

Pupil premium strategy statement

1. Summary information					
School	St Mary's Catholic Primary School				
Current Academic Year	2020-2021	Total PP budget	£48,840	Date of most recent PP Review	September 2020
Total number of pupils	458	Number of pupils eligible for PP	48	Date for next internal review of this strategy	April 2021

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2. Current attainment – 2018-2019 last year data collected		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	69% (Y6 77% - largest cohort)	67% in 2017 figure
% making progress in reading	97%	71%
% making progress in writing	87%	75%
% making progress in maths	73%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	20% of PP children in KS1 and KS2 are on SEN register. Many of these have complex needs,
B.	Emotional and behavioural
C.	Lack of persistence and resilience when faced with a challenge in learning. Negative mind set.
D.	Lack of pre-school exposure to high quality literature leading to poor early literacy skills and comprehension levels.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Parental support – Complex family difficulties leading to lack of support from home.
B.	Low levels of attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress and attainment	Children make accelerated progress in year in R,W,M
B.	Pupils show more resilience	Pupils show more persistence and positive attitude to problem solving.

C.	Improved attendance for key pupils	No PP child noted as a persistent absentee. Attendance rate will not fall below 95%.
D.	SEN issues in accessing learning are addressed	Pupil's confidence and self-esteem will increase. Key pupils will show more positive behaviour and attitude to learning.
E.	Emotional difficulties in accessing learning are addressed	Counselling of key pupils has a positive impact on pupils' self-esteem, behaviour and engagement.

5. Planned expenditure

Academic year

2020 / 2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress and attainment	Early intervention of speech and language in Nursery	Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence.	Liaise with SALT to ensure best strategies. Monitor and track targeted pupils. Impact raised during half termly pupil progress meetings.	SENCO / EYFS lead	June 2021
	Additional phonics intervention in Y1	As above	Impact raised during half termly pupil progress meeting.	Literacy coordinator	June 2021
	Additional lunch time reading interventions for key pupils run by TAs in Y3 – 6	Daily reading has shown to accelerate progress, raise attainment as well as pupil engagement.	Groups starting in September using Summer 2 progress and attainment data. Groups tracked using internal tracking system. Impact raised during half-termly pupil progress meetings.	KS2 Lead	
	Effective deployment of TAs to support quality first teaching	Additional adult allows the teacher to work with targeted pupils	TAs to work with all levels of ability	HT	June 2021
	Specialist teachers to work alongside class teachers in PE, Dance and French. Peripatetic instrumental music teachers delivering lessons.	Investing in specialists has led to accelerated progress and high standards. It has made pupils more self-confident and developed the skills of the class teacher.	Witnessed behaviours. Participation in competitions, concerts and performances. Feedback from pupils, parents, governors and secondary school.	HT	June 2021
	Tailored resources that impact on the achievement of individuals	High quality resources engage pupils and accelerate progress.	Analysis of data. Appropriate challenge seen in activities books. Pupil voice and attitude to learning.	HT	June 2021

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	1:1 support for key pupils in lessons teacher or TA	This allows individual learning to be delivered and is more effective	Class teacher to monitor and seek support from SENCO. Impact raised	SENCO	June 2021
	1:1 support for key pupils on playground.	The presence of an adult supports the pupil in socially, emotionally and leads to improved	SENCO to work with class teachers and midday supervisors.	SENCO	Daily
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance	HTs and office to robustly track attendance and lateness.	Data shows the strong correlation between poor attendance and underachievement. Whilst high attendance is linked to higher achievement.	HTs to meet with parents who are having attendance issues. If persistent issues arise then meet with attendance officer. HTs to arrange meetings with school nurse where appropriate.	HT	June 2021
SEN issues in accessing learning are addressed	To work closely with all outside agencies	This team approach has had positive impact on the emotional well-being and learning of pupils.	TAC meetings scheduled. Review of target meetings with SENCO, teacher and TA. New targets set. Class room observations / working with target pupils. Maintaining a sensory room.	SENCO	June 2021
Emotional difficulties in accessing learning are addressed	Art therapist to work with key PP children.	Pupils who have difficulty managing behaviour or show signs of stress / anxiety benefit from the 1:1 therapy.	Trained and experienced counsel to run the session. Once discharged the pupil will remain under the 'umbrella' of the therapist.	SENCO	June 2021
Smooth transition to secondary school	Transition resources, work, activity to support children moving on.	Anxiety surrounding transition to secondary school has potential to hinder the progress and attainment in yr 6.	Successful completion of secondary school application is positive and reflects young person's choice	HT	June 2021
Children to have access to school trips	Funding support for school trips and residentials	Enabling children to share in experiences with their peers		HT	June 2021
Children have access to school clubs, music lessons, wrap around care	Funding of places in extracurricular clubs.	Enabling children to share in the experiences of their peers. Enabling children to develop an interest or pursue a talent. Easing of access to extra-curricular activity. Children can be encouraged to participate in clubs to support development of self confidence.	Children enrolled in extra-curricular clubs.	HT	June 2021

No child to be dis-advantaged by lack of appropriate equipment or uniform.	Financial support given to families.	School uniform has been shown to create cohesion and removes the potential for peer pressure.	Children are well prepared when coming to school.	HT	June 2021

Review

The 2019-2020 academic year was disrupted by the COVID 19 outbreak. During the national lockdown school remained open to the children of key workers.

Extra measures were put in place for all pupil premium children depending on the needs identified. These measures included work being printed and delivered to homes, additional phone calls and home visits. We offered places within schools for those families who needed extra support. The children remained a priority despite the school being closed.

On the children's return, we quickly ensured if there were any gaps in learning and teachers have adjusted their plans accordingly.