



## Abbey Catholic Primary School

**Report:** Pupil Premium Spending 2020-21

Current Disadvantaged (Pupil Premium) Numbers: 107

Current FSM Numbers: 103

Provisional Allocation for 2020-21 (107 x £1,345) = £143,915

Date of Last Review: December 2020

Next Date for Review: September 2021

| Year                 | Total      | FSM        | LAC      | PP         |
|----------------------|------------|------------|----------|------------|
| EYFS                 | 17         | 17         |          | 17         |
| 1                    | 19         | 19         |          | 19         |
| 2                    | 22         | 21         | 1 (PLAC) | 22         |
| 3                    | 12         | 11         | 1        | 12         |
| 4                    | 12         | 12         |          | 12         |
| 5                    | 15         | 14         |          | 15         |
| 6                    | 10         | 9          | 1        | 11         |
| <b>Total EYFS-Y6</b> | <b>107</b> | <b>103</b> | <b>3</b> | <b>107</b> |

### **Key Priorities:**

Close the progress and attainment gaps between Disadvantaged and non-Disadvantaged pupils through:

### **Barriers:**

| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
|---|--|
| A.  | <b>Limited Progress of PP children in KS2 Reading.</b>                                       |
| B.  | <b>Limited Attainment of PP children in Writing in KS1.</b>                                  |
| C.  | <b>Poor PSED, CL and PD skills of PP children compared to peers.</b>                         |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| D.  | <b>Lack of engagement with extra-curricular activities.</b>                                  |
| E.  | <b>Lack of opportunities for reading for PP children outside of normal school ours.</b>      |
| F.  | <b>Lack of parental support due to poor literacy and numeracy skills of some PP children</b> |

| Area of Focus  | Allocation                 | Description of spending   | EEF Evidence   | Intended Impact   |
|--|----------------------------|---|--|---|
| Closing the gap between PP and others nationally in Reading, Writing and Maths through quality first teaching.   | £43,590.76                 | Read Write Inc setting across EYFS and KS1  | Early Interventions +5.  | 82% PP children pass the Phonic screening check. 100% by Year 2.<br><br>79% PP children reach expected standard in KS1. |
|  | £7,011.62                  | Wellcomm initiative   | Oral Language interventions +5.                                  | At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs.                      |
|  | £719.10<br>£240.90<br>£250 | Subscriptions to online basic skills homework schemes.<br>SATscompanion<br>Timestables Rockstars<br>Spelling Shed | Parental Engagement +3<br>Homework +2<br>Digital Technology +4   | Increase participation in basic skills based homework schemes contributing to PP children data gap being closed.        |
| Remove barriers to develop love of reading and regular opportunities to access high-quality  | £1,500                     | Book club – targeted club for Disadvantaged children  | Collaborative Learning +5<br>Reading Comprehension Strategies +6 | Remove barriers to develop love of reading and regular opportunities to access high-quality texts.                      |
|  | £6,187.22                  | Development of school library bus.  | Parental Engagement +3<br>Metacognition and self-regulation +7   | Remove barriers to love of reading.   |
| Close the gap between PP and non-PP children in PSED, CL and PD skills in Early Years. All children successfully achieving basic communication skills within the | 16,674.04                  | 20 day challenges.  | Individualised Instruction. +3.                                  | Gaps in learning are quickly identified and addressed so that children make continual progress.                         |
|  | £48,771.52                 | KS2 Small group setting   | Collaborative learning +5<br>Small Group tuition. +4             | 80% PP children pass the KS2 SATs tests.  |
|  | £3,216.79                  | Literacy and Numeracy intervention.   | Small Group tuition. +4  | HLTA to support interventions in Maths and English across KS2   |

|  |                         |   |   |  |
|--|-------------------------|---|---|--|
| first year of school.  | £1,966.19               | Mentoring opportunities   | Social and Emotional Learning. +4   | closing gaps in learning and ensuring continual progress.<br><br>Children develop their social and emotional skills through guided support to ensure this isn't a barrier for learning.  |
| To ensure PP children the opportunities to develop ICT skills to close the gap of learning with non PP children. | £9,784.40               | Purchase of iPads   | Digital Technology. +4  | Increased development in basic IT skills to increase outcomes across a broad and balanced curriculum.  |
| Attendance of PP will be in line with non-PP children and above the national average.                            | £4002.46<br><br>£18,305 | Breakfast Club<br><br>FLAPP Officer (Family Liason and Pupil Premium Officer) | Extending school time. +2<br><br>Parental Engagement +3<br>Individualised instruction +3<br>Behaviour Intervention +3 | Attendance of PP to will be in line with Non-PP children and above the national average. (National average 95.7% for 2017-18)<br><br>Greater collaboration with parents to improve attendance, emotional and social support and learning outcomes of Pupil premium children. |

## 2019/20 Impact Log

| Area of Focus  | Allocation          | Description of spending  | EEF Evidence   | Impact                                      |
|--|---------------------|--|--|---|
| Closing the gap between PP and others nationally in Reading, Writing and Maths through | £16,500<br><br>£450 | Read Write Inc setting across EYFS and KS1<br><br>Shakespeare Schools Festival | Early Interventions +5.<br><br>Art Participation +2. | No measurable impact due to COVID pandemic. |

|  |         |   |  |   |
|--|---------|---|--|---|
| quality first teaching, real life experiences and a broad and balanced curriculum in both KS1 and KS2.   | £7,000  | Wellcomm initiative   | Oral Language interventions +5.                                  | No measureable impact, this is part of Abbey Catholic Primary schools commitment to provide all children with a holistic education centred around Christ.   |
|  | £649    | Subscriptions to online basic skills homework schemes.<br>SATscompanion<br>Timestables Rockstars<br>Spelling Shed | Parental Engagement +3<br>Homework +2<br>Digital Technology +4   | No measurable impact due to COVID pandemic.<br><br>Following consultation with all stakeholders homework now focuses on core skills. Utilising online resources all children have regular opportunities to improve these skills both in school and out of school.<br><br>Clear evidence of substantial improvement in Times Table recall following the roll-out of TT Rock Stars. Our Maths lead will continue to monitor this during 2020/21 to further improve arithmetic skills. |
| Close the gap between PP and non-PP children in PSED, CL and PD skills in Early Years. All children successfully achieving basic communication skills within the | £45,221 | 20 day challenges.  | Individualised Instruction. +3.                                  | No measurable impact due to COVID pandemic.   |
|  | £8,000  | Literacy and Numeracy intervention.   | Small Group tuition. +4  |   |
|  | £1,500  | Book club – targeted club for Disadvantaged children.   | Collaborative Learning +5<br>Reading Comprehension Strategies +6 | Book club and targeting of Pupil Premium children for opportunities have had unquantifiable impact.   |

|   |        |                 |                           |  |
|---|--------|-----------------|---------------------------|--|
| first year of school.   |        |                 |                           |  |
| Attendance of PP will be in line with non-PP children and above the national average. | £6,000 | Breakfast club. | Extending school time. +2 | Improved attendance and increased numbers of PP children starting school on time. Attendance of PP children for 2019/20 was 96.3% up to the point of National Lockdown. This is classified as 'Good Attendance' and is above the National average. |

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)