

## St Malachy's RC Primary School Review of Pupil Premium Expenditure 2019-20

Review of expenditure			
<u>Action</u>	<u>Intended Outcome</u>	<u>Impact</u>	<u>Lessons learned</u>
<p>Non contact time for Literacy Lead to monitor teaching of reading across school and to work with NQT's to maintain high quality teaching</p> <p>Targeted after school provision for identified PP pupils who are making less than expected progress in reading.</p> <p>10 hours per week TA2 to support after school clubs to release staff to support after school reading intervention.</p>	<p>To maintain reading at KS1 and KS2 to be above national average:            KS1 July 2019 NA 75% EXS / GDS 26%            KS2 July 2019 - NA 73% EXS / GDS 24%</p> <p>81.3% Disadvantaged pupils achieved EXS in KS1 July 2019</p> <p>31.3% Disadvantaged pupils achieved GDS in KS1 July 2018</p> <p>94.7% % disadvantaged pupils achieved EXS in KS2 July 2019</p> <p>26.3% Disadvantaged pupils achieved GDS in KS2 July 2019</p>	<p>National Average 2019 EXS 73% and GDS 28%</p> <p><b>All data is based on Teacher Assessment due to no statutory assessments Covid 19 Lockdown:</b></p> <p><b>Reading KS2 – Target exceeded</b>            Percentage of children reaching EXS 86%            Children reaching GDS 38%            Disadvantaged learners 81% EXS            Disadvantaged learners GDS 31%</p> <p><b>Reading KS1 - Target not met</b>            Percentage of children reaching EXS 83%            Children reaching GDS 33%            Disadvantaged learners 73% EXS <b>(-2% NA)</b>            Disadvantaged learners GDS 20% <b>(-6% NA)</b></p>	<p>Reading has continued to be a high priority and expectations are constantly revisited and re-enforced.</p> <p>The teaching has had a positive impact on standards and they continue to be above the national average at KS2.</p> <p>Standard for disadvantaged learners at KS1 are below the NA. Of the four children who did not achieve EXS all have been identified for additional intervention through catch up clubs.</p>
<u>Action</u>	<u>Intended Outcome</u>	<u>Impact</u>	<u>Lessons learned</u>
<p><b>Early Bird Interventions</b>            Targeted before school provision for identified PP pupils who are making less than expected progress in reading and maths</p>	<p><b>Reading</b>            Standards continue to be in line with National expectations at KS2 (as above)</p> <p><b>Numeracy</b>            KS1 outcomes to continue be in line with national expectations - EXS 75.7% and GDS 21.8%</p>	<p><b>Reading KS2</b>            Percentage of children reaching EXS 86%            Children reaching GDS 38%            Disadvantaged learners 81% EXS            Disadvantaged learners GDS 31%</p> <p><b>Numeracy KS1</b>            Percentage of children reaching EXS 83%            Children reaching GDS 33%            Disadvantaged learners EXS 73% <b>(-2.7% NA)</b></p>	<p>In KS2 Numeracy Teacher Assessment is below the National Average for disadvantaged pupils. This is reflective of the lack of teaching since March and teacher assessment based on data from the end of February. This is inconsistent with historical outcomes and a result of Covid 19. Of the 7 children who were given</p>

	Disadvantaged pupils at KS2 achieve in line with national average 2019 EXS 79% and GDS 27% Greater Depth Pupils at Key stage 2 to to achieve in line with NA 2019 from 26% - 32%	Disadvantaged learners GDS 13% <b>(-8.8% NA)</b> <b>Numeracy KS2</b> Percentage of children reaching EXS 79% Children reaching GDS 21% Disadvantaged learners EXS 68% <b>(-9%)</b> Disadvantaged learners GDS 12% <b>(-15%)</b>	WTS, five of these pupils would be expected to reach national average had the school been open and tests taken place.  Standard for disadvantaged learners at KS1 are below the NA. All children have been identified for additional intervention through catch up clubs.
<b>Additional senior Teacher (0.6)</b> Additional teacher to improve the Numeracy skills of the poorest performing KS1 and KS2 pupils. Specialist teacher to deliver Maths training to all staff to improve outcomes for all pupils.	KS1 outcomes to be in line with national expectations. Disadvantaged pupils at KS2 achieve in line with national average 2019 78% <b>Numeracy</b> KS1 outcomes to continue to be in line with national expectations – EXS 75.7% and GDS 21.8% Disadvantaged pupils at KS2 achieve in line with national average 2019 - 84% Greater Depth Pupils at Key stage 2 to to achieve in line with NA 2019 26% - 32%	<b>Numeracy KS1</b> Percentage of children reaching EXS 83% Children reaching GDS 33% Disadvantaged learners EXS 73% Disadvantaged learners GDS 13%  <b>Numeracy KS2</b> Percentage of children reaching EXS 79% Children reaching GDS 21% Disadvantaged learners EXS 68% Disadvantaged learners GDS 12%	
<b><u>Action</u></b>	<b><u>Intended Outcome</u></b>	<b><u>Impact</u></b>	<b><u>Lessons learned</u></b>
<b><u>Art specialist one day per week</u></b> Working with the children throughout the school on relevant topics and in keeping with the curriculum. These regular sessions help the children to express themselves and tap into their creativity, whilst having fun.	Deepening and developing topic knowledge through providing access to a broad and balanced curriculum. Raising self esteem and developing a sense of pride in the presentation of their work in addition to learning art and DT skills.	Children have access to a broad and balanced curriculum. The curriculum has been planned so that children incrementally develop skills in art and DT. School environment is enhanced and children have pride in seeing their work displayed.	Collaboration between artist and teacher prior and during sessions. Teachers to ensure preliminary teaching prior to Art / DT day.
<b><u>Additional TA in Reception Class</u></b> To reduce adult to pupil ratio to 1:10. To target any children who are under achieving in Literacy and Numeracy.	To ensure the number of pupils achieving a GLD at the end of Reception continues to be at least in line with national expectation. 72%	57% achieved a GLD which is reflective of lack of teaching opportunities.	Additional TA in Year 1 this year to provide additional support due to lost teaching in Reception.
<b><u>After School Clubs</u></b> To provide children with the opportunity to participate in a wide	To provide wider curriculum opportunities for disadvantaged pupils	Prior to lockdown pupil participation in clubs was high. Children enjoyed attending clubs and parental surveys commented	All clubs this term to be academic based to support children in catching up lost learning time.

range of activities to enrich their experiences and skills.	and maintain increased uptake to be at least 80%	favourably on the wide range of activities children could enjoy.	
<p><b><u>Therapeutic Inclusion Room Worker</u></b> To improve emotional development, learning and behaviour of vulnerable pupils by raising self-esteem, increasing confidence, improving peer relationships, reducing attention seeking behaviour and improving concentration.</p>	To provide support and early intervention for families and reduce need for escalation process to Early Help and Child in Need.	Positive impact on behaviour with a reduction in behavioural incidents.  Positive outcomes for pupils who attend with improved Strength, Difficulty questionnaires	Continue to support vulnerable children and any who may have been affected by the impact of Lockdown.
<p><b><u>Play Therapy Training</u></b> Costs of Training school based staff member as a play therapist Supervision and professional fees</p>			
<b><u>Action</u></b>	<b><u>Intended Outcome</u></b>	<b><u>Impact</u></b>	<b><u>Lessons learned</u></b>
<p><b><u>Subsidised off-site learning experiences and outdoor residential visits.</u></b> Raise aspirations for our children and improve self- confidence and self-esteem e.g. Robinwood and subsidy of other Educational Visits</p>	Y6 pupils will experience a 3 day residential and develop skills in leadership, team work and co-operation whilst having the opportunity to participate in a wide range of outdoor and adventurous pursuits. Subsidised Educational Visits to deepen and develop topic knowledge and promote a love of life-long learning.	Residential postponed until Summer 2021 due to Covid restrictions.	n/a
<p><b><u>Music</u></b> For disadvantaged pupils to receive musical instrument tuition.</p>	100% disadvantaged pupils across KS2 are given the opportunity to receive music provision Identified pupils to receive small group tuition in a wide range of woodwind instruments including flute and oboe.	Music provision was accessed by all KS2 pupils prior to Covid 19 pandemic.	Music provision will continue with the music service returning to school but will focus on listening and appreciating music rather than participation.

<p><b><u>SLT</u></b>          Pastoral Leader (SENCO / Safeguarding/ Behaviour) 0.4 non-teaching commitment          time to work with vulnerable children and families across school. Monitors behavioural incidents and identifies any training/ intervention needs. Plans personalise programmes for pupils with SEN / EHCP.</p>	<p>Children with identified SEN make good or better progress.          Early Help support which leads to de-escalation from CP. Effective multi-agency work to support SEN pupils accessing services.          Reduction in behavioural incidents and exclusion prevention.</p>	<p>10 disadvantaged SEN pupils across school.          Children are WTS but have made significant value added.</p>	<p>Early Bird Interventions have been successful in closing the gap for SEN pupils.          The 3 pupils who have not made progress have all been seen by external agencies and school are following their recommendations.</p>
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