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## Pupil Premium Grant Expenditure 2018-19

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### 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 300 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 11 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.

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.

## Barriers to learning at St Nicholas Primary School:

The main barriers to learning in our school relate to the following:

- Many of our children (especially from disadvantaged backgrounds) come into school with very poor speech and language skills which is why we target the specific intervention through our Speech and Language Therapist (SLT) and the SLT teaching assistants.
- Some of our children do not enjoy the same level of support for their learning at home that some of our more advantaged children do which is why we provide modified learning opportunities for them both within school and after school; these may take the form of extra intervention or targeted support in class, as identified through pupil progress meetings.
- Some of our children would not be able to access the full range of activities in school because of financial hardship e.g. school residential visits; therefore we supplement residential visits, school trips and other experiences for most of our disadvantaged pupils so that they do not miss these vital learning experiences.
- Nurture provision is also required for some of our most vulnerable learners. Through our use of Catholic Care, our close links with outside agencies as well as our teaching assistants in school, provision for these children is delivered regularly. This provision really helps to close the gaps in the children's social and emotional education, which reaps rewards academically.

## 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. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. We have an excellent track record which shows that the majority of our pupils make expected or better than expected progress and we wish this trend to continue. 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. For pupils who start school with low attainment on entry, our aim is to ensure that they make accelerated progress throughout their school career.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	300
Total number of pupils eligible for PPG	76
Number of pupils eligible for the Deprivation PPG	0
Number of pupils eligible for the Service child PPG	0
Number of pupils eligible for the Post-LAC PPG	1
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£105,260</b>

Nature of support
<ul style="list-style-type: none"> <li>• To target female FSM pupils in KS1, to ensure progress rates are in line with or above expected standard in reading, writing and maths.</li> <li>• To target middle attaining children in both KS1 and KS2 to raise performance in reading, writing and maths.</li> <li>• To continue to increase the % and raise performance of the higher attaining KS2 disadvantaged learners, in reading, writing and maths in UKS2.</li> <li>• To target prior higher attaining FSM pupils (particularly in KS2) through maths and English teaching in Year 6, reducing ratio of pupil to teacher to enable improved feedback at the point of teaching.</li> <li>• To target male PP children for attainment at end of KS2 for reading, writing and maths.</li> <li>• Continue to focus on social, emotional and behavioural needs of our children to close the gaps in their social and emotional education.</li> <li>• Continue to focus on enrichment beyond the curriculum as these vital learning experiences will open the children up to wider life opportunities.</li> <li>• Continue to focus on making close links with families and the community.</li> </ul>

## Summary of spending 2018 - 2019

Year group	Action/Activity/Project	Projected cost	Objectives	Review: 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	To close the gap in the children's social and emotional education to ensure a better start in their academic learning.	The work the Catholic Care Social Worker delivers is an integral part in developing the children's social and emotional education, which in turn ensures a more focused and resilient learner in class.
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	£8,000	To close the gap in S & L for those children who come into school with underdeveloped spoken language skills.	For a school with above average rates of deprivation, we were pleased to achieve higher than average rates of GLD for Leeds in 2018-2019. The SLT provision is critical in the development of all pupils and the PP pupils benefit the most.
Rec A/B	Provision of TA's to continue and build upon the work of the SLT (above) and ensure that this work is reinforced on a daily basis.	LSA 1 – £14,000 LSA 2 – £12,000	To follow-up the work introduced by the SLT (above) and ensures that S&L programmes are followed daily.	The work our trained TA's do in supporting the provision delivered by the SLT is crucial. Having a qualified SLT working with us on a weekly basis is very helpful but having staff reinforcing and following up on tasks every day makes it invaluable. The proof of this can be seen in the results throughout the school.
Y5/Y6	Staff to work within Y6 to reduce class sizes and focus on supporting the learning of the vulnerable pupils in English and Maths.	£36,000	This provision enables a member of the SLT to focus their attention on the PP children that most need their help to close the gaps in their learning.	Although this change has only been implemented for a short time, we are very happy with structure. The PP pupils are working in smaller groups and their learning and progress can be personalised and targeted. As a result by the end of their time in school, unless they have specific learning difficulties, our PP pupils tend to achieve the national standard or better.
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.	HLTA 1- £10,000 HLTA 2 – £10,000	These specifically targeted interventions are there to support quality first teaching during school time. Most children will experience this level of support at some time in UKS2, especially those in danger of not meeting	The commitment of the staff and the teachers when planning and delivering interventions cannot be underestimated. The improvements and gains the children make, not only academically but also in their self-esteem

			expected standard in R,W and M.	and confidence, is incredible. This is reflected in the children's participation in class, their resilience on tasks and in their end of year results.
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	£3,000	Again these targeted interventions are to work alongside quality first teaching in school.  Working in such small groups has proved beneficial to many of our pupils and last year's results of disadvantaged pupils prove this intervention works well.	Tutor Trust has been a beneficial addition to our Y6 curriculum. These targeted small groups have given our pupils self-esteem and self-awareness in preparation for the KS2 SATs. It has helped them focus and it has really targeted their areas for improvement. All children who participated in TT this year, in Maths or English, were graded at expected standard or above.
Whole school	Extension of the school day	£2,000 (LSA's)	To utilize vital teaching and learning time for all children, especially PPG children. This time allows small interventions to take place to target those children who need help to close the gap in their learning or to challenge the children further.	This extra time has been invaluable to teachers and the children. The feedback from staff is that they are able to target children's learning from the previous day quickly and efficiently, steadily closing the gaps.
Whole school	Additional training to support writing within the school – Phillip Webb literacy training. Staff to receive 1:1 training alongside Peter Webb	£1,600	Recommended to enhance the English curriculum, bringing in new strategies to engage and deepen the children's understanding when writing. This has helped our vulnerable learners really engage with English curriculum.	Teachers have implemented many of the strategies suggested by Phillip Webb leading to creative and exciting English lessons where the children are engaged, active and enthusiastic about their writing.
KS1/ KS2	Investment in after school clubs	£500	This allows some of our PPG children to attend after school clubs that they would normally not be able to attend because of financial hardship. Again we are trying to widen our children's life experiences with such contributions.	Extra-curricular activities are invaluable for the children's confidence and well-being. This funding helps families to send their children to clubs they would otherwise struggle to attend. The clubs give the children different experiences and helps them gain new interchangeable skills, many of which help them day-to-day with their academics.
Whole school	Additional funding to support school trips and residential visits, including mini-bus	£2,000	This enables some of our poorest families to access the school residentials/ trips and therefore widening their	The extra help our PP funding can offer our families who would otherwise struggle to send their children on trips or residential

			educational experiences.	experience is priceless. The increased confidence our children gain from these opportunities and experiences, allows them to thrive socially and academically. It is important to us to offer a wide and rich curriculum that opens the children up to many life experiences.
Y6	Summer school contribution to High school to support vulnerable pupils transition	£500	This contribution makes the transition between Primary school and High school a little easier and smoother for our more vulnerable children. This will give them a better start to their education in Year 7.	The transition from primary to high school can be difficult for some children – socially and emotionally. By funding the Summer school, we can make a huge difference to our vulnerable children's early experience at high school. This has been a great success and works very well.