



## Pupil premium grant expenditure

### Report to governors: 2020-21

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#### Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	230
Total number of pupils eligible for PPG	35 (+15 Ever6)
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	<b>£65000</b>

<b>Previous performance of disadvantaged pupils</b> (pupils eligible for free school meals or in local authority care for at least six months)		
	<b>2020</b>	<b>2021</b>
% of pupils making expected progress in English	<b>100%</b>	<b>Target: 100%</b>
% of pupils making expected progress in maths	<b>100%</b>	<b>Target: 100%</b>



## Summary of PPG spending 2020-21

**Barriers to learning for PPG pupils:** For some pupils, the barriers to learning for this group have been identified in our contexts as including:

- low aspirations
- poor diet
- poverty, both material poverty and poverty of aspirations
- social, emotional, mental health difficulties
- low parental aspirations
- lack of access to cultural opportunities
- lack of access to extra-curricular activities
- lack of access to residential trips and visits
- lack of access to music tuition
- lack of access to sports provision

**How are barriers to learning for PPG pupils removed:** For some pupils, the barriers to learning for this group have been removed in the following ways:

- low aspirations – raising aspirations through working with artists, craftspeople, PE specialists, authors, poets,
- poor diet – healthy eating clubs, led by the school nurse, healthy choices at lunchtimes, break times and free breakfast club, referrals to food banks where necessary,
- poverty, both material poverty and poverty of aspirations – support from the parish, both material, support for housing and food banks, for example
- social, emotional, mental health difficulties – referrals to on-site art therapy provision with art psychotherapist, pastoral support from staff
- low parental aspirations – phonics workshops, reading workshops and maths workshops for parents,
- lack of access to cultural opportunities – support for funding cultural trips and visits,
- lack of access to extra-curricular activities – support for funding after school clubs, including: multi-sports, gymnastics, Spanish club, choir, rugby, football, netball, cross country, horse-riding,
- lack of access to residential trips and visits – support for funding residential trips and visits,
- lack of access to music tuition – support for funding guitar lessons, piano lessons in school
- lack of access to sports provision – please see sport premium grant expenditure for details

**Objectives in spending PPG:** Following the COVID 19 pandemic and lockdown in 2020, it is more important than ever that our children have access to high quality tutoring and regular opportunities for outdoor learning to support their physical and mental health and wellbeing.

We have identified children who will need additional support for their mental health and wellbeing or who have been bereaved during the pandemic. We have referred them to our part time Art therapist Vicky Smith who will meet with them weekly for art therapy sessions to support them post lockdown.

We also have a pastoral team which includes a qualified counsellor who will offer support for mental health and wellbeing. Mindfulness, meditation, circle time, social stories, Philosophy 4 Children, forest school, outdoor learning and pastoral support are embedded in our curriculum for each age group post lockdown 2020-21.



To raise attainment for this group of pupils in Speech and Language, Phonics, Reading and Numeracy in the EYFS by offering them regular one-to-one support with a Qualified Teacher for interventions in Reading, Phonics, Speech and Language and Numeracy daily.

To raise attainment for this group of pupils in Literacy and Numeracy by offering them regular support with a TA3 with QTS for interventions in Literacy and Numeracy.

To enable pupils to secure basic Literacy and Numeracy skills to enable them access the KS3 curriculum on transition to high school. This is currently measured as a standardised score (national average or above in Year 6 SATs).

To enable pupils to make expected progress between KS1 and KS2.

To improve support for targeted pupils in EYFS in communication and speech and language, with an Elklan trained Qualified Teacher 1 day per week.

## Summary of spending and actions taken:

### Tutors have been identified from our existing teaching and TA staff:

- Mrs Pennington – Year 6,
- Mrs Leckey - Year 5,
- Miss Grange – Year 4,
- Mrs O'Brien – Year 3,
- Mrs Magee – Year 2,
- Mrs Drake – Year 1,
- Mrs Starkie – EYFS,

**Who have been given additional time, or timetables have been organised to dedicate to tutoring activities post lockdown. These members of staff will prioritise the children with the highest need and will report on progress to the SLT and governors. Quality first teaching is in place for all pupils and the SLT are supporting tutors and class teachers with resources for tutoring and for our new bubbles.**

Purchase resources for interventions to take place such as Numicon for Maths and Phonics materials and additional book band books for Literacy.

Maintain the employment of a TA3 with QTS to support intervention groups in the form of one-to-one tuition, paired work and small group work where necessary in Key Stage 2.

Maintain the employment of a TA3 to support intervention groups in the form of one-to-one tuition, paired work and small group work where necessary in Key Stage 1 and EYFS.

Elklan training for SENCo and TAs in communication and speech and language by a qualified Elklan trainer who is a Qualified EYFS teacher.

**Outcomes to date:** Feedback from parents of SEND pupils who are on FSM have been very positive since returning to school. Attendance is above the National Average at 96% and during lockdown the engagement with online learning was 80% which was higher than National Averages. The remaining 20% who did not engage online, had weekly home learning packs delivered to their homes by the SLT. The school lent out 2500 library books during lockdown.

Art therapy was offered during lockdown to children and families who had experienced bereavements due to COVID-19 and the feedback from parents was very positive. We continue to host art therapy for children who are at risk of exclusion



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from other primary schools and are following COVID guidance for hygiene for the one-to-one sessions with the art therapist. The art therapy space is deep cleaned between each pupil. The feedback from the other headteachers and SENDCOs who send children is very positive, as is the feedback from parents. Art therapy supports the pupils with their emotions so that they are better equipped to cope back in their mainstream classes with their anxiety, behaviour and conduct and their hyperactivity and their pro social skills improve.

Teachers, parents and SENDCO are able to refer pupils to Mrs Pennington TA3 with QTS, for additional support in Literacy and Numeracy. Gaps in knowledge, understanding and skills are identified in Literacy and Numeracy and blocks of work are planned to accelerate learning in these areas. Learning is personalised for the children and monitored closely by the intervention manager Mrs Cath Pennington, the HT Mrs Clare Campbell, Assessment Lead Mrs Nicola Drake and the class teachers.

In Key Stage 1 and EYFS TA3 Mrs Liz Magee provides support to pupils on FSM to support them to make expected progress in Reading, Writing and Maths and for the EYFS pupils to make expected progress from their starting points. The phonics screening in 2019 results were 100%.

In 2019 following our Ofsted inspection and the key areas identified for improvement, St Charles joined the Salford Maths Hub and Mrs Nicola Drake AHT and Miss Theresa O'Donnell attended all training events in 2019-20 pre lockdown. We hosted a Salford Headteacher Michael Earnshaw from The Deans who completed his NPQH project on Maths at St Charles, the SLT and Maths team visited The Deans to investigate good practice in Maths and his Maths Lead led staff meetings at St Charles. Deputy Headteacher Michelle de Carteret from Salford Diocese is completing her NPQH also on Maths in 2020-21 and a similar training and development package for Maths middle leaders is in place to support the teaching and learning of Mathematics at St Charles. Target groups of Pupil Premium pupils are involved in the projects and their progress will be monitored by the SLT and the NPQH candidate.

Elklan training for SENDCO, Assistant Headteacher and 4 TAs in communication and speech and language completed. School completed the Silver Reading Award in 2020. Support for pupils with communication difficulties improved greatly in 2019-20, this is reflected in the baseline to end of year assessments and in-year assessments for EYFS, KS1 and KS2. This is evidenced in the 2019 Phonics screening where 100% of Year 1 pupils passed the test.



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### Record of PPG spending by item/project 2020-21

Item/project	Cost	Objective	Outcome
Art therapy for pupils who have been bereaved due to COVID-19	£1300	To support bereaved pupils with their grief through art therapy	The mental health and wellbeing of our pupils who have been bereaved due to COVID-19 are given priority and learn coping strategies through art therapy that they can use back in their mainstream classes.
Access to working with artists, craftspeople, PE specialists, musicians, authors and poets throughout the school year	£3000	To target low aspirations – by raising aspirations through working with artists, craftspeople, PE specialists, authors, poets,	Aspirations for PPG pupils are raised
Access to healthy eating clubs, led by the school nurse, healthy choices at lunchtimes, break times and free breakfast club, referrals to food banks where necessary,	£1000	To target issues of poor diet by teaching the children about making healthy choices	Children are able to make healthy choices at breakfast, lunchtimes and break times and families have access to healthy food in the holidays (for example holiday clubs in Summer, food hampers at Christmas)
To mobilise support from the parish, both material, support for housing and food banks and support for parents with form filling/ applications	£500	To tackle issues of poverty, both material poverty and poverty of aspirations	Families are able to tackle issues of poverty with support from the parish, both material and through support for parents
To make referrals to and access provision from on-site art therapy provision with art psychotherapist for pupils with social, emotional, mental health difficulties	£1000	To address issues of social, emotional and mental health through the use of art therapy and or pastoral support from staff	Children are referred to art psychotherapist if needed for social, emotional and mental health difficulties



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<p>To run phonics workshops for parents, reading workshops, maths workshops for parents</p>	<p>£500</p>	<p>To target issues of low parental aspirations and engagement we support them to attend digital phonics workshops, reading workshops and maths workshops throughout the school year</p>	<p>Parents are more skilled in phonics, reading and maths and better equipped to support their children in these areas in school and at home</p>
<p>To offer support for funding cultural trips and visits</p>	<p>£2000</p>	<p>To address issues of lack of access to cultural opportunities by offering support for funding cultural trips and visits throughout the school year</p>	<p>Children are able to take part in cultural trips, visits and opportunities which enrich their education both within school digitally and outside school where possible</p>
<p>To offer support for funding after school clubs, including: multi-sports, gymnastics, Spanish club, choir, rugby, football, netball, cross country, horse-riding</p>	<p>£1000</p>	<p>To address issues of lack of access to extra-curricular activities to enrich the children's learning experiences across the curriculum including the Arts, MFL, PE and sporting opportunities</p>	<p>Children are able to access extra-curricular activities which will give them experiences of high quality Arts, MFL, PE and sporting opportunities and develop their talents</p>
<p>To offer support for funding residential trips and visits</p>	<p>£1000</p>	<p>To address issues of lack of access to residential trips and visits which will enhance the children's outdoor and adventurous learning opportunities</p>	<p>The children will develop risk taking, resilience, communication skills and team work skills by experiencing outdoor adventurous activities</p>
<p>To offer support for funding regular music tuition – support for funding guitar lessons, piano lessons in school</p>	<p>£1000</p>	<p>To address issues of lack of access to music tuition which will develop their musical talents</p>	<p>The children will have opportunities to experience regular music tuition in guitar or piano delivered by a music specialist</p>
<p>One-to-one maths tuition over a twelve week period</p>	<p>£2000</p>	<p>To achieve consistent performance at age related expectations for Year 3 (focusing on conceptual understanding of fractions)</p>	<p>To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.</p> <p><b>2020 Objective met: evidence collected via pupil tracking</b></p>



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			<b>information, discussion with pupils and scrutiny of work</b>
Paired intervention work in literacy over a twelve week period	£2000	To achieve consistent performance at age related expectations for Year 3 (focusing on comprehension, grammar and punctuation)	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, scrutiny of children's work and discussion with pupils</b>
Small group intervention in numeracy over a twelve week period	£2000	To achieve consistent performance at age related expectations for Year 3 (focusing on calculation)	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, discussion with pupils and scrutiny of work</b>
One-to-one literacy tuition over a twelve week period	£2000	To achieve consistent performance at age related expectations for Year 3 in reading comprehension	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, discussion with pupils and scrutiny of work</b>
AHT/ Head of EYFS and KS1 floating 3 days per week to support the tutoring of target pupils in EYFS and KS1	£6500	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Reception and Year 1 and 2	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in EYFS and KS1.  <b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
TA2 supporting children in Key Stage 1 with tutoring and interventions with target Key Stage 1 pupils	£6500	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Year 2	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS1.



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			<b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
Head of interventions supporting the tutoring of and interventions for children in Key Stage 2 with target pupils in Key Stage 2	£6500	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Year 3, 4, 5 and 6	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
Consultations with Educational Psychologist for Behaviour Support £80 per hour	X6 £480	To improve outcomes for target pupils who have social, emotional and mental health difficulties. To develop strategies with SENDCO and staff working with pupils with SEMH	To provide strategies recommended by the Educational Psychologist to support pupils with SEMH.  <b>2020 Objective met: evidence collected via pupil profiles, SEND tracking data, discussions with TAs, pupils and class teachers.</b>
CPD developed and delivered on vocabulary teaching. EEF peer review cycle set up with the Catholic Learning Cluster. Vocabulary teaching added to the reading cycle and to the curriculum.	EEF involvement 2020-21 £1300	EEF: Teaching and learning toolkit impact assessments peer review cycle with Catholic Learning Cluster. Staff are more confident to teach vocabulary explicitly during reading teaching with a focus on question types and strands.	To use teaching strategies and techniques based on sound research in pedagogy, memory and child development.  <b>2020 Objective met: evidence collected via EEF peer review process</b>
Contribution towards staffing budget to provide additional staffing, or to release experienced staff, to enable small group teaching in a variety of subjects; for example: <ul style="list-style-type: none"> <li>• Booster classes for Year 6 in Maths, Spelling and Reading</li> <li>• Quick recall and basic knowledge of maths</li> </ul>	Staffing contribution £22,852 approximately 20% of TA provision	Previous work in this area has enabled gaps to be narrowed over the past few years, culminating in the KS2 outcomes 2019 showing smaller than national and LA average gaps.	To support pupils to achieve their targets in the groups that they attend in order for their gaps in learning to be diminished. Gaps between disadvantaged and non-disadvantaged pupils to be lessened across the school.  <b>2020 Objective met: Observations each term. Learning walks with governors, Book scrutinies each half term focusing on a different aspect of the curriculum, pupil voice, Inclusion lead, SENDCo and TAs to meet half</b>



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<ul style="list-style-type: none"><li>• Reading interventions</li><li>• Spelling groups</li><li>• Phonics boosters and interventions</li><li>• Motor skills</li></ul>			<b>termly to discuss the impact of interventions.</b>
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<b>Total PPG received</b>	£65000
<b>Total PPG received</b>	£65000
<b>Total PPG expenditure</b>	£65000
<b>PPG remaining</b>	£0