



St. Margaret Mary's Catholic Junior School



Pupil Premium Impact Report 2019 2010 DRAFT

1. Review of expenditure																										
Previous Academic Year		2019 -2020 -School closed 21 th March 2020 (COVID 19). School only remained open for a small number of our most vulnerable children and children of keyworkers. All other children were supported via emails. There were many of our families (PP included) who received weekly telephone calls and doorstep visits to provide food parcels and resources for children.																								
i. Quality of teaching for all																										
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)	Cost																				
<p>Barrier A Effective, quality teaching for all groups of pupils. Pupils will attain in line with their non-PP peers.</p>	<p>Lead an effective Teaching & Learning team through effective action and successive planning, which enables the senior leadership team, teachers and teaching assistants to promote change.</p> <p>Quality First Teaching in all classrooms will ensure that children are able to achieve and make good progress. Quality First Teaching to be recognised by all as being the first approach to meeting a range of needs. 'Chilli Challenge' / 'Learning without Limits' style curriculum will promote high aspirations for PP children.</p> <p>Intervention groups will be planned for appropriately and will aim to reduce any gap between the attainment of PP and non PP pupils.</p> <p>Provision mapping will be used to ensure Pupil Premium children are monitored effectively.</p>	<p>Spring 2020</p> <table border="1"> <thead> <tr> <th>Combined (RWM)</th> <th>Yr 3</th> <th>Yr 4</th> <th>Yr 5</th> <th>Yr 6</th> </tr> </thead> <tbody> <tr> <td>PP At and above</td> <td>47%</td> <td>47%</td> <td>32%</td> <td>59%</td> </tr> <tr> <td>Non-PP At and above</td> <td>67%</td> <td>70%</td> <td>78%</td> <td>84%</td> </tr> <tr> <td>Gap</td> <td>20%</td> <td>23%</td> <td>46%</td> <td>25%</td> </tr> </tbody> </table>			Combined (RWM)	Yr 3	Yr 4	Yr 5	Yr 6	PP At and above	47%	47%	32%	59%	Non-PP At and above	67%	70%	78%	84%	Gap	20%	23%	46%	25%	<p>The Monitoring Cycle in school is robust and with the introduction of Swivel this will be enhanced further. The system has been purchased, staff have been trained and trial recordings are due to begin Sep 2020.</p> <p>More effective and comprehensive provision map will be introduced Sep 2020 to centralise information, analyse intervention and measure impact for vulnerable children.</p>	£684
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ii. Targeted support																																								
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<p>Barrier B Pupil Premium children will make good or better progress in maths.</p>	<p>Daily support in lesson especially Maths lessons targeted towards PP pupils.</p> <p>Targeting PP pupils with additional interventions including 1st Class@Number, Booster classes.</p>	<p>Positive feedback from TA staff who attended MTA training. TAs identified their increased awareness to encourage children to be more independent and their role in guiding the children instead of 'giving them the answer'. 82% of maths lesson observations made reference to TA; being effective, using good questioning skills, supporting the children effectively and being deployed well in the lesson</p> <table border="1"> <thead> <tr> <th>Yr 3 PP</th> <th>M (at)</th> <th>+</th> </tr> </thead> <tbody> <tr> <td>Autumn 2019</td> <td>21/35 60%</td> <td>6/35 17%</td> </tr> <tr> <td>Spring 2020</td> <td>22/36 61%</td> <td>7/36 19%</td> </tr> <tr> <td>Yr 4 PP</td> <td>M (at)</td> <td>+</td> </tr> <tr> <td>Autumn 2019</td> <td>19/33 58%</td> <td>3/33 9%</td> </tr> <tr> <td>Spring 2020</td> <td>21/33 64%</td> <td>2/33 6%</td> </tr> <tr> <td>Yr 5 PP</td> <td>M (at)</td> <td>+</td> </tr> <tr> <td>Autumn 2019</td> <td>13/27 48%</td> <td>2/27 7%</td> </tr> <tr> <td>Spring 2020</td> <td>17/31 55%</td> <td>7/31 23%</td> </tr> <tr> <td>Yr 3 PP</td> <td>M (at)</td> <td>+</td> </tr> <tr> <td>Autumn 2019</td> <td>20/32 68%</td> <td>3/32 9%</td> </tr> <tr> <td>Spring 2020</td> <td>23/32 72%</td> <td>7/32 22%</td> </tr> </tbody> </table> <p>Within intervention groups pupils respond well and make progress. The data above shows progress across all yr groups in maths (1 exception) between Sep-March .</p>	Yr 3 PP	M (at)	+	Autumn 2019	21/35 60%	6/35 17%	Spring 2020	22/36 61%	7/36 19%	Yr 4 PP	M (at)	+	Autumn 2019	19/33 58%	3/33 9%	Spring 2020	21/33 64%	2/33 6%	Yr 5 PP	M (at)	+	Autumn 2019	13/27 48%	2/27 7%	Spring 2020	17/31 55%	7/31 23%	Yr 3 PP	M (at)	+	Autumn 2019	20/32 68%	3/32 9%	Spring 2020	23/32 72%	7/32 22%	<p>Adult support both within lessons and outside of class (either pre-teaching or targeted interventions) will continue to be provided to PP children as appropriate.</p> <p>The Year 4 cohort (now Year 5) will need to continue to be targeted.</p>	<p>TA intervention £76,449</p> <p>Curriculum resources £5, 902</p>
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<p>Barrier C Pupils' confidence, resilience and self-belief are secure enough that the children are effective learners.</p>	<p>Named Teaching Assistants & Learning Mentor to support identified PP children pastorally (a range of foci e.g. emotional resilience, confidence, self-esteem etc.).</p> <p>Financial support for educational visits</p> <p>Create a Nurture room within school which can be utilised by identified children who struggle emotionally to access</p>	<p>Pastoral support was put in place with weekly meetings with L mentor and named TA. Due to COVID the impact of this support is difficult to record Sep-March. This will continue 2020-21. Identified children were supported throughout school closure either in school or through L mentor and D Head phone calls or home visits. Feedback from parents suggests that this support was well received. 49 families were supported by L mentor & Deputy during lockdown. 70 of these children were PP</p> <p>School provided financial support for 3 children to attend Yr 6 residential visit. Due to COVID guidance Yr 4 residential trip was cancelled.</p>	<p>Weekly Pastoral Support meetings will continue to monitor the children who require this support. A small number of children will also be placed on a Passport to Success card based on data from previous yr.</p> <p>P4C is being introduced to the school this year</p> <p>School will continue to provide this financial support. This will depend on COVID government guidance in the future.</p> <p>School are keen to proceed with the nurture room when COVID guidance allows.</p>	<p>Pastoral Support meetings (RW, RC, CP, CM) £2,108</p> <p>Educational Visits £9,450</p> <p>Breakfast/After School Club £1,00</p> <p>Nurture room £0</p>
<p>Barrier E Reduce/support persistent absenteeism for PP pupils. PP pupils' absence rates to be in-line with non PP pupils.</p>	<p>First Day response for every Pupil Premium pupil.</p> <p>Attendance assemblies.</p> <p>Various attendance incentives throughout the school year (termly, half termly, most improved PP children identified)</p> <p>Weekly/daily close analysis of PP attendance/punctuality data.</p> <p>Panel meetings with PP parents/families.</p> <p>Home visits at various stages of attendance procedures/monitoring.</p> <p>Provide Extended provision for PP children when needed.</p>	<p>Capacity of Attendance offer was reduced last academic year due to long term admin absence.</p> <p>Late Marks for 2018-19- 779 Late marks for 2019-20 – 985</p> <p>Attendance data shows: PP attendance 2018-19 -95.74% PP attendance 2019-20- 94.8% 2018-19 10 PP children reached PA status 2019-20 19 Pp children reached PA status</p> <p>The data shows an increase in PP absence, PP Persistent absence and the number of late marks last year. This is clearly an area for development for 2020 21</p>	<p>SIP identified the need for increased joined up thinking and communication between Learning Mentor, Deputy Head and Attendance officer to reduce the number of late marks and improve attendance data.</p> <p>Panel meetings will continue this year for PA and lates that are not COVID related.</p> <p>L Mentor to focus on improving PA and late marks of PP children.</p>	<p>Attendance officer £5,276 Attendance Incentives £69 Attendance SLA- £782 Transport/Collection- £53 PP data analysis £778</p>

<p>Barrier A Pupil Premium children will access homework clubs and booster sessions.</p>	<p>PP children's barriers to completing homework will be removed. Children will be enabled to secure objectives for maths and English.</p> <p>Children's University will be used to promote and track children's attendance.</p>	<p>Upper Key Stage 2 children were invited to homework clubs through identification by staff or parents/carers. Children attended either after school, at lunchtimes, or during assembly times as appropriate. 27% of Yr PP children attended. 38% of Yr 6 PP children attended.</p> <p>Children's University events did not occur and all extra-curricular sessions stopped in March 2020. However the following data shows Pupil Premium engagement in extra-curricular activities Sep-Dec 2019.</p> <p>Year 3- 19/35 =54% Year 4- 16/32= 50 Year 5 -21/31 =68% Year 6 16/34 =47%</p>	<p>Yr groups will continue to offer this additional homework support although after school clubs is not possible at this time. Each yr group will decide how to operate homework support Sep 2020.</p> <p>School will wait guidance regarding extra-curricular activities. Currently these are postponed.</p>	<p>PP Booster - £1,400</p> <p>Children's University for PP Children - £715</p> <p>Homework club (Upper School) £1,600</p>
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<p>Barrier A Pupil premium children who are making good or less than good progress will access targeted intervention groups.</p>	<p>Children will be enabled to secure objectives for maths and English.</p>	<p>Spring Term Data shows:</p> <table border="1" data-bbox="999 628 1451 997"> <thead> <tr> <th>Yr 3</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>19/36 53%</td> <td>18/36 50%</td> <td>23/36% 64%</td> </tr> <tr> <td>Gap</td> <td>27%</td> <td>22%</td> <td>12%</td> </tr> <tr> <th>Yr 4</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>PP</td> <td>19/36 53%</td> <td>19/36 53%</td> <td>21/36 58%</td> </tr> <tr> <td>Gap</td> <td>24%</td> <td>21%</td> <td>25</td> </tr> <tr> <th>Yr 5</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>PP</td> <td>19/36 53%</td> <td>18/36 50%</td> <td>23/36% 64%</td> </tr> <tr> <td>Gap</td> <td>27%</td> <td>22%</td> <td>12%</td> </tr> <tr> <th>Yr 6</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>PP</td> <td>28/34 82%</td> <td>23/34 68%</td> <td>25/34 74%</td> </tr> <tr> <td>Gap</td> <td>11%</td> <td>19%</td> <td>15%</td> </tr> </tbody> </table> <p>PP children made excellent progress in writing and Maths.</p>	Yr 3	R	W	M	PP	19/36 53%	18/36 50%	23/36% 64%	Gap	27%	22%	12%	Yr 4	R	W	M	PP	19/36 53%	19/36 53%	21/36 58%	Gap	24%	21%	25	Yr 5	R	W	M	PP	19/36 53%	18/36 50%	23/36% 64%	Gap	27%	22%	12%	Yr 6	R	W	M	PP	28/34 82%	23/34 68%	25/34 74%	Gap	11%	19%	15%	<p>Continue to target intervention for pupils who are making good progress (if low or middle attainers) or less than good progress (all attaining groups).</p> <p>Next year's focus area for PP progress will be Reading.</p>	<p>Specialist External Support - £10,674</p> <p>Power Maths- £1,116</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Barrier D To improve parental skills to enable them to support their children in order that pupils achieve their potential.</p>	<p>Parental Engagement Workshops/ Power of Parenting Workshop.</p> <p>Parents will be offered Workshops to support them in Year Group related topics.</p>	<p>Feedback from parents attending Christmas workshops was positive. They 'enjoyed spending time with their children being creative and calm amongst the rush of Christmas'. Parents attending Power of Parenting reported 'it was beneficial to discuss different parenting strategies with other parents together'. Yr3- Sports- parents expressed 'enjoyment of being active with my child'. (31% of parents attended). Yr 4 Times tables- parents felt 'reassured with a greater understanding about the formal assessment'. (35% of parents attended) Yr 5 – circuits, bleep test- parents 'enjoyed the challenge with my child'. (51% parents attended) Yr 6 SATs- parents found it 'helpful to see the styles of question to assist with the home revision'. (51% of parents attended)</p>	<p>Parental engagement is much higher at creative or sporting workshops than Maths or English related workshops.</p> <p>This would be an area of focus and discussion for next year.</p> <p>Plans for Autumn term creative workshops to be held virtually due to COVID regulations.</p>																
<p>Emotional development for Pupils has a positive effect and removes barriers to children's learning.</p> <p>Barrier A / B</p>	<p>Learning Mentor sessions for PP children.</p>	<p>Due to COVID this support changed dramatically this year to include: Preparation and delivery of food parcels. Doorstep visits for most vulnerable children Doorstep visits from children who had been hard to make contact with via email. Production of 'Sunshine After the Rain' resource for infant and junior school which was then shared borough wide. Preparation of YR2/3 transition booklet. Once again parent feedback from this support was very positive. School achieved National Well being award with excellent feedback from the assessor.</p>	<p>Continue next year. Learning Mentor will be timetabled next year to ensure support for more children who require it.</p>	<p>Learning Mentor - £23,813</p> <p>SENDCO Lunchtime Support £2,916</p>															
<p>Barrier A To diminish the difference between the attainment of Pupil Premium and non Pupil Premium children.</p>	<p>SATS Booster classes for Y6 PP children.</p>	<p>Due to school closure during COVID the full impact of the booster lessons was not fully realised. Nevertheless, data below shows an increase in PP attainment in all areas from the baseline in Autumn term to March 2020.</p> <p>Yr 6 PP Attainment Data 2019 - 2020</p> <table border="1" data-bbox="994 1251 1415 1366"> <thead> <tr> <th>Yr 6 PP</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Autumn 2019</td> <td>22/32 69%</td> <td>17/32 54%</td> <td>20/32 63%</td> <td>22/32 68%</td> </tr> <tr> <td>Spring 2020</td> <td>26/32 81%</td> <td>21/32 66%</td> <td>24/32 75%</td> <td>23/32 72%</td> </tr> </tbody> </table>	Yr 6 PP	R	W	M	GPS	Autumn 2019	22/32 69%	17/32 54%	20/32 63%	22/32 68%	Spring 2020	26/32 81%	21/32 66%	24/32 75%	23/32 72%	<p>Continue for next year.</p>	
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<p>Barrier B To ensure that PP Pupils achieve progress scores in line with their similarly attaining peers nationally.</p>	<p>Use of Assessment materials (iTrack/NFER/SATs materials). Accelerated Reader ensures reading progress and attainment.</p>	<p>Based on KS1 attainment data and Yr 6 internal Spring data 2020. Reading 100% PP children made progress Writing 91% of PP children made progress GPS 97% of PP children made progress Maths 100% of PP children made progress</p>	<p>Continue next year.</p>	<p>I-Track - £316 Accelerated Reader - £907</p>
<p>All Barriers Pupil Premium grant being used effectively.</p>	<p>Leadership training in effective use of Pupil Premium through the ALPSIT PP Peer Review Sessions. Leadership will provide guidance and support for all staff in relation to provision and tracking for/of PP children.</p>	<p>ALPSIT PP Peer review did not occur due to COVID 19. School awaits further direction. Nevertheless, PP pupils benefited from the PP grant in a number of ways this year. Please refer to the sections above.</p>	<p>It is not known at this point how this PP Peer Review will continue. School awaits further direction for ALPSIT.</p>	<p>Peer PP Training and PP Peer Review x 2 staff £1,500</p>