|  |
| --- |
| **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** | Quality First Teaching ensured through monitoring exercises. Focus on lower 20% PP through interventions (also supported through catch-up premium crossover). Use of Maths Whizz programme rolled out to parents/children. NTP tuition for years 3,4,5 and 6 in reading. Focus on phonics – whole class teaching and targeted intervention – reading/phonics identified as high priority. Use of termly NTS Assessments from Y1-Y6. Analysis of results – addressed gaps with quality first teaching, class based intervention (e.g. targeted in reading/grammar lessons) or further interventions. Reading – daily readers (lowest 20% plus children with gaps identified). English curriculum developed looking at cross curricular links where appropriate to embed literacy skills for both reading and writing. Termly moderation with Literacy Consultant/Moderator liaising with Catholic Federation to ensure consistency and identify trends – areas to develop. Writing – lowest 20% of PP year 3-6 attended 1:3 tutoring programme 1x hour session per week. Decided that the remote 1-2-1 tuition did not have as much impact as face-to-face, therefore have decided to use Face-to-face for 2021-2022 catch-up. Maths –Maths Whizz - Been placed in top 20 schools in the UK for the most progress made in Autumn 2021.Staff training sessions and parent sessions carried out. Pupils attended extra after-school maths whizz sessions to close the gap. Tracked and monitored by maths lead. Maths Whizz used to identify gaps and target learning for pupils (teachers could set specific objectives to be covered). Weekly maths whizz certificates/prizes to encourage use at home and progress. White Rose used throughout school effectively. Use monitored. Access to WRH premium resources and home learning videos. Concrete resource boxes to support learning. Staff training on ready-to-progress criteria. R-t-P criteria used to catch pupils up and as a resource to support learning.English/maths - Data analysed and used throughout year to inform. |
| **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** | Quality First Teaching ensured through monitoring exercises. Focus on lower 20% PP through interventions (also supported through catch-up premium crossover). Use of Maths Whizz programme rolled out to parents/children. NTP tuition for years 3,4,5 and 6 in reading. Focus on phonics – whole class teaching and targeted intervention – reading/phonics identified as high priority. Use of termly NTS Assessments from Y1-Y6. Analysis of results – addressed gaps with quality first teaching, class-based intervention (e.g. targeted in reading/grammar lessons) or further interventions. Reading – daily readers (lowest 20% plus children with gaps identified). English curriculum developed looking at cross curricular links where appropriate to embed literacy skills for both reading and writing. Termly moderation with Literacy Consultant/Moderator liaising with Catholic Federation to ensure consistency and identify trends – areas to develop. Writing – lowest 20% of PP year 3-6 attended 1:3 tutoring programme 1x hour session per week. Decided that the remote 1-2-1 tuition did not have as much impact as face-to-face, therefore have decided to use Face-to-face for 2021-2022 catch-up. Maths –Maths Whizz - Been placed in top 20 schools in the UK for the most progress made in Autumn 2021.Staff training sessions and parent sessions carried out. Pupils attended extra after-school maths whizz sessions to close the gap. Tracked and monitored by maths lead. Maths Whizz used to identify gaps and target learning for pupils (teachers could set specific objectives to be covered). Weekly maths whizz certificates/prizes to encourage use at home and progress. White Rose used throughout school effectively. Use monitored. Access to WRH premium resources and home learning videos. Concrete resource boxes to support learning. Staff training on ready-to-progress criteria. R-t-P criteria used to catch pupils up and as a resource to support learning.English/maths - Data analysed and used throughout year to inform. |
| **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** | Counsellors continue to make impact. CWO appointment significantly improved our service to children and parents and provided improved level of liaison with services/organisations. Creative Arts – hampered by lockdowns/bubbles/distancing rules but brought in wherever possible. School trips now up and running again. |
| **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** | Hampered due to covid. School trips have commenced again. Music tuition and music lessons commenced again. |
| **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** | CWO appointment significantly improved our service to children and parents and provided improved level of liaison with services/organisations.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | Activities hampered due to covid restrictions. Clothing needs/vouchers/breakfast club etc provided for. |
| **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** | CPOMS effective way of communicating safeguarding concerns. |

**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 |  |  |  |  |
|  |  |  |  |  |