

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

1. Summary information					
School	Saint Mary's Catholic Voluntary Academy				
Academic Year	2020/21	Total PP budget	£73,975 ?	Date of most recent PP Review	June 2020
Total number of pupils	200	Number of pupils eligible for PP	55	Date for next internal review of this strategy	June 2021

2. Current attainment due to Covid-19 this will be completed by December 2020 – Key Stage Two		
	<i>Pupils eligible for PP 6 children</i>	<i>Pupils not eligible for PP 25 children</i>
% achieving in reading, writing and maths		
Reading		
Writing		
Maths		

Current attainment due to Covid-19 this will be completed by December 2020 – Key Stage One		
	<i>Pupils eligible for PP 9 children</i>	<i>Pupils not eligible for PP 17 children</i>
% achieving EXS in reading		
% achieving EXS in writing		
% achieving EXS maths		

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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.	Accelerated progress for pupils with SEND
C.	Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in the core subjects
D.	Low self-esteem and confidence linked to COVID-19

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Limited development of cultural capital outside of the school setting
F.	Learning behaviours and attitudes towards school
G.	Low attendance rates with certain children

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils have opportunities to talk about worries and issues affecting them Pupils' wellbeing enables school to provide support for children.</p> <p>Reduction in behaviour incidents and increase in engagement following support.</p> <p>Children to show a more positive approach to their learning.</p>	<p>PP pupils make progress in line with other pupils in order to meet end of year expectations.</p> <p>There is a noticeable reduction in the number of behaviour incidents involving certain children recorded on CPOMS.</p>
B.	Increase the percentage of children with SEND making expected or accelerated progress.	<p>Provision maps, developed by SENDCo with the class teachers, will demonstrate progress of children within interventions.</p> <p>Evidence from Pupil Progress Meetings will include observations, reports and referrals for targeted children in each class.</p>

		Targeted interventions will show clear, demonstrable progress for targeted children.
<b>C.</b>	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.
<b>D.</b>	To use a systematic and relationship-based well-being approach to re-establish children's engagement and development in learning. Closely monitored through pupil progress meetings, pupil interviews and intervention reviews.	<p>Engage pupils in collaboratively and engaging activities and enable them to develop interpersonal skills, encourage the building of self-esteem and build strategies to thrive and achieve their potential Children eligible for PP to be given good access to extracurricular events (sporting, trips and residential – COVID dependent)</p> <p>School participation in sporting events to monitor the number of PP children taking part. All PP children are financially supported for school trips and residential visits.</p> <p>Staff plan effective recovery approaches following COVID Pandemic and wider school re-opening.</p> <p>Leaders independently and confidently monitor and evaluate the quality of education and impact of interventions.</p> <p>Staff explicitly teach and model positive behaviour, expectations and interactions. Staff consider the impact of COVID and focus</p>

		on 5 ways to wellbeing and relationships as part of a recovery curriculum.
<b>E.</b>	To develop cultural capital through providing wider opportunities to engage and excite children, with a particular focus on boys.	<p>Curriculum planning will include opportunities for visits, visitors, links to the community, Covid-19 dependent.</p> <p>Increased timetabling of “Forest School” provision evidenced through planning and observations.</p> <p>Pupil voice will demonstrate acquisition of knowledge and mastery of skills within the curriculum.</p>
<b>F.</b>	To improve learning behaviours and attitudes to learning.	<p>Learning walks and pupil voice will demonstrate evidence of improved learning behaviours.</p> <p>Evidence from CPOMS will show a decrease in negative behaviour recorded.</p> <p>Regularly reviewed individual behaviour plans will include reference to Boxall Profile.</p>
<b>G.</b>	<p>To ensure pupils reach the school attendance expectations of 97%.</p> <p>Monitored through pupil progress and parent review meetings</p>	<p>Attendance concerns will be flagged to the SLT on a fortnightly basis.</p> <p>Following our school policy, letters will be sent home for pupils whose attendance falls below.</p> <p>Face to face meetings with parents will take place.</p>

		<p>Visits to homes will take place where parents cannot be contacted regarding pupil absence.</p> <p>Weekly during Celebration Assembly the top three classes will be recognised. The winning class will receive the Attendance Trophy.</p> <p>Building home and school partnerships through regular communication and support.</p> <p>Parental reviews encourage parents to be involved in the setting of pupil academic targets in order to facilitate progress and attainment.</p> <p>Where pupils are unable to attend school due to COVID restrictions provide skill based activities that reinforce children's learning and address the attainment gap through TEAMS.</p>
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## 5. Planned 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 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
A: Attitudes to learning, levels of resilience and independence are improved for PP children, in all core subjects.	<p>School mission and gospel values to be embedded.</p> <p>This will support pupils with their attitudes to learning.</p> <p>TA can then be used to support those who are falling behind because of their own attitude to their learning.</p>	<p>Talking to the children and how they see themselves.</p> <p>How children are feeling linked to thoughts towards Covid-19.</p>	<p>Year-long, whole school focus on the school mission and gospel values.</p> <p>This will be reinforced in Collective Worship and constantly reflected in all the teaching across school.</p> <p>School chaplain will provide support when needed for staff.</p>	<p>RW JB HC SOL</p>	<p>Staff costs £10,000.</p>
A: Pupils have opportunities to talk about worries and issues affecting them Pupils'	<p>School to use Futures in Mind to provide emotional support for targeted children and families.</p>	<p>Linked to Covid-19 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</p>	<p>Futures in Mind – 10 days' support</p> <p>All staff to be considering well-being.</p>	<p>RW JB HC</p>	<p>Futures in Mind £4500</p>

<p>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.</p>	<p>Futures in Mind to also work with staff to address issues within the classroom.</p>	<p>should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom.</p>			<p>Staff costs £3,615</p>
<p>C: Teaching and learning provides opportunities for a relationship based well-being approach to reestablish children's engagement and development in learning.</p>	<p>Pupils are provided with key steps to positive growth mindset and the 5 ways to Well-Being</p>	<p>Targeting and focusing on PP attainment highlights the Childs/dren's needs and the support required for the child to make good progress.</p> <p>The EEF Toolkit suggests Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in School Whole school CPD and wellbeing stations situated around school ensure pupils feel valued and know where to seek help. The EEF Toolkit suggests Improvements are more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Pupil Progress meetings</p> <p>Reflective Journals for Wellbeing</p> <p>Pupil interviews</p> <p>Intervention monitoring and reviews Pupil interviews</p> <p>Staff, parent and pupil questionnaires</p> <p>Intervention monitoring and reviews</p>	<p>RW JB HC CA</p>	<p>Staff costing: £1000</p> <p>Resources: £500</p>

C: All children to receive Quality First Teaching	Percentage of children at the expected standard in reading, writing and maths (combined) to be at or above the floor standard in each year group.	Improving the impact of teachers on pupil achievement in the UK - interim findings, The Sutton Trust, 2011 – ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged background: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	Tracking by HT & AHT, including use of prior attainment data to track progress.  Pupil Progress Meetings will include a focus on PP children.  Observations and “Book Looks”/Work sampling	RW JB HC CS SH	Staff costing: £10000  Resources: £450
<b>Total budgeted cost</b>					£ ?
<b>ii. Targeted support</b>					
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.	Teaching Assistants delivering 1:1 phonics and reading interventions.	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.	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.	RW JB HC	Staff Costs £14 769
B: Targeted support for development of Fine Motor Skills in	Accelerated progress in writing for targeted children. Improvement in	Areas of development underpinning handwriting (Michelle van Rooyen) via <a href="http://www.nha-handwriting.org.uk">www.nha-handwriting.org.uk</a> – see also case studies.	Evidenced through observations, work sampling and pupil voice	HC	Intervention: £472



Key Stage 1 and Year 3.	engagement with writing (pupil voice)				
B: Ensure that targeted children complete interventions to support them with the gaps in their learning.	Staff to identify and then arrange for interventions to occur linked to the needed of the child.	Special Educational Needs and Disabilities (SEND) <b>Special Educational Needs in Mainstream Schools: Evidence Review</b> <b>Published:</b> March 2020	Evidenced through baselines taken at beginning and assessed at the end to show progress.  Careful monitoring.	HC	Staff costing: £15000
E: To develop cultural capital in pupils through providing wider opportunities.	Increased timetabling of forest schools provision evidenced through planning and observations.	Ofsted Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to <b>succeed</b> . ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’”	Evidenced through reduction in behaviour incidents recorded on CPOMS.  Monitoring of behaviour plans and pupil voice. Children having a better sense of wellbeing, evidenced in the pupil questionnaires.	RW JB	Staff costing:  Organising resources for the Forest School: £945
F: Support for children at risk of exclusion (using Boxall Profile to identify targets to work on)	Decrease in incidents involving targeted children. Decrease in fixed term exclusions.	EEF Behaviour Toolkit: For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. P30 Why is the Boxall Profile so important for children in nurture? 16 October 2017 – Dr Florence Ruby . <a href="https://www.nurtureuk.org/researchevidence/research-week-2017/why-boxallprofile-so-important-children-nurture">https://www.nurtureuk.org/researchevidence/research-week-2017/why-boxallprofile-so-important-children-nurture</a>	Learning Walks, Pupil Voice.  Review of Behaviour Plans.	RW JB HC	Staff costing:  Boxall Profile: £1000

A: Improved attainment and progress in reading.	Teaching Assistants delivering 1:1 phonics and reading interventions.	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.	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.	RW JB HC	Staff Costs
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
<b>Total budgeted cost</b>					?
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
D: To provide experiences for pupils that support the development of their social and emotional needs	Theatre visits, music events, outdoor/ trips are timetabled throughout the academic year. (COVID dependent) After School Clubs Milk in school	Ofsted 2013 suggests that pupils who have access to a broad range of educational experiences can support narrowing the attainment gap between pupils in receipt of PP funding and all other pupils nationally.	Feedback from pupils, class teachers and parents.  Analysis of data for attendance and questionnaires on self-esteem.	RW JB HC	Support: £1600

D: For pupils to feel confident and have better self-esteem.	Staff explicitly teach and model positive behaviour, expectations and interactions. Staff consider the impact of COVID and focus on 5 ways to wellbeing and relationships as part of a recovery curriculum.	<p>Improving Behaviour in Schools: Evidence Review</p> <p>Published: December 2019</p> <p>Authors: Darren Moore<sup>1</sup>, Simon Benham-Clarke<sup>2</sup>, Ralph Kenchington<sup>2</sup>, Chris Boyle<sup>1</sup>, Tamsin Ford<sup>2</sup>, Rachel Hayes<sup>2</sup> and Morwenna Rogers<sup>2</sup>, Jacqueline Minton<sup>2</sup></p>	<p>Feedback from pupils, class teachers and parents.</p> <p>Analysis of data for attendance and questionnaires on self-esteem.</p>	RW JB HC	<p>Staffing with resources:</p> <p>As before</p>
G: Increase attendance for pupil premium children	The number of children with attendance above 95% for pupil premium attendance will increase from 51%, closing the gap to all pupils. The number with percentage below 85% will decrease, closing the gap to all pupils	The Link between Absence and attainment at KS2 and KS4, Research Report DfE (March 2016)	Track attendance data to narrow gap between pupil premium and non-pupil premium pupils	RW JB	Admin and staffing: £978
E: Support School Trips And swimming	Develop learning behaviours through curriculum enrichment, removing barriers to attendance	The Key <a href="https://schoolleaders.thekeysupport.com/administration-and-management/lafunds/grants-and-pupil-premium/pupilpremium-spending-school-trips/">https://schoolleaders.thekeysupport.com/administration-and-management/lafunds/grants-and-pupil-premium/pupilpremium-spending-school-trips/</a>	Track numbers of pupils attending trips across all year groups.	RW RC/MH	Support: £1500

F: Boxall Profiles to be used to inform planning for children with Behaviour Support Plans	Identify social, emotional and mental health needs of targeted children, to inform behaviour plans.  Teachers to follow and use the resources suggested to help the children.	Boxall Childhood Project, Summer 2017 interim findings. <a href="https://www.nutureuk.org/researchevidence/boxall-childhood-project/bcpsummer-2017-findings">https://www.nutureuk.org/researchevidence/boxall-childhood-project/bcpsummer-2017-findings</a>	Learning Walks, Pupil Voice.  Review of Behaviour Plans.	RW JB HC	Staffing and Boxall: As above
F: Provide access to Forest School teaching.	Develop learning behaviours and growth mindset for targeted children.	Research Report - <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a>	Evidenced through reduction in behaviour incidents recorded on CPOMS.  Monitoring of behaviour plans and pupil voice	RW JB HC	Staffing: As above
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.	Early intervention: raising attendance in primary schools BY <a href="#">BEN WHITNEY</a> ON 25TH JANUARY 2019  <u>ARCHIVE, WHOLE SCHOOL POLICY ARTICLES, WHOLE SCHOOL POLICY Q&amp;AS</u> Barry Archibald looks at the impact of poor attendance on achievement of pupils and strategies for raising attendance in primary schools.	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 £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 JB HC	Curriculum engagement support £1400
<b>Total budgeted cost</b>					?

#### 6. Additional detail

Rachel Wheatley – New Headteacher since September 2019  
Jacqueline Brewell – Assistant Headteacher since October 2020.