



2017-18

Pupil Premium Grant Expenditure

Context of the School

St. Nicholas Catholic Primary, Gipton, Leeds is a larger than average sized, Voluntary Aided school of the Catholic Diocese of Leeds, situated within Leeds Local Authority (LA).

The school principally, though not exclusively, serves the needs of the families of the recently re configured Parish of the Blessed Edmund Sykes (which includes St. Nicholas Church, Gipton and Our Lady of Good Counsel Church, Seacroft). The school's Published Admission Number (PAN) is 40. Currently 280 full time pupils are on roll.

The school has no nursery provision. Reception class children are currently drawn from 19 external pre-school settings. Pupils are taught in 10 classes, half of which are of mixed age groupings.

Eligibility for pupil premium is well above average as is the proportion of pupils for whom English is an additional language. The proportion of pupils with learning difficulties and/or disabilities is also above average. The proportion of pupils joining/leaving the school at other than normal term times is above average (17% mobility rate in some year groups).

The school provides a Breakfast Club and a wide range of after school activities linked, where appropriate, to local outside agencies, for example West Yorkshire Playhouse and Leeds United AFC.

The school works in partnership with Leeds Trinity University on teacher training placements.

The school is an active member of the East Leeds Network Learning Community and the Corpus Christi School Partnership Cluster.

The school has achieved a number of National Standards including the "Inclusion Chartermark" and the "Stephen Lawrence Award" for its work in fostering social cohesion.

What is Pupil Premium?

Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).

Number of pupils and pupil premium grant (PPG) received 2017- 2018

Total number of pupils on roll	295
Total number of pupils eligible for PPG: Number of pupils eligible for the Deprivation PPG	78
Number of pupils eligible for the Service child PPG	0
Number of pupils eligible for the Post-LAC PPG	0
Amount of PPG received per pupil	£1,300
Total amount of PPG received	£103,540
Actual spend	£ 103,830

Objectives of Pupil Premium Spending

We have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We are committed to ensuring that our pupils are given every chance to realise their full potential and achieve their best. Pupil premium funding represents a proportion of our budget and we are determined to ensure that it is spent to best effect.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective. Through targeted interventions we are working to eliminate barriers to learning and progress.

Our key objectives are:

- To improve attainment and progress
- To close the gap between pupils receiving pupil premium funding and pupils who are not receiving it
- To develop and raise levels in self-esteem, confidence and resilience
- To offer life experiences to those children

Nature of support

- Focus on learning in the curriculum
- Focus on social, emotional and behavioral needs
- Focus on enrichment beyond the curriculum
- Focus on families and the community

Summary of spending 2017 - 2018

Year group	Action/Activity/Project	Cost	Impact
Whole school	Employment of Catholic Care Social Worker /Counsellor – 1 day a week- Emotional & behavioural support for vulnerable/disadvantaged pupils (and families)	£5,000	17 children have seen the Catholic Care worker on a regular basis. This offers support for their emotional well-being and provides support that is not always available at home. It also gives the children strategies on how to deal with issues, friendship groups, and confidence building. Questionnaire 2018
Whole school / Mostly EYFS	Additional Speech and Language (SLT) Provision – one day a week- early intervention of pupils with needs, targeted support for disadvantaged pupils	£8,500	SENCO has clearly documented evidence of the impact for the children the speech and language therapist has worked with. The best evidence of this is the early support given to children in Reception Class as the difficulties are identified and tackled early. Phonics scores are also steadily increasing and are above National.
KS1/ KS2	Provision of a TA to continue and build upon the work of the SLT (above) and ensure that this work is reinforced on a daily basis. Lego therapy	£8,500	The impact here is great and has helped secure the gains made above. DC, AC work with our PP pupils on PSE matters at lunchtime and on an afternoon. Behaviour and attitudes to learning for these pupils have improved a great deal therefore increasing their chances of achieving academically.
LKS2/ Y5	Additional support staff to run interventions and support underperforming pupils. Targeted HLTA and TA support to work with targeted groups of chn; this work will be focused mainly in LKS2 and Y5 so as to close some of the ARE gaps that are beginning to widen due to the increased levels of expectation with the new curriculum post-levels.	£11,000	Y3: 73% progressing by 2 or more steps (Aut-Spr) in R, W, M Y4: 93% progressing by 2 or more steps (Aut-Spr) in R, W, M 71% working at ARE (R) Y5: 62% progressing by 2 or more steps (Aut – Spr) in R, W, M
Y6	Tutor Trust Support for UKS2. This is completed in sets of 1:3 and is targeted at those pupils (esp E6 pupils) who are not near their Y6 target grades to reach EXS or GDS Tutor Trust Easter Boosting	£1,500	21 pupils in Y6 have been part of a reading intervention with Tutor Trust for a term. From speaking to the children they feel more confident in reading longer texts, understanding language and answering retrieval and inference questions. Reading assessments are steadily increasing with these children.
Y5/6	Additional classes – boosting before and after school groups	£1,000	Targeted children in year 5 and 6 have taken part in boosting before and after school in subjects
Whole school	Wordshark/Numbershark For targeted support of underperformance	£1,200	Targeted groups have been led by TA's to improve basic skills and number facts.
Whole school	Extension of the school day	£2,000	Changing the starting time of the school day (8.40am) has meant that focused interventions can take place before lessons start. This is a great

			opportunity for pre learning, targeted groups and feedback sessions to take place. The children are more alert and ready to learn. Teachers have found that children are engaged in their morning tasks and have greatly benefited from intervening sooner.
Whole school	Invest in Reading detectives Reading Detectives are a set of comprehension exercises that prepare children for the most difficult aspects of their reading test that concentrate on developing the key skills of inference and deduction.	£500	The Reading Detectives have been used as part of focused reading interventions and whole class teaching. The longer texts with challenging language choices has proved useful to our pupils in preparing them for ARE. The children enjoy the variety of genres and are engaged with the texts.
Whole school	Jean Hirst – Guided reading and resources	£2,500	Daily guided reading has started across school. The children are fully engaged during guided reading lessons and the sessions offer opportunities to work on skills such as retrieval, inference and summary. The children explore language choices and definitions. This has impacted the children's enjoyment of reading and the ARE standards.
Whole school	Invest in the school guiding reading scheme (sets of 6 books)	£1,000	Children have access to new books, a variety of genres with challenging vocabulary.
Whole school	Invest in more quality class novels to match curriculum needs & cohorts	£1,000	Children have access to quality texts that engage them and develop their love for reading.
Whole school	Bug Club -online reading resource, accessible from home	£5,000	To engage and enthuse children with new texts from a range of genres in an online reading tool. This gives families, parents and children the opportunity to read at home.
Whole school	Improve the curriculum to make more relevant to the school.	£10,000	After attending a training day led by Chris Quigley from Focus on the Creative Curriculum, HT re-structured the curriculum so it was book based, focusing on skills we feel need to be develop across school. Each topic starts with a hook to engage the children and ends with a celebration. <ul style="list-style-type: none"> - Books - Trips/ visits - Training - Resources/ artefacts - Equipment
Whole school	Times Tables Rock stars	£130	Improvement in recalling multiplication and division facts. Children are enthused and engaged learning maths through games. These skills have fed into arithmetic skills in KS1 and 2.
Whole school	Maths: Continue to buy into Mathletics/Spellodrome- to improve maths/spelling skills of disadvantaged pupils impacting upon raised progress and attainment levels.	£2,500	Maths overall progress score amongst disadvantaged pupils is 1.5% greater than non-disadvantaged pupils average and 4 points greater than the national disadvantaged pupils and FSM pupils are 0.9% greater than the school average.
UKS2	Increase number of iPads as a tool for learning	£15,000	15 iPads have been purchased along with charging trolleys for UKS2. This will enhance the curriculum and allow for independent learning opportunities.
KS2	New whiteboards in classrooms and shared areas	£10,000	Updating whiteboards in classrooms has enabled teachers to deliver more time effective lessons that are creative and interactive. Whiteboards in shared areas has meant that focused work can take place with small groups.
KS1/ KS2	Investment in after school clubs	£500	Weekly football sessions are paid for by school.
Whole school	Additional funding to support school trips and residential visits	£5,000	We firmly believe as a school that it is vitally important that all our pupils, especially our most vulnerable benefit from experiences they otherwise may not have – this includes the residential to Herd Farm, theatre visits, History days, Big Sing. The impact of this

			kind of work is difficult to quantify but we believe it is vital to a child's overall broad and balanced education.
Whole school	Mini bus	£6,000	Investing in a new mini bus means children can be taken on trips and visits easily without the extra cost of coaches. It allows for more variety in the curriculum, leading to increased engagement.
KS2	Music tuition – String lessons	£500	Increased number of children accessing violin and viola – widening their experiences and knowledge.
Whole school	Contribute to themed weeks- to provide free/subsidised experiences for disadvantaged children during themed weeks	£3,000	We firmly believe as a school that it is vitally important that all our pupils, especially our most vulnerable benefit from experiences they otherwise may not have – this includes the residential to Herd Farm, theatre visits, History days, Big Sing. The impact of this kind of work is difficult to quantify but we believe it is vital to a child's overall broad and balanced education.
Y6	Summer school contribution to High school to support vulnerable pupils transition	£500	Funding Corpus Christi – 3xPP attended through the Summer to improve transition and give them experiences they otherwise wouldn't have.