

Pupil premium strategy statement 2020/21 (updated to new format May 2021) as at May 2021

School overview

Metric	Data
School name	St Catherine's CE Primary School
Pupils in school	207
Proportion of disadvantaged pupils	23% (49 pupils)
Pupil premium allocation this academic year	£66,560
Academic year or years covered by statement	20/21
Publish date	May 2021
Review date	July 2021
Statement authorised by	Karen Graham
Pupil premium lead	Karen Graham
Governor lead	Jenny Bingham

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	87%
Reading	87%
Writing	87%
Maths	90%
Achieving high standard at KS2 RWM	33%
Reading	37%
Writing	33%
Maths	43%

Teaching priorities for current academic year

Measure	Activity										
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received paid for training to deliver the 'Read Write Inc' phonics scheme effectively. Delivered by RWI to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.</p>										
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the Maths Hub and English Hub to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure all disadvantaged pupils make expected progress in Foundation subjects.</p>										
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Children enter reception with low oral language skills which impact on phonics and reading • Children enter reception with poor physical development which impacts on writing • Children have lack of resilience which impacts on their determination to overcome challenging barriers in learning • Attendance rates for PP children are lower than the school target of 97% and that of their non disadvantaged peers/national average 										
<p>Projected spending</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">£</th> </tr> </thead> <tbody> <tr> <td>Additional TA 2 hours to deliver RWI interventions</td> <td style="text-align: center;">7, 580</td> </tr> <tr> <td>Additional TA2 hours for interventions</td> <td style="text-align: center;">3,790</td> </tr> <tr> <td>Books for library and magazine subscriptions to hook more PPG boys in</td> <td style="text-align: center;">1350</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">12,720</td> </tr> </tbody> </table>		£	Additional TA 2 hours to deliver RWI interventions	7, 580	Additional TA2 hours for interventions	3,790	Books for library and magazine subscriptions to hook more PPG boys in	1350	Total	12,720
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils is in line with non disadvantaged%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> To ensure that the new Read Write Inc Phonics is monitored closely and pupils making below expected progress are identified in review meetings Target disadvantaged pupils using in house data and provide one to one phonics for early reading, and interventions for reading in every YG, to narrow the gap To monitor children accessing the library in KS2 and ensure regular reading opportunities are being seen Provide phonics support for Y3 and Y4 who did not pass phonics screening by end of KS1 Children will receive extra reading comprehension support in KS2 through intervention with TA To create a welcoming and positive reading environment in each class, the library and the entrance hall. To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge through a thematic approach To promote a love of reading throughout school
Priority 2 To ensure summative end of KS2 results are at,	<ul style="list-style-type: none"> To upskill support staff with appropriate approaches and pedagogy to teach interventions

or exceed, national expectations for progress	<ul style="list-style-type: none"> To identify pupils who may require more targeted support on a daily basis 																
Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress Behaviours at lunchtime, and learning behaviours, may need developing due to long periods of self-isolation 																
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Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> To identify pupils who are falling behind national To provide tailored support for families with low attendance, working with the EWO and key members of staff and Governors
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Wider Curriculum allows opportunities for cultural development To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from lessons and adapts to current restrictions caused by #Covid19 To provide greater enrichment opportunities for disadvantaged pupils. For example in Y3 and 4, music lessons To prioritise disadvantaged pupils attending after school clubs (where these are possible)
Barriers to learning these priorities address	<ul style="list-style-type: none"> Lower attendance, including the impact of #Covid19 Disadvantaged pupils do not always have the support of parents in them attending after school clubs/do not bring permissions back

	<ul style="list-style-type: none"> Covid19 measures limit visitors coming into school and the breadth of virtual platforms are restricted 	
Projected spending		£
	Release for subject leaders each half term	2470
	Weekly release for English and maths leads to monitor	4950
	Drama opportunities to enhance curriculum	750
	Resources for clubs	500
	Trip subsidy for disadvantaged pupils	200
	Total Projected Spend	£8870

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs.	Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis All subject Leaders to be released for half a day every half term – cover provided
Targeted support	Ensuring every YG gets additional 'catch up' support	Each YG to have access to daily catch up support for pupils for 2020/21 and 2021/22. This will provide focussed small group support
Wider strategies	Engaging the families facing the most challenges	Working closely with the Cluster on an outreach project.

Review: last year's aims and outcomes

Aim	Outcome
PP children's reading improves in line with non-pp children	Success criteria partly met. Specialist support and training was provided. Intervention groups were established for identified children and individualised programmes established. Variations due to mix of PPG and SEN children. Some year groups have low PPG numbers (e.g. 3 pupils in Y6)

	<p>Gaps widened during the coronavirus lockdown. In June when nursery, reception, Y1 returned not all pupils came back (a greater % of PPG than non PPG did not return) We estimate that 60% of PPG pupils are in need of intensive catch-up support</p> <p>The majority of pupils were expected to learn at home throughout the summer term, but pupil engagement in remote learning in July was low compared to April.</p>
<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p> <p>Children will show a growth mindset</p>	<p>Additional teaching support has been successful autumn and spring in enabling small group based teaching and learning, which in turn offered personalised learning for identified children.</p> <p>Termly reports compiled by the Senco show progress for identified children in boosters and interventions with a clear baseline and assessment. The format of PPM was very successful in highlighting accountability of class teachers for the progress of all children in autumn and spring 1.</p> <p>Covid-19 impacted on pupil's attainment due to lower engagement than non-disadvantaged pupils, despite the school's best efforts; some families did not have access to internet or devices to access the school's Virtual School offer. These children were provided with paper copies, but engagement was low.</p> <p>PP meetings with assistant heads/English and maths leads have worked very effectively and acted as a 'clinic' to give advice to class teachers to enable them to plan carefully targeted support for PP children.</p> <p>Heart Smart is talked about by children and staff alike and referred to when the going gets tough</p> <p>Children talked with the language of a growth mindset pre lockdown. However, a top priority for September is to provide support for pupils' emotional and mental health and well-being</p>
<p>Children will achieve the expected standard or above for their age group all aspects of reading and writing</p>	<p>Gaps widened during the coronavirus lockdown. In June when nursery, reception, Y1 returned not all pupils came back (a greater % of PPG than non PPG did not return) We estimate that 60% of PPG pupils are in need of intensive catch-up support</p> <p>The majority of pupils were expected to learn at home throughout the summer term, but pupil engagement in remote learning in July was low compared to April.</p> <p>This is a significant issue, and needs a long term approach rather than a quick fix.</p>

TOTAL PROJECTED SPEND	£66,180

