and pupil progress reviews around moving learning forward have taken place. Data indicates (for the majority of children) expected progress. Where this is not the</p>

	<ul style="list-style-type: none"> • Staff training on Recovery Curriculum 		<p>case, tailored support in place following a thorough transition in the summer term. Theme days such as Viking day, Herd Farm, with visitors in school have taken place (with a thorough RA around them) to support engagement of pupils, post lockdown. Over term 3, Y6 teaching staff timetabled to support those children in Y5 to ensure they are given every opportunity to be prepared for Y6.</p>
<p>Continue to ensure support is in place to increase number of disadvantaged children in Reception achieving a Good Level of Development - (many missed Nursery education because of lockdown) including engagement of those families deemed 'hard to reach.'</p>	<ul style="list-style-type: none"> • Interventions/pre/post teaching to be delivered by teachers and TAs • Targeted intervention and group work to address any potential underachievement • Effective deployment of TAs by phase leaders • Screening by the Speech and Language Therapist to take place in the Autumn term to ensure that children with immature speech/speech sounds difficulties are identified • Robust teaching and monitoring of phonics (with internal and external verification) • Use of tapestry/on line resources and meetings 1-1 with families to support engagement • Family First workshops and coffee mornings to support family engagement and understanding 	<p>£3000</p>	<p>All actions are in place. Ongoing. Statutory phonics screening for children in Y2 evidenced good progress over the autumn term and beyond. Phonics screening post lockdown April 2021 indicates majority of Y1 in line with expectations. Gap analysis completed. Family First work with families via Zoom and socially distanced door stop visits, Teams and telephone appointments, where necessary. Speech and Language sessions has support Early Years staff through robust screening of the</p>

			children's needs in Nursery and reception.
Continue to support and increase the number of disadvantaged children achieving the expected standard in all core areas (with a particular focus on English skills)	<ul style="list-style-type: none"> • Continue to raise the profile of reading and writing in school, forming part of the English development plan • Consolidate the progress made in Maths, forming part of the Maths development plan • Purchase of new books to support equality, diversity and engage all pupils • Interventions/pre/post teaching to be delivered by teachers and TAs • Effective deployment of TAs by phase leaders, including additional HLTA support across school • Links to other areas of the curriculum e.g. Themed days – providing real life experiences for the children • Workshops, information provided for parents with a strong focus on developing basic skills with a central focus on the importance of reading skills • Part time teacher to support teaching and learning with a focus on upper Key Stage 2 • Purchasing of iPads to ensure that children have access to a range of Apps to support their learning 	<p>£600</p> <p>£1500</p> <p>£1000</p> <p>£15,000</p> <p>£2000</p>	<p>All actions are in place. Ongoing.</p> <p>Information, in place of physical workshops, shared with family remotely and phone appointments offered to support learning.</p> <p>Ipads in school – well used to support learning and communication between ‘bubbles.’</p> <p>Bookmark reading intervention to target disadvantaged children working below in reading from Y1-4</p> <p>evidenced impact – soft and hard data available.</p> <p>Reading interventions ongoing into 2021/22 for those children assessed as needing additional catch up. ‘Love of Reading’ will be prioritised in the new year with a planned programme of reading strategies to support rapid progress.</p>

<p>Increasing number of vulnerable families needing help with various issues relating to attendance, attitudes and punctuality, readiness for school</p>	<ul style="list-style-type: none"> • Attendance officer in place • Family First initiative to support attendance, community work, collection of children when possible/necessary, welfare visits • Meet and Greet in place from members of staff where there is a need • Food provided in each class for any child who has not eaten or is hungry upon arrival in school • Pastoral support in place for vulnerable families and children with SEMH needs • Subsidising the cost of after school clubs so that disadvantaged children can attend 	<p>£1000</p> <p>£5000</p>	<p>All actions are in place. Ongoing. HENRY support programme for parents/carers in place over lockdown. Families First delivered food packages to our most vulnerable families over the year. Family support continued remotely and socially distanced to support families. Evidence of impact held in school. Pastoral staff continue to work with Leeds East Hub into the next academic year to ensure we can meet the needs of the families who do not meet the threshold for support from social care.</p>
<p>Ensure the system is shared with new staff and fully embedded across school to quickly assess the needs of those children and their family who join school in –year. This will support a positive start and stronger home-school relationships.</p> <p>Ensure that a bespoke system of assessment across core subjects is in place and consistently used to quickly assess those children who come on roll in-year. This will support good progress from their starting point at Whinmoor St. Paul’s, particularly for those pupils who have been out of education.</p>	<ul style="list-style-type: none"> • Pastoral Support Lead or a member of the safeguarding team to speak to new families within 48 hours of joining school and assessing with family what support may be needed/offered to ensure a smooth transition • School professional to speak to previous setting within 24 hours of the child joining school to ensure that all basic information including latest assessment information is passed on. This will provide a baseline for schools’ own bespoke assessments • Basic assessments carried out within the first 5 days of a child joining school by a school professional, including basic reading/writing analyses and age, basic maths analyses and age – to give a base line to ensure work is matched to the needs of the child 	<p>As above</p>	<p>All actions are in place and ongoing – remotely and/or face to face depending on the Risk Assessment - to ensure children are given every opportunity to settle into school and succeed. A thorough programme of transition took place over the summer term.</p>

<p>Food available in all classes to support children having breakfast. Family First to deliver food parcels where appropriate throughout the pandemic</p>	<ul style="list-style-type: none"> • Free of charge to all children 	<p>As above</p>	<p>All actions are in place. Ongoing into the new academic year.</p>
<p>Some disadvantaged children do not participate in sports activities outside of school. They need to socialise and develop co-operation and team building skills</p>	<ul style="list-style-type: none"> • Target disadvantaged pupils to attend after school clubs and lunch time clubs at a reduced cost (when it is appropriate to begin this initiative post- covid again) • Continue to employ Sports coach to deliver aspects of the PE curriculum, supporting staff with their own CPD in this area • Widen pupils sporting experiences/knowledge by providing sessions from coaches, themed sports days (Leeds Rhinos take over day, skipping workshops, resilience building as part of sports' coaching linked to British Values) – effective role models • Continue to offer sports/games clubs free of charge to the disadvantaged pupils when appropriate post covid 	<p>£250 per annum £1000</p>	<p>Clubs within bubbles established over the year by Pastoral/PE support, including external coach. Additional activities such as Bikeability offered free of charge to all children in Y5/Y6.</p>
<p>Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school – ensure enrichment in school.</p>	<ul style="list-style-type: none"> • Continue to use a music scheme throughout school and build in genres of music to widen the taste of pupils • Work with Art Forms to offer additional music lessons and tuition to targeted sets of pupils in the summer term • Dance festival to be revived and take place in the spring term to give all children the opportunity of creatively exploring the wider curriculum through music and movement • Themed days to support learning e.g. Viking, Egyptian days –school to contribute towards the cost • Ukulele lessons to be offered to PP children for free when appropriate Continue to develop the Nature Area to provide opportunities for pupils to explore and enjoy outdoor learning • Develop children's understanding of language, use of vocabulary and inferencing skills. Staff to participate in the Word Aware training 	<p>£1000 £1000 £500 £100</p>	<p>All actions in place and ongoing. Music and theatre concerts online accessed across school. Themed days (Risk Assessed) continued to take place. Dance Festival to take place in 2021/22. Summer festival, risk assessed, took place in the last week of the summer term. All year groups actively engaged/involved.</p>
<p>Support those families who are eligible to pay for school trips and residential to</p>	<ul style="list-style-type: none"> • School contributes 25% towards the cost of residential for FSM children 	<p>£300</p>	<p>Residential did not take place over the course of</p>

<p>widen the knowledge and experiences of their children This will increase opportunities and build self esteem</p>	<ul style="list-style-type: none"> • School contributes 25% towards the cost of educational day trips across the whole school for FSM children. • Other parents who cannot afford the trips are always encouraged to talk in confidence to the Business Manager or teacher in charge – school will support wherever possible 	<p>£400</p>	<p>the year. School supported those families who need financial support towards the cost of day trips (when they were risk assessed to be safe to take place). There will be a review of the current offer for families in regard to residential to ensure that children have the opportunity to attend in 2021/22.</p>
<p>Poor speech and language skills (FS/KS1) as a result of limited access to language can hold progress back. Ensure quality talk with adults from an early age, reading stories with adults and/or a wide range of literature</p>	<ul style="list-style-type: none"> • Employment of a ‘traded’ speech and language therapist x1 day every 2 weeks – ensures early intervention – assessments and programmes of support developed and implemented • Speech and language therapist to deliver group sessions (development of speech sounds, social skills and vocabulary) TA to support in the sessions 	<p>As above</p>	<p>All actions are in place. The Speech and Language therapist has worked with the SENDCo and the Early Years Lead to ensure that speech sounds screening has taken place to ensure early intervention in place. This screening continues ongoing to support pupils, including those new to school in the EYFS. All staff have accessed the Level 1 Autism training with additional staff trained to Level 2 and Level 3.</p>

<p>Continue to increase the expertise of the TA team</p> <p>TA deployment – all PP children are entitled to the support that will close any learning gaps.</p>	<ul style="list-style-type: none"> • TA support in all classes • TA to be deployed by need in agreement with Phase Leader • TAs identified to provide specific SEND programmes such as ALK, ERS, Lego therapy, Inclusive Interaction etc. • Assessing need using the B Squared materials, SEMH assessment is also completed by Pastoral lead – intervention arranged to support SEMH/progress • Adults support the provision of targeted support needed for individual children, in order to close any learning attainment gaps • Increased teaching assistant time has been allocated across school to support the delivery of Pupil Passports/support plans • Use of B Squared materials to plan for vulnerable groups of children and to ensure robust and accurate assessment 	<p>£12000</p>	<p>Performance Management has taken place and TAs aware of their targets that relate specifically to supporting teaching and learning – with an emphasis on those at risk of underachieving. All teaching assistants have attended the Place 2B Mental Health Training and the Level 1 Autism training.</p>
<p>Total costing</p>		<p>£74,835</p>	