

Saint Mary's Catholic Voluntary Academy - Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|-------------------------------|-----------------------------------------|-----------------------------------------|-----------|-------------------------------------------------------|-----------|
| School | Saint Mary's Catholic Voluntary Academy | | | | |
| Academic Year | 2019/20 | Total PP budget | £49000.00 | Date of most recent PP Review | June 2019 |
| Total number of pupils | 208 | Number of pupils eligible for PP | 56 | Date for next internal review of this strategy | June 2020 |

| 2. Current attainment June 2020 Teacher Assessment due to Covid-19 – Key Stage Two | | |
|------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------|
| | <i>Pupils eligible for PP 7 children</i> | <i>Pupils not eligible for PP 24 children</i> |
| % achieving in reading, writing and maths | 57% | 65% |
| Reading | 57% | 68% |
| Writing | 57% | 71% |
| Maths | 57% | 68% |

| Current attainment June 2020 Teacher Assessment due to Covid-19 – Key Stage One | | |
|---------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------|
| | <i>Pupils eligible for PP 8 children</i> | <i>Pupils not eligible for PP 19 children</i> |
| % achieving EXS in reading | 25% | 52% |
| % achieving EXS in writing | 25% | 56% |
| % achieving EXS maths | 25% | 56% |

| 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. | Some pupils' attitudes (including those eligible for PP) to learning often limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging. | |
| B. | A number of our Pupil Premium children have specific learning difficulties. | |
| C. | Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in the core subjects. | |
| D. | Oral language skills in Reception are often lower for pupils eligible for PP than other pupils, which hinders their phonics attainment and slows their reading progress in subsequent years. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| E. | Parental Engagement is often a problem with Pupil Premium children and this has a particular impact with children not reading regularly at home, practising spellings and completing homework. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils have opportunities to talk about worries and issues affecting them Pupils' wellbeing enables school to provide support for children. Reduction in behaviour incidents and increase in engagement following support. Children to show a more positive approach to their learning. | PP pupils make progress in line with other pupils in order to meet end of year expectations. There is a noticeable reduction in the number of behaviour incidents involving certain children recorded on CPOMS. |
| B. | Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level. | PP pupils make progress in line with other pupils based on their starting points. |
| C. | Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in core subjects. | PP pupils make progress in line with other pupils in order to meet end of year expectations. |
| D. | Improved attainment and progress for children eligible for PP at the end of Foundation Stage. | Pupils eligible for PP make as much progress as 'other' pupils identified, across EYFS in order to achieve GLD. |
| E. | Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE. Pupils are encouraged and supported to complete home-learning tasks that support improved progress. | School has regular communication with parents to suggest ways in which their learning can be supported at home. |

5. Planned expenditure

Academic year

2019/20

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 | Cost |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------|
| C: Attitudes to learning, levels of resilience and independence are improved for PP children, in all core subjects. | School mission to be rewritten and gospel values to be introduced. This will support pupils with their attitudes to learning. TA can then be used to support those who are falling behind because of their own attitude to their learning. | CMAT briefing says most important building block is ethos of high attainment for all pupils. EEF toolkit for meta-learning show high impact for little cost. | Year-long, whole school focus on values. School chaplain will provide support for the development of values across the school alongside SLT. | RW HC SOL | Staff (TAs and Chaplain) costs £10,000. |
| A: Pupils have opportunities to talk about worries and issues affecting them Pupils' wellbeing enables school to provide support for children. Reduction in behaviour incidents and increase in engagement following support. Children to show a positive approach to their learning. | School to use Futures in Mind to provide emotional support for targeted children and families. Futures in Mind to also work with staff to address issues within the classroom. | CMAT briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of home work and opportunity to help identify underlying issues. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom. | Futures in Mind – 10 days' support All staff to be considering well-being. | RW HC | Futures in Mind (Educational Psychologist) £4500 Staff (Teachers & TAs) costs £3,615 |
| D: Improved attainment and progress for children eligible for PP at the end of Foundation Stage. | Foundation Stage staff to continue to develop early reading and phonics following school model. | | CPD for Foundation Stage staff as required. Close monitoring of teaching and learning in Foundation Stage. | RG + TAs | CPD (Phonics) £500 |
| Total budgeted cost | | | | | £18,615.00 |

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 | Cost |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------|
| A: Improved attainment and progress in reading, particularly at the end of Y1 & Y2. | Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-3. | We have highly skilled TAs and want to use them to deliver daily intervention linked to reading which have previously shown impact. The EEF have published evidence that TAs have been effective delivering structured, planned interventions with training. xxx | Interventions reviewed on a termly basis. Use of the 'white form' allows us to see the impact of each intervention on the children's progress. TA (AK) to review progress on a termly basis. | RW HC AK | Staff (TAs) Costs £14 769 |
| B: Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level. | Additional Teaching Assistant to be employed in the mornings to provide additional support to those PP children who have additional needs. | A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress. | TA (AK) to have a carefully planned out timetable which will be reviewed on a half-termly basis. | RW HC AK | Staff cost £1000 Resources needed e.g. ABC Assessment £1160 |
| B: Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level. | Pupil Premium Children with Specific Additional Needs are put in for ECHP assessments. | A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress. | Are we successful in gaining ECHP's for these children? How well do we use additional funding to support their needs? | RW HC AK | Staff time for application process. £1000 One to One TA support £ 3000 |
| D: Improved attainment and progress for children eligible for PP at the end of KS2. | Computer based additional support for those children who are not on track to achieve ARE. | A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress. | Subscribe to an on-line intervention programme and use PP funding to pay for TA supervision. | RW HC CS | My Maths Subscription £400 Timetable Rockstars £350 |

| Total budgeted cost | | | | | £21679.00 |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------|
| 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 | Cost |
| E: Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE. | For parents of children in EYFS and Y1 in-particular provide information sessions and possibly training on the teaching of reading and phonics. | EEF has suggested that it is easier to engage parents of younger children in their learning. We hope that by doing this we will foster a lasting legacy as they move through the school | Training sessions for parents to be planned in for the Advent term. | RW HC | Phonics/Reading Resources £225 |
| C: Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in the core subjects. | Focused monitoring of attendance and punctuality for PP children. | CMAT briefing for school leaders identifies the importance of ensuring attendance at school to enable children to learn. | Attendance to be monitored. M Meeting to be arranged for parents and staff to discuss a way forward. Safe and well checks to be arranged if needed. | RW HC | Admin cost + staff (Teachers) £500 |
| C: Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in core subjects. | Provide children with positive experiences and educational visits. | Children need real life experiences of the curriculum in order to engage them in learning so that they can achieve their best. This is particularly important in writing where they need an experience of what they are being asked to write about. | Where funding is required for PP children to attend trips this will come from PP budget. | RW HC | Curriculum engagement support £1400 |
| E - Pupils are supported to complete home-learning tasks. | School has regular communication with parents to suggest ways in which their learning can be supported at home. | Practise is essential for pupils to master the concepts taught. Most pupils at Saint Mary's complete homework and this is reflected in their good progress. EEF Toolkit suggests homework can be and pupils do better in schools when homework is set regularly and, more importantly, completed. | Provide opportunities for children to complete Home learning within the school day. My Maths to be used so that children require no adult support at home to be able to complete their homework. | RW HC | Staffing costs £2450 (My Maths Subscription £400) |
| Total budgeted cost | | | | | £4575.00 |

6. Additional detail

RW became the HT of St. Mary's in September 2019 and therefore has only completed one year as HT.

Due to Lockdown 1 (March 2020), the school switched to home learning and this has meant that the impact of the above interventions etc. has been minimised. Focus was changed to supporting the vulnerable and key worker children in school using both teachers and TAs and supporting our other families at a distance including regular check-ins. We are aware that there are a number of families who chose to either engage minimally or not at all throughout this time hence our implementation from September 2020, of our school-specific Recovery Curriculum and Covid catch-up specialist teacher.