

## **Impact of Pupil Premium Grant Spending – March 2021**

**(Period covered from September 2019 to end of March 2021)**

Circumstances surrounding this year's evaluation of the impact our Pupil Premium grant spending has had upon the progress of our disadvantaged pupils are unique.

The COVID pandemic has meant school has been unexpectedly closed twice – between March 2020 until 8<sup>th</sup> June 2020 (closed until September for some year groups) and then again from 1<sup>st</sup> January 2021 until 8<sup>th</sup> March 2021. Only a relatively small number of key worker pupils were in school continuously. All other pupils were provided with high quality remote learning.

The UK Government took the difficult decision to cancel all primary national assessments for summer 2020 including the cancellation of Year 6 and Year 2 SATs, EYFS end of Reception assessments, Year 1 phonics screening check and Year 4 Multiplication check.

### **Early Years Progress**

As our published Pupil Premium strategy makes clear, key barriers to learning include ;

A, Narrow experience of life outside school

B, Poor early speech and language development

C, Speaking, reading and writing problems reflecting English as a second language for many

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

### **WELLCOMM programme and assessments**

As so many children enter nursery with communication/speech and language difficulties, school uses an intervention called WELLCOMM to assess and improve children's comprehension of language and use of expressive language.

WELLCOMM programme has been used across both Nursery and Reception classes in 2020-2021 – a total of 120 children. Their overall progress between Sept 2020 ( on entry) and March 2021 progress is set out below:

September 2020	% of children working at their age related expectation – comprehension and expressive language	% of children working significantly below their age related expectation ( plus 12 months)
March 2021		
July 2021		
Full cohort	31%	23%
	52%	12%
Pupil Premium pupils only	26%	23%
	49%	12%

- Progress of pupil premium children towards aged related expectations is better ( 23% increase) compared to their non FSM counterparts (21%) increase – Pupil Premium children in our Early Years are closing the attainment gap.
- Those pupil premium children who started the school year significantly behind age related expectations are improving at the same rate as their non disadvantaged counterparts
- Overall, data suggests a very positive impact on the rates of progress for disadvantaged pupils in the Early Years
- The expectation is that by July 2021 WELLCOMM outcomes in school for both disadvantaged and non-disadvantaged pupils will be at least in line with National comparators – this will represent outstanding progress during the Early Years Foundation Stage (EYFS) given very low starting points.

## Key Stage 1 progress- Phonics Screening check

Year 2 children completed the Year 1 phonics screening check they had missed in the Autumn Term of 2020. Their excellent results considering the time they have missed at school are set out below. NB – the national comparator figure used is for 2019 (the only one available). The real comparator figure- National outcomes for December 2020 have not yet been published.

Year 1 Phonics Screening check results			
National pass rate Summer 2019	St. Thomas of Canterbury School Pass rate December 2020	National pass rate Summer 2019 (Disadvantaged only)	St. Thomas of Canterbury School pass rate December 2020 (Disadvantaged only)
84%	86% (NB this rises to 89% when we exclude those high level SEND pupils with an EHCP)	71%	75%

Despite the school closures, all children @ St. Thomas of Canterbury RC Primary performed above their national counterparts in December 2020 when using 2019 national data as a comparator

**Disadvantaged children at St Thomas of Canterbury did better than national disadvantaged children in the phonics screening check.**

## Internal assessments ( Year 1 to Year 6)

The use of internal assessments to evaluate the impact of Pupil Premium spending on disadvantaged pupils can be problematic and of limited value. While it can be a useful tool to map the relative progress of different groups within school, it tells us nothing about their progress relative to national data counterparts.

Notwithstanding this limitation, new baseline assessments were completed in late October 2020 in reading, writing and maths for Years 1 to Year 6

- Analysis shows that the % of all children working at Age Related Expectations (ARE) in reading, writing and maths was less than the comparable assessment point in 2019. In other words, the long school closure from March 2020 to September 2020 had impacted negatively on overall levels of attainment
- More detailed analysis did however demonstrate that the regression in learning was **less pronounced** for disadvantaged pupils than for non-disadvantaged pupils across year groups and core areas of learning.
- Disadvantaged pupils at St Thomas of Canterbury were **not** disproportionately disadvantaged by lockdown.
- School leaders believe this relatively good outcome for disadvantaged pupils was the result of two factors. Firstly, disadvantaged pupils proved more resilient during lockdown and this indicates that their core learning was deeply embedded and secure. Secondly, every effort was made to secure high levels of engagement with remote learning for all pupils, but especially the disadvantaged.

### **Reading Recovery intervention**

A small number of children, often with SEND or late arrivals into school can enter Year 2 below their chronological reading age. School leaders invest significant sums of Pupil Premium grant funding to employ 1 full time and 1 part time learning support assistant to address this concern.

The Reading Recovery programme is a long established and highly effective intervention aims at not only improving word reading, but also reading comprehension and spelling (encoding). Typically, children work one to one 5 days per week for 25 minutes for 19 weeks.

Despite the disruption caused by school closures, school leaders have made every effort to keep this programme on track. During the second lockdown, those pupils on the RR programme were invited to attend school each day for about one hour to maintain their progress through this intervention.

Outcomes, are set out below to demonstrate the outstanding impact of this programme:

## Impact of reading Recovery for selected Year 2 pupils 2019-2020

	Sep-19			Sep-20			Pupil Premium	From start of RR (Reading)	From AA Reading	From Start of RR (Comp)	From AA (Comp)
	Actual Age	Reading Age	Comprehension Age	AA	RA	CA					
Pupil A	6y 3m	6y11m	6y 0m	7y 3m	7y 9m	8y 9m	No	+ 10m	+ 6m	+ 2y 9m	+ 1y 6m
Pupil B		5y	5y 6m	7y 4m	7y 9m	8y 9m	No	+ 2y 9m	+ 5m	+ 3y 3m	+ 1y 5m
Pupil C	6y 3m	Below 4.5y	7y 3m	7y 3m	5y 11m	7y 0m	No	+ 1y 11m	- 1y 4m	- 3m	- 3m
Pupil D	6y 3m	Below 4.5y	6y 0m	7y 3m	5y 11m	7y 3m	No	+ 1y 11m	- 1y 4m	+ 1y 3m	Same
Pupil E	6y 2m	Below 4.5y	5y 11m	7y 2m	5y 2m	5y 10m	Yes	+ 1y 2m	- 2y	- 1m	- 1y 4m
Pupil F	7y 6m	Below 4.5y	-	8y 6m	6y 7y	7y 0m	Yes	+ 2y 8m	- 1y 10m	- 1y	- 1y 6m
Pupil G	7y 7m	7y 0m	7y 4m	8y 7m	9y 1m	9y 8m	Yes	+ 2y 1m	+ 6m	+ 2y 4m	+ 1y 1m
Pupil H	7y 6m	7y 0m	7y 4m	9y 2m	8y 8m	9y 11m	No	+ 1y 8m	- 6m	+ 2y 7m	+ 9m
Pupil I	9y 8m	Below 4.5y	-	10y 8m	9y 10m	9y 11m	Yes	+ 5y 10m	- 10m	+ 5y 11m	- 9m
Mar-21											
Pupil J	Sep-20 6y 5m	Below 4.5y	5y 1m	6y 11m	9y 1m	9y 4m	Yes	+ 5y 1m	+ 2y 2m	+ 4y 3m	+ 2y 5m
Pupil K		4y 9m	5y 6m	7y 6m	8y 1m	8y 2m	No	+ 4y 4m	+ 7m	+ 2y 8m	+ 8m

- Pupil's I and J (both Pupil Premium) improved their reading ages by over 5 years

- Although all pupils made progress, those on Pupil Premium on average did better overall than their more affluent counterparts  
(Pupil Premium children improved their reading age by 3.22 years in comparison with 2.02 years for those not on Pupil Premium)

### **Monitoring activities – September 2020 to March 2021**

Notwithstanding the pandemic, school has continued to monitor the quality of the curriculum and its implementation. Whilst the usual monitoring schedule has necessarily been re-modelled to ensure monitoring can be completed safely given the limitations around class bubbles and the school's Risk Assessment, nevertheless extensive monitoring has continued.

These monitoring activities have included Book Scrutiny, Pupil Interview, Teacher interview, planning scrutiny and lesson visits

Perhaps most informative and relevant here is the regular Book Scrutiny of pupils English and Maths books that takes place every half term with teachers present to discuss pupils progress as demonstrated by their books. Subject leaders always select the group of pupils to be monitored and this always includes a significant number of disadvantaged pupils.

**There is clear evidence from these regular English and maths book scrutinies that disadvantaged pupils make at least as good progress as their non – disadvantaged counterparts and often make more progress.**

**Date of next review : Autumn 2021**