|  |
| --- |
| **ST. MARY’S RC PRIMARY SCHOOL****PUPIL PREMIUM STRATEGY 2020-2021** |

|  |  |
| --- | --- |
| St. Mary’s RC Primary School  | 2020-2021 |
| Total Number of Pupils on Roll | 450 with nursery |
| Total Number of Pupils Eligible for Pupil Premium | 126 |
| Total Pupil Premium Budget | £163,745 |
| Date for next internal review of this strategy | July 2021 |
| Pupil Premium Lead | Michael McGrail |

Primary Schools receive £1345 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive £2345 for Children who are Looked After and £310 for Service Children.

**Summary of the barriers to learning:**

|  |  |
| --- | --- |
| **Attendance and Punctuality** | **Pupils who have greater attendance at school have greater opportunities to access the required learning to achieve higher attainment.** |
| **Socio and Economic Factors** | **Life experience, EAL and ability of families to support children. Finances should not be a barrier to the achievement of children and their ability to access school life.** |
| **Safeguarding and Emotional Barriers to Learning** | **Challenging home circumstances, low self-esteem and confidence can lead to disengagement academically and socially.** |
| **Higher Attaining Children** | **More able pupils often require individual support to accelerate and achieve greater depth across the curriculum.** |
| **Social and Emotional Difficulties** | **Pupils with social and emotional difficulties receive extra support and provision to ensure they are able to manage their emotions and fully access school life.** |
| **SEND or learning difficulties** | **Pupils with identified learning needs will receive extra support and intervention to ensure they are able to access the curriculum and make good progress from their starting point.** |

**Starting Points**

Assessment on entry to our Nursery show no children are in line with national, thus 100% are below. Many of our children have poorly developed language and communication skills.

A number of our pupil premium children also have SEND (30.15%)

Some pupil premium children have lower attendance rates than other pupils. Of the pupil premium children, 27 of them have lower attendance (below 90%).

Some pupil premium children are vulnerable and need support from our pastoral team

Some pupil premium children get little support from parents with reading/homework

Some pupil premium children cannot afford to pay for school trips and enrichment activities

**How Pupil Premium will be used:**

|  |  |
| --- | --- |
|  | **Costs:** |
| CARITAS Social Worker and Counsellors | £40,800 |
| Pennine Care NHS Speech and Language | £8,625.08 |
| Target Tracker | £1,549.00 |
| Artist | £500 |
| Artist | £1,265.00 |
| M6 Theatre – Speech Bubbles | £4,000 |
| CPOMS Children | £2,416.50 |
| CPOMS Staff | £315.00 |
| LEB Partnership | £400 |
| PGL Residential – outdoor activities | £2,700.00 |
| Pobble Handwriting Specialist | £2,125 |
| Equipment Costs | £5,063.62 |
| Staffing Costs | £92,298.00 |
| Times Tables Rock Stars (Maths Circle) | £187.80 |
| Debate Mate | £1,500.00 |

|  |
| --- |
| PLANNED APPROACH |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation**  |
| ACADEMIC OBJECTIVE: To reduce the gap in attainment and progress between pp and non-pp pupils in core subjects  | [a] Ensure quality first teaching in classes through variety of monitoring exercises - lesson observations, book scrutiny, pupil interviews, pupil progress meetings, and regular assessments.[b] Target the pp children who are in lower 20% in reading/maths [c] Plan and implement interventions to help children catch up with gaps in their knowledge. Monitor and track progress of interventions. | Scrutinies, interviews and monitoring each term on timetable.Assessments in autumn, spring and summerOngoingOngoing | * Lesson Observations
* Pupil Progress meetings
* Book scrutiny
* Termly data tracking
 | SLT;Class teachers;PP lead;Assessment coordinator | APRIL 2021 - On a termly basis where applicable. Obs/Scrutinies/assessments taking place but have been disrupted by lock-down, distancing restrictions and bubble closuresReviewed after lockdown – from borderline ARE and border GD to lower 20%Reviewed after lockdown. See below. |
| **Impact** |  |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation?** |
| ACADEMIC OBJECTIVE: To closely monitor pp interventions to ensure pupils are making good or better progress. | [a] To create intervention timetables[b]To observe and monitor pp pupils’ provision across the school[c] To monitor and analyse pp group data and evidence through book scrutiny, pupil progress meetings, pp provision sheets and data tracking. | Through terms – monitoring each term  | * Lesson observations
* Pupil progress meetings
* Termly data tracking
 | SLT; Class teachers;PP lead;Assessment coordinator | APRIL 2021 –On a termly basis where applicableThis target has been severely disrupted by lockdown, bubble closures and distancing restrictions. |
| **Impact** |  |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation?** |
| SEMH OBJECTIVE: To provide a range of opportunities to target SEMH in order to boost self-confidence, self-esteem and social interaction | [a] To continue to employ CARITAS counsellors and Social Worker to work with children who are vulnerable and/or have issues outside of school that impact on their education.[b]To employ Children’s Welfare Officer to work with children and also parents to offer support; advice; signposting to other agencies. Also to liaise with other agencies when necessary.[c] To use speech bubbles in key stage 1 to support the social and personal well-being of the children through expressing themselves through theatre outside of the classroom. [d] Use Debate-Mate as a way of key stage 2 children expressing themselves in social debate. To introduce Debate-Mate accelerate to further target vulnerable groups.[e]To boost self-esteem and confidence of older children through expressive arts mediums.[f] Speech and Language specialist in one day a week to work with children/SENDCO/parents  | [a] Continuous through year[b] Continuous- Running through the year[c] Continuous - Running through the year[d] Continuous - Running through the year[e] Continuous –running through year[f] Continuous –running through year | * Discussion with CARITAS staff
* Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem
* Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem
* Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem
* Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem
* Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem
 | CARITASS and L specialist | [a] July 2021[b] CWO from spring 2021.[c] July 2021[d] July 2021[e] July 2021[f] APRIL 2021 - Working effectively with restrictions. |
| **Impact** |  |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| ASPIRATIONS OBJECTIVE:To fund enrichment activities for eligible pupils to ensure they have the same opportunities as other pupils. | To be able to enrich children’s lives with a variety of culturally-rich experiences such as artist visits, music tuition, wider opportunities music projects, horse-riding and sailing. | Timetable of events through year | * Outside agencies provision monitored by internal staff
* Children grow in confidence, esteem and become culturally richer
* Children’s work and performances
 | Subject leads responsible | APRIL 2021 –Due to distancing restrictions and lockdowns this has been disrupted and, other than art, not carried through – outside agencies not able to work with school due to restrictions. Using curriculum opportunities to enrich wherever possible. |
| **Impact** |  |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| PARENTING OBJECTIVE: To promote support for families | [1] CARITAS counsellors and Children’s Welfare Officer to provide support to parents in a pastoral manner.[2] CWO/ CARITAS to offer social advice to support parents and to suggest/liaise with groups/organisations to further support them.[3] CWO work with outside agencies and to hold and attend EH, TAC, CIN, CAF, CP meetings assisting with writing of EHA when needed. | Counsellors in twice a week, CWO in all weekAs aboveAs above | * Head/Deputy Meetings with CARITAS
* SLT/CWO/DSL/DDSL meet to discuss cases
* Discussions with outside agencies
 | SLT/CARITAS/CWO/DSL/DDSL | CWO from spring 2021 |
| **Impact** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| ECONOMIC OBJECTIVE: To fund economically-straining activities for eligible pupils to ensure they have the same opportunities as other pupils. Also, to ensure that day-to-day needs are met e.g. breakfast club | Provide funding for a number of trips/enrichment activities and visitors across each year group e.g. pantomime/PGL/music tuition Also fund clothing needs/food vouchers/book bags/ water bottles/etc. | Continuous through the year | Funding overseen by Business Manager.Direct impact on children’s day to day experience in school. | HT/DHT/Business Manager/SENDCO | APRIL 2021 – Due to lockdown/bubble closures/distancing restrictions in school, trips not gone ahead, no visitors in school and operations such as breakfast club limited to working families only.  |
| **Impact** |  |
| **Desired Outcome** | **Chosen Approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| SAFEGUARDING OBJECTIVE: To use a system to record and communicate safeguarding concerns | CPOMS system to communicate and record safeguarding concerns between nominated staff | Continuous through year | Daily use – Headteacher and Deputy monitor through role as DSL/DDSL. Issues raised acted upon if necessary at safeguarding level. | HeadDeputySLTTeachersTAs | April 2021 – Extremely effective tool, particularly during lockdown. Continue to use |
| **Impact** |  |

**Pupil Premium Strategy will be reviewed annually.**

**Key Messages:**

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Percentage of Pupil Premium** | **National 25%** |
| Reception | 10.00 % | Below national |
| Year 1 | 18.64 % | Below national |
| Year 2 | 20.00 % | Slightly below national |
| Year 3 | 33.33 % | In line with national |
| Year 4 | 33.33 % | Slightly above national |
| Year 5 | 35.00 % | Well above national |
| Year 6 | 45.00% | Above national |

|  |
| --- |
| **St. Mary’s RC Primary School Pupil Premium Provision 20/21 – reviewed APRIL 2021 due to Covid impact** |
| **Academic** | **SEMH** | **Aspirations** | **Economic** | **Parenting** |
|  | Counsellors |  |  |  |
|  | Artist in school |  |  |  |
| TA Support |  |  |  | E Safety |
| Quality First Teaching | TA Support |  | Food vouchers |  |
| Speech Therapist | Speech Bubbles  |  | Clothing | TAF/CIN/CP |
| Literacy Consultant |  |  | Before and After School Club |  |
| Pobble | Debate-Mate | Artist in school | Water Bottles/Book Bags | Counsellors |
|  | Speech Therapist |  |  | Children’s Welfare Officer |
| Leadership Consultancy | Children’s Welfare Officer | Debate-Mate |  |  |
| Times Tables Rock Stars |  |  |  |  |
| Charanga Music |  |  |  |  |
| Rising Stars Science/Reading |  |  |  |  |
| Espresso |  |  |  |  |
|  |  |  |  |  |