

# St Mary's Catholic Primary School - Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	St Mary's Catholic Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	Estimated £145,260 (estimate)		
<b>Total number of pupils</b>	236 Inc Nursery	<b>Number of pupils eligible for PP</b>	108	<b>% of pupils eligible for PP</b>	45.7%

2. Current attainment		
	Pupils eligible for PP (school)	National average 2019 figures
<b>Phonics</b>		
% of pupils passing the phonics screening	100%	82%
<b>KS1</b>		
% achieved expected standard or above in Reading	92%	75%
% achieved expected standard or above in Writing	83%	69%
% achieved expected standard or above in Maths	100%	76%
<b>KS2</b>		
% achieved expected standard or above in Reading, Writing and Maths KS2	61%	75%
% achieved expected standard or above in Reading	67%	73%
% achieved expected standard or above in Writing	77%	78%
% achieved expected standard or above in Maths	76%	79%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Literacy skills in EYFS are lower for pupils eligible for PPG pupils than for those not in receipt of PPG. This will impact on all other areas of learning, including phonics and could slow progress in subsequent years. This could have further impact on KS1.
<b>B.</b>	The percentage of PPG pupils at the end of KS2 achieving the expected standard in English and Maths is likely to be lower than their peers. This has been exacerbated by the Covid-19 lockdown.
<b>C.</b>	The Covid-19 lockdown may have impacted on pupil progress in phonics particularly for children joining year 1 who missed a large proportion of teaching in Reception.
<b>D.</b>	Low self-esteem and emotional distress amongst some PPG pupils is impeding progress and achievement for these pupils. This continues to be exacerbated by the Grenfell tragedy and, more recently by the lockdown. Children have lost confidence and resilience during the lockdown.
<b>E.</b>	Lack of engagement from the parents of some PPG pupils is affecting academic progress and attainment. This is particularly true for PP pupils who are also WB. The digital divide is also likely to widen gaps and affect engagement as a number of PPG pupils do not have access to the technology needed to access remote learning.
<b>F.</b>	There is a gap in attainment between PPG pupils and their peers in some years. Again, this has widened as a result of lockdown.
<b>G.</b>	Increase the proportion of PPG pupils achieving greater depth and challenge for more able pupils.
<b>H.</b>	A number of PPG children are significantly behind their peers and lack basic skills. These gaps have widened following the lockdown and lack of access to This is affecting their ability to fully access the curriculum.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>I.</b>	Average attendance for PP pupils is below 96% and percentage of unauthorised absence is above the school average. For some PPG pupils, attendance is below 85%.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improved Literacy and Communication outcomes for PPG pupils in EYFS and also in KS1.	Gap narrows Improved listening, speaking and understanding at EYFS Improved outcomes in Reading and Writing and Understanding of the World Improved
<b>B.</b>	Increase % of PPG achieving the expected standard in RWM	To be in line with or above national average circa 65% Average scaled scores to be in line with national average 104/105
<b>C.</b>	Children in Year 1 catch up with lost phonics teaching due to Covid-19	Year 1 pupils to continue to achieve above or in line with national figures Year 2 who did not take the screen in summer 20 achieve in line with national figures
<b>D.</b>	PP pupils show increased self- confidence and resilience. They show engagement with learning	Gauged through surveys and impact on learning/ Impact of Recovery Curriculum, Mind Up programme, West London Zone and therapy groups
<b>E.</b>	Improved engagement from parents of PP pupils Improved access to technology to access remote learning	Parents better support children Children able to access remote learning
<b>F.</b>	Attainment gaps will be closed in all year groups	Gap narrowed with peers. Lower gaps compared to last year
<b>G.</b>	Greater proportion of PPG pupils achieving greater depth. Pupils who achieved GD at KS2 achieve GD at KS2. Challenge built into all lessons.	More PPG pupils achieve higher standard. PPG children maintain higher standard throughout KS1 and KS2. Consistently observed in lessons

H.	Acquisition of basic skills in reading and maths improved which allows those PPG children who are falling behind to access the curriculum and be ready for the next stage of their education. Gaps that have arisen through Covid-19 are closed	Improved reading skills. Improved maths skills. Children able to access curriculum for their year group. Gaps from previous year's learning are closed
I.	Attendance improves for PP pupils	Gap narrows with school average/ Reduction in persistent absence Engagement with parents to improve attendance

## 5. Planned Action with expenditure

Academic year

2020/21

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 teaching for all

Action, planned approach and desired outcomes	Expenditure
Cover for Pupil Progress meetings to ensure pupils are on track	£1,400
Consultants to deliver CPD and support development of teacher skills (EYFS, maths, writing, etc.)	£2,000
Consultant support for School Improvement	£1,500
Phonics CPD for new staff and teaching assistants	£1,500
Early Reading ½ day per week working with year 1 and 2 (Autumn term) to improve teaching of phonics and Early reading (lesson observations, action planning, CPD)	£5,800
Release time for staff to participate in Maths Mastery project and CPD for staff	£2,000
CPD for staff to improve subject knowledge and teaching	£3,500

<b>ii. Targeted support</b>	
<b>Action, planned approach and desired outcomes</b>	<b>Expenditure</b>
Breakfast skills groups to improve key skills for pupils	£3,000
Boosters for Years 6 and 2 to support pupils to achieve better than expected standard in all subjects	£3,000
Funding play therapist to provide emotional support to pupils	£7,500
TA support in KS1 & 2 to work with vulnerable pupils in Maths and English	£35,000
SEN assistant support to deliver interventions to raise attainment and close gaps	£12,000
Training to improve Speech and Language outcomes in EYFS	£1,000
ELSA and Mind up to provide emotional support to pupils and remove barriers to learning	£3,500
Support for EAL learners to close gaps and improve language acquisition	£3,000
Additional support for PP and SEND pupils from Educational Psychologist. Ed. Psych. to work with families and pupils to improve outcomes	£3,000
Learning mentors to work with vulnerable pupils to help remove barriers to learning, support learning, improve behaviour and improve attendance	£18,000
<b>iii. Whole school strategies</b>	
<b>Action, planned approach and desired outcomes</b>	<b>Expenditure</b>
Support with uniform, school journey, breakfast and club fees for PP pupils	£2,100
SENDCo and Assistant Head to monitor outcomes, plan interventions and support teachers to raise standards	£32,000
Lunchtime play support	£4,000
Technology support for PPG families to access remote learning. Provision of work for pupils in isolation or lockdown	£1,000

Support for families affected by Grenfell Tower fire	£1,000
<b>Total budgeted cost</b>	<b>£146,800</b>

## 6. Review of previous year

<b>Academic year</b>	<b>2019/20</b>
<p><b>Due to the Covid-19 pandemic, the school was closed for the majority of pupils from 20<sup>th</sup> March 2020. Consequently, progress against priorities for 2019/20 was limited. PPG grant was used to cover other expenditure.</b></p>	

### i. Quality of teaching for all

<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>
Cover for Pupil Progress meetings to ensure pupils are on track	Pupil progress meetings took place in Autumn with some follow up in Spring before lockdown. They allowed senior leaders to monitor progress and attainment of all pupils, plan interventions and to take action where necessary to ensure standards were maintained.	£700
Release time for staff to participate in Power of Reading Training, subscription and CPD for staff	Teacher subject knowledge and confidence grew as a result of taking part. Consequently, pupils' progress was strong. Power of Reading will continue this year.	£1,500
CPD for staff to improve subject knowledge and teaching;	CPD was interrupted during lockdown. However, the CPD programme was redirected towards remote learning and the use of Google Classroom and other platforms to support pupils while they were at home. Subject leaders attended subject specific training to improve planning and delivery in their subjects. DSLs attended regular training which helped to support the most vulnerable pupils in the school.	£7,000

### ii. Targeted support

Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Boosters for Year 6 Intervention Teacher and support staff for Year 2 to support pupils to achieve better than expected standard in all subjects	These were cut short when the school went into lockdown. However, evidence before that these were having an impact on pupils, improving fluency, skills and consolidating learning in class. These sessions will be crucial in the coming year as we aim to close gaps that have arisen from children not being at school.	£20,500
Funding play therapist to provide emotional support to pupils	The need for play therapy continues to outstrip availability. Our pupils need support due to family circumstances and the ongoing fallout from Grenfell. Their needs impact on their ability to access the curriculum. Play therapy was provided to children until lockdown and some was able to continue to help children during the pandemic. Going forward, we foresee that there will continue to be a great need for play and art therapy to support the emotional and mental welfare of pupils.	£10,500
TA support in KS1 & KS2 to work with vulnerable pupils in Maths and English	TAs support was in place until lockdown, supporting learning and helping children to develop resilience. After lockdown, these members of staff were redeployed to lead groups of vulnerable pupils attending school.	£27,000
SEN assistant support to raise attainment and close gaps	SEN assistant worked with the most disadvantaged pupils across the school, many of whom are PPG and SEND, until lockdown. They have provided tailored programmes for these children which support them to meet the targets in their Learning Support Plans. In EYFS, their focus was on language development and phonics. They implemented interventions to support language and comprehension. Pre and post intervention data shows excellent progress by pupils.	£50,000
Mind Up to provide emotional support to pupils and remove barriers to learning	Mind Up as a whole school focus, has given all children and staff an understanding of how the brain works which again has helped children to control their emotions. Mind UP was delivered to all pupils.	£2,500

Additional support for PP and SEND pupils from Educational Psychologist	The Educational Psychologist provided support until lockdown. With her support the school was able to secure EHCPs for several children.	£3,000
Learning mentors to work with vulnerable pupils to help remove barriers to learning, improve behaviour and improve attendance	Pupils supported made progress either academically or emotionally or both.	£20,000
iii. Whole School Strategies and Other Approaches		
Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Support with uniform, school journey and club fees for PP pupils  Provision of food and other necessities to pupils shielding or adversely affected by lockdown	Provided for PP pupils and other vulnerable pupils. Improved access to wider opportunities/clubs.  During lockdown, many of our pupils experience acute financial need. We have supported a number of families who were struggling by providing food, technology, clothes and other necessity. Some of these families were not entitled to FSM vouchers issued by the Government or could not survive even with these vouchers.	£6,500
SENDCo and Assistant Head to monitor outcomes, plan interventions and support teachers to raise standards	Regular monitoring allowed the school to identify underperformance and tackle it promptly across the school until lockdown. As a result, pockets of underperformance were quickly addressed and outcomes maintained for all pupils, especially the most vulnerable. Deliver CPD for new and existing staff.  During lockdown, the SENCO, who is a DSL, ensured the safeguarding of pupils. They also carried out strategic planning to allow the safe partial reopening of the school.	£20,000
Lunchtime play support	Improved provision at lunchtime gives opportunities to PPG to maintain a healthy lifestyle and interpersonal skills. It helped to reduce behaviour incidents during lunchtime. Also included here was additional adult support to allow PP/SEND pupils to access swimming and after school sports clubs before lockdown and to access the full range of activities during lockdown when these pupils attend school.	£5,500

RBKC FSM/PP checking service	This has allowed us to keep our records up-to-date and to check the eligibility of pupils to PPG. This was important during lockdown as many families needed additional support. Some claimed benefits for the first time. The time and support given by the business support officer to check eligibility, order FSM vouchers and liaise with families about vouchers was substantial. This support was essential to ensure our families had the sufficient support they needed during lockdown.		£2,300
Support for families affected by Grenfell Tower fire	Our pupils continue to be affected by the fallout from the Grenfell Tower tragedy. The school has supported pupils financially and emotionally and continued to monitor any pupils who were showing difficulties even some time after the event.		£1,000
TA support to lead vulnerable and key worker bubbles	TAs successfully led bubbles and provided cover for teachers so they could provide remote learning for pupils and so they could carry out safeguarding activities to support children who were at home. Pupils who attended these bubbles were helped to develop key skills. For many, the support given allowed them to develop confidence and get targeted help.		£20,500
<b>Total Budget</b>	£192,000	<b>Total Expenditure</b>	£198,500