

St Charles Borromeo

Pupil Premium 2021-22



Summary Information			
Academic Year	2021/22	Date of PP review/report	July 2022
Total Number of Pupils	211 (excl Nursery)	Amount of funding received per pupil	£1,345
Number of Pupils Eligible for PP	13 / 6.2% (excl Nursery) 14 / 5.7% (inc Nursery)	Pupil Premium Recovery premium C/F from 2020/21 Total PP funding	11,760 2,000 3,999 £17,759

Attainment (Progress by Steps) PP children alone			
11 pupils in Years 2-6 Based on data for 2021/22 (Summer 2 2021 – Summer 2022)	Reading	Writing	Maths
Progressed by five or more steps	11	11	11
Progressed by four steps			
Progressed by three steps			
Progressed by two steps			

Attainment (Progress by Steps) Rest of the school alone			
140 pupils in Years 2-6 Based on data for 2021/22 (Summer 2 2021 – Summer 2022)	Reading	Writing	Maths
Progressed by five or more steps	129	132	134
Progressed by four steps	8	3	2
Progressed by three steps	1	2	3
Progressed by two steps	1	2	0
No data *	1	1	1

*Pupil joined in Summer term

This data does not include children from Nursery, Reception or Year One as they do not record Target Tracker data in Summer 2. Their impact will be reflected in the impact statements instead - see below

The analysis below is based around the Activity intentions as set out on our three year DfE Pupil Premium Strategy Statement which is on our website.

Action	Outcomes	Impact	Actual cost
<ul style="list-style-type: none"> Home School Link Worker (HSLW) 	<ul style="list-style-type: none"> To support parents, families and pupils on a wide range of issues. To develop and maintain positive relationships between 	<ul style="list-style-type: none"> A number of our families have used the experience of the HSLW this year. They have had support for adult, children with family and individual sessions. The access to this has enabled children to try to make sense and improve certain issues in their lives. 	£0
<ul style="list-style-type: none"> Continued provision of proven teacher led and LSA led interventions 	<ul style="list-style-type: none"> Maths and English interventions have been shown to have a big impact on pupil confidence and results. Therefore, continued provision to ensure continued success in this area. Enrich pupil experiences to impact on quality of Numeracy and problem solving, reading and grammar Pupils to achieve between 4 and 6 levels of progress during academic year All pupils to make at least expected progress in Maths 	<ul style="list-style-type: none"> For all children from Year 1 and 2 these interventions have been shown to have good impact. All children have improved by 5-6 steps. All children have reached at least expected standard. <p>Impact outcomes- teachers report</p> <ul style="list-style-type: none"> Regular group work is allowing the children time to talk about their maths and has meant an increase in levels in reasoning papers as well as Arithmetic results. Children are using better mathematical vocabulary as a result of the smaller group aspect of the intervention which is evidenced in books. Early morning groups is supporting arithmetic. Large focus this term on missing number questions and finding fractions of a number. Children becoming more confident but need reassurance and support at times. Confidence has grown in maths and they are more aware of how to answer each of the question styles 	£1080

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• More accurate retrieval of information, skimming skills etc, reading more• Children accessing the rest of the curriculum more independently as they have a greater awareness of what they are reading.• Handwriting and overall presentation has greatly improved over the course of the year.• The ability to write for sustained periods of time and has produced some great work in English and RE recently.• There is increasing pride in work. | |
|--|--|---|--|

<p>Third Space Learning to KS2 pupils</p> <p>LSA costing x 60 sessions- 0.5 hours</p> <p>Teacher cost x60 sessions- 0.5 hours</p>	<ul style="list-style-type: none"> • To assist PP children who have missed learning through the pandemic to catch up and have reinforcement in Mathematical learning. • Support areas of weakness in the maths curriculum • To boost lowest 20% • 1:1 online • LSA / teacher support for safeguarding, IT issues and supporting children when they need additional support with their Maths 	<p>Data was collected from assessments, through data feedback from Third Space and through Ready to Progress analysis from all staff.</p> <p>These chosen children have had very close 1:1 sessions with a tutor designed only for them.</p> <p>They have explained that they appreciate having someone to talk to that is just for them, that they are gaining in confidence and are happier now to speak out in class and share their learning.</p> <p>Impact Outcomes- teachers report</p> <ul style="list-style-type: none"> • Within year 6, our PP children are now all at expected standard in Maths • This child has made excellent progress in maths this year and has a much more positive approach to the subject • This child has really worked on times tables knowledge, achieving full marks in the National MTC. • The attitude towards Maths in the classroom has improved with a more settled and determined approach being achieved most of the time. 	<p>£3247.20</p>
---	--	---	-----------------

<p>Teacher and LSA led smaller phonics groups across Reception and KS1</p> <p>LSA 2 hours per week x 24 weeks</p>		<p>Phonics check data Y1/Y2. These interventions have given children space to reinforce their learning, they have shown a positive effect in the phonics screening where PP pupils have passed.</p> <p>Impact outcomes- teachers report</p> <ul style="list-style-type: none"> • Children have moved up four book bands in reading since the start of the year. • Increased confidence reading in front of others, especially in the smaller group. • Comprehension confidence has increased. 	<p>£200</p> <p>£720</p>
<p>Pastoral & Emotional Support – ELSA trained member of staff delivering pastoral and emotional support through delivery of Time to Talk and other interventions as required.</p> <p>HLTA / LSA support for children needing specific support with life skills</p> <p>Access to Rainbows</p>	<p>To focus on issues such as self-esteem, social skills, anxiety and attendance.</p>	<p>Attendance figures (92 or higher for all PP children- impacted by Covid)</p> <p>Impact Outcomes- teachers report</p> <ul style="list-style-type: none"> • They are developing better confidence in discussing feelings and are increasingly able to deal with situations in class, that would have previously been very upsetting. • The ELSA support has provided support when needed, to the whole family, it has allowed the child to access important tests in as positive way as possible. • Rainbows has meant that the children see that they are not alone in their worries, that there are others who share their life experiences 	<p>£1140</p>

<p>Provision of (specialist) software to support spelling – Nessy</p> <p>LSA 2.5 hours per week x 24 weeks</p> <p>Teacher 1 hour per week x 24 weeks</p>	<p>Provision of adaptive program to generate tailored lessons to help the individual students target areas of weakness in their learning</p> <p>Groups supported by LSAs/ teacher before school to ensure additional use of program</p>	<p>Assessments at the end of this year have shown that many of the children using this programme have increased scores by up to 32%.</p> <p>Impact Outcomes- teachers report</p> <ul style="list-style-type: none"> • Can spell most Year 2 Common Exception words in Summer Term. • Spelling scores increased from an average of 3/10 to an average of 7/10 	<p>£360</p> <p>£900</p> <p>£840</p>
<p>Clubs (school run and externally run clubs)</p>	<p>To ensure access to enriched curriculum and enhance learning experiences.</p> <p>Dodgeball, Street dance Tennis</p>	<p>Pre-allocation of (school) club places for PP children has resulted in increased attendance at clubs. Swimming lessons have also be supported</p> <p>Impact Outcomes- teachers report</p> <ul style="list-style-type: none"> • Developing team work skills – more confident in group work • Developing confidence • Children able to attend clubs now, whereas before they were never able to do so • Specific child is dancing and singing for their 	<p>£788</p> <p>£273</p> <p>£1008</p> <p>£864</p>
<p>Milk</p>			<p>£110</p>
<p>Music lessons</p>	<p>Piano lessons/ Guitar</p> <p>Provide quality experiences to enhance learning, improve confidence and expand knowledge</p>	<p>Impact Outcomes</p> <ul style="list-style-type: none"> • Speaking to our pupils that access this shows how much they love playing and what confidence it gives them. • Two children have taken and passed exams in their instrument 	<p>£468</p>
<p>IT provision</p>	<p>To ensure that all children are able to access the broader curriculum at home - homework, educational games etc - with provision of device to use at home.</p>	<p>Parents have further taken this up and have expressed real appreciation in that their children will have this as something they can take on through their school lives.</p>	<p>£2120</p>

<p>Resources – provision of specialist books for use in school and for homework</p> <p>Book In a Box</p>	<p>To enhance learning experience and supply access to homework booklets otherwise unaffordable.</p>	<p>The children have used these every week and found their step by step support and instructions easy to follow.</p> <p>Impact Outcomes- teachers report</p> <ul style="list-style-type: none"> • It gives the children great confidence to have their own copies of all the different class texts that we use • This is a new initiative but children very excited about the prospect of their new reading experience <p>-Children report</p> <ul style="list-style-type: none"> • I was so excited to get a parcel with my name on it. My sister got one too. • I had a book about a crocodile. It was a Roald Dahl book. I like him. I got some other bits as well. My sister got book bingo and she lets me play it with her. She uses one line and I use two lines so we can both play it. • I like reading as you don't get questions to answer. I can just go off on my own with my book and read it by myself and enjoy it 	<p>£109</p> <p>£270</p>
<p>Access to school trips/residential</p>	<p>Funding (partial or full) of activity plus relevant resources as deemed necessary to enable access to trips/visits and all educational requirements.</p>	<p>Provides quality experiences to enhance learning, improve confidence and expand knowledge.</p> <p>Impact Outcomes</p> <ul style="list-style-type: none"> • To watch the children address their fears and have a go at everything on offer shows just how much this aspect of PP funding is of value • Parent- thanks for making sure that she could go, makes such a difference for us 	<p>£1042.50</p>

IT programs to assist with areas of the curriculum	Spelling shed Power Maths Power of Reading Dyslexia Screening TTRS and Number Bots	Impact Outcomes <ul style="list-style-type: none"> Does not read enough at home so when in after school club the adults will read with her when they can. Regular user of Spelling Shed and SumDog (maths) at home which has enabled us to follow progress and identify areas for development. 	£150 £165 £193 £350 £168
			Total £16,565.70 As of 24.7.22 There are some late additions which will be updated by September 2022

Nursery / Reception / Year 1
Pupil Impact Outcomes

<u>Name of child</u>	<u>Grouping</u>	<u>Typical activities</u>	<u>Positive impact outcomes</u>
Reception	Intermittent Phonics Catch-up (Little Wandle Scheme); Phase 2 Additional Blending Practise Reading Practise in a small group of 4	<ul style="list-style-type: none"> Oral blending games See and say Grapheme Phoneme Correspondences (GPC's) Oral Blending (CVC's) Practice Phase 2 tricky words See and say GPC's appearing in weekly practise book See and say tricky words in book See and say HF words in book 	<ul style="list-style-type: none"> Now recognises all GPC's in Phase 2 and some Phase 3 single graphs Now is sounding out blending CVC's containing Phase 2 sounds independently Is developing increased fluency

	children 3 times per week	<ul style="list-style-type: none"> • Reading aloud independently 3 times per week, supported by adult • Focus on prosody and comprehension with adult support • Book taken home to practise - weekly 	
	Maths Once per week	<ul style="list-style-type: none"> • Counting 1 to 1 to 1 • Recognising numbers to 20 • Counting on • Find one more/less to 10 • Doubling and sharing 	<ul style="list-style-type: none"> • Is able to count 1 to 1 to 15 • Recognises all numbers in any order to 12 and can subitise dice patterns to 6. • Can count on one more for numbers up to 10 when using his fingers
	Nuffield Early Language Intervention programme In a group of 5, a 10 week programme Twice per week	<ul style="list-style-type: none"> • Reinforce vocabulary already learned previously • Introduce new words • Narrative task; sequencing and knowledge of story elements • Review what has been covered 	<ul style="list-style-type: none"> • Is starting to use the vocabulary learned, applying these words in everyday language • Is making more regular eye contact with the person they are listening to/speaking with • Is responding to others with a phrase or simple sentence rather than a single word answer.
Nursery		<ul style="list-style-type: none"> • Has been supported by members of staff daily. This is sometimes through child initiated play and sometimes as a focus activity or one-to-one time. • We have discussed different emotions and understanding what these might look like. Talks in a very mature way and I feel this time has given him chance to understand other children's behaviour and emotions and why this is different to own behaviour. 	<ul style="list-style-type: none"> • Is 'On track' in summer term.
		<ul style="list-style-type: none"> • We have purchased 2 books – The Family Fairies by Rosemary Lucas and Finding a Family for Tommy by Rebecca Daniel which we have read to allow them to understand and discuss family unit and past background. • We have also purchased some resources that are of particular interest, such as emergency vehicles to encourage social skills and some fine motor resources. 	<ul style="list-style-type: none"> • Responding much more appropriately to social situations

Year 1	ELSA support	<ul style="list-style-type: none">• Activities to support emotional needs	<ul style="list-style-type: none">• Has been able to attend some groups based on friendships. Starting to notice them playing with less restrictions in the playground
--------	--------------	---	--