



Pupil Premium Grant Expenditure 2019-20

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 45. Currently 303 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, Leeds United AFC and Leeds Rhinos RL.

The school works in partnership with St Anthony's Teaching School and 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, with all staff understanding the strategy and their role within it.

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 (PPG) is to narrow the gap between pupil groups; setting the achievement of children from disadvantaged backgrounds as a priority. 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 (2018) along with the Education Endowment Fund (EEF) 2019 summarises research evidence on improving learning and we have used these documents to provide effective training and make more informed choices about which strategies will be most effective in our school, with our children. Through a tiered approach to pupil premium spending, we offer a balanced approach to quality first teaching, targeted academic support and wider strategies such as increasing attendance and offering life experience opportunities. Our aim is to make the biggest difference to our children's education and life. We work to eliminate barriers to learning and progress; ensuring that the children make accelerated progress throughout their school life and become the best versions of themselves.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	303
Total number of pupils eligible for PPG	75
Number of pupils eligible for the Deprivation PPG	51
Number of pupils eligible for the Service child PPG	0
Number of pupils eligible for the Post-LAC PPG	2
Amount of PPG received per pupil	£1320
Total amount of PPG received	£99, 000.00

Nature of support
<ul style="list-style-type: none"> • To target middle attaining children in both KS1 and KS2 to raise performance in reading, writing and maths. • To continue to increase the % and raise performance of the higher attaining KS2 disadvantaged learners, in reading, writing and maths in UKS2. • To target prior higher attaining PPG 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. • To target male PPG children for attainment at end of KS2 for reading, writing and maths.

Continuous support
<ul style="list-style-type: none"> • Continue to focus on social, emotional and behavioural needs of our children to close the gaps in their social and emotional education. • Continue to focus on enrichment beyond the curriculum as these vital learning experiences will open the children up to wider life opportunities. • Continue to focus on making close links with families and the community.

Summary of spending 2019 - 2020

Year group	Action/Activity/Project	Projected cost	Objectives	Review: Impact
Quality First Teaching				
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.	£19,000	This provision enables a member of the SLT to focus their attention on the PPG children that most need their help to close the gaps in their learning. Smaller class sizes means teachers can target the learning of our vulnerable children.	
Whole school	St Anthony's Teaching School CPLD Pathway	£2000	This provision supports, trains and develops our teachers, especially our early career teachers. It is important to us that every teacher is supported to keep improving. This is a key ingredient of a successful school.	
Whole School	CPD training for teachers: Neil Hurst/ Mark Noblett Staff training to support the teaching of writing within the school – Phillip Webb English training. Staff to receive 1:1 training alongside Peter Webb	£2970	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.	
KS1/ LKS2	Phonics training and resources Paying TA's to come into school on the training day and twilight sessions	£2500 £500	Phonics is an integral part of our early years and Key Stage 1 curriculum. This provision trains early career teachers in KS1 along with TA's that are delivering Letters and Sounds and building on the work carried out by the SLT. This work on phonics will impact the children's communication, reading and writing skills.	
Whole school	Extension of the school day	£2,000 (TA'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.	
Targeted Academic Support				
Whole school / Mostly EYFS	Additional Speech and Language (SLT) Provision – half a day a week- early intervention of pupils with needs, targeted support for disadvantaged pupils.	£10,000	To close the gap in S & L for those children who come into school with underdeveloped spoken language skills.	
KS1	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 £17,700	To follow-up the work introduced by the SLT (above) and ensures that S&L programs are followed daily.	
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.	Staff £23,300	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 expected standard in R,W and 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	£5,500 £300	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.	
Whole school	Universal access for PPG children to Mathletics, Numbots and Times Table Rockstars.	£2000	These online maths resources will be used as targeted interventions and practise at home/ school for PPG children to increase levels of maths fluency.	
Wider Strategies				
Whole school	Employment of Catholic Care Social Worker /Counsellor – half a 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.	
KS1/ KS2	Investment in after school clubs	£1,500	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.	
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 educational experiences.	
Whole School	Additional books to support guided reading and reading comprehension in class. Setting up of bedtime book bags	£2,300	To engage and enthuse PPG children to read for pleasure. New texts opens the children up to different genres and challenging vocabulary. To engage parents to support their child's reading at home.	
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.	
Total budgeted cost:				£ 99,070