

Pupil premium strategy statement

2020-21

1. Summary information					
St. Mary's Catholic Primary School					
Academic Year	2020-21	Total PP budget for 2019-20	£72,630	Date of most recent PP Review	N/A
Total number of pupils	417	Number of pupils eligible for PP	54	Date for next internal review of this strategy	April 2021

2. Achievement in the last academic year (2019-20)		
* Based on internal tracking data in March 2020; no external data available due to Covid-19	<i>pupils eligible for PP at St. Mary's (all year groups)</i>	<i>Pupils <u>not</u> eligible for PP – Local Authority data (2019)</i>
% achieving the expected standard or above in Reading *	77%	77.8%
% achieving the expected standard or above in Writing *	75%	74.0%
% achieving the expected standard or above in Maths *	79%	77.7%
Key Stage 2 progress measures	St Mary's	Schools nationally
Progress in Reading	N/A	N/A
Progress in Writing	N/A	N/A
Progress in Maths	N/A	N/A

At St. Mary's Catholic Primary School, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, the reasons listed below may not apply to all children in receipt of the PPG:

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Lower than expected attainment or progress in Reading , possibly as a result of lost learning opportunities due to Covid-19-related school closures
B.	Lower than expected attainment or progress in Writing , possibly as a result of lost learning opportunities due to Covid-19-related school closures
C.	Lower than expected attainment or progress in Maths , possibly as a result of lost learning opportunities due to Covid-19-related school closures
D.	Fewer opportunities for cultural enrichment or participation in activities outside of the classroom
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Home circumstances (e.g. parental separation; family unable to support learning at home) that affect children's emotional well-being and/or academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Internal tracking data will demonstrate that gaps in Reading skills created by lost learning opportunities will be closed and a secure foundation for future learning created. Statutory assessment outcomes will demonstrate that more children at end of each key stage attain at the expected standard or greater depth and more children in Reception class meet, or exceed, the Early Learning Goal in Reading.	<p>Internal tracking data will demonstrate that the attainment gap between pupils eligible for the Pupil Premium Grant and non-eligible pupils will be narrowed in all areas of the curriculum.</p> <p>School % achievement will be greater than National and Local Authority figures in all areas of the curriculum.</p>
B.	Internal tracking data will demonstrate that gaps in Writing skills created by lost learning opportunities will be closed and a secure foundation for future learning created. Statutory assessment outcomes will demonstrate that more children at end of each key stage attain at the expected standard or greater depth and more children in Reception class meet, or exceed, the Early Learning Goal in Writing.	
C.	Internal tracking data will demonstrate that gaps in Maths skills created by lost learning opportunities will be closed and a secure foundation for future learning created. Statutory assessment outcomes will demonstrate that more children at end of each key stage attain at the expected standard or greater depth and more children in Reception class meet, or exceed, the Early Learning Goal in Maths.	
D.	All children will experience develop a broad, rich curriculum rooted in the Catholic faith that provides knowledge and draws out their skills across many different areas of learning to which will enable our children to be the leaders for tomorrow and build the Kingdom of God in this world.	<p>Internal assessment data and feedback from children and parents demonstrates that our approach to the curriculum enables all children, including disadvantaged groups, to enjoy and excel in their learning.</p>
E.	Children's emotional well-being is developed to enable them to make good or better progress academically, socially, spiritually and to develop a stronger sense of self-worth and resilience.	

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	When is implementation reviewed?
A whole-school approach on the 'catch-up curriculum' all children focusing	Assessment in all core curriculum areas to identify areas of learning not yet secure and inform quality first	This strategy is recommended in the EEF 'Covid-19 Support Guide for Schools' (June 2020)	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to	SMT Subject Co-ord.	Ongoing monitoring with termly pupil progress meetings

on identifying and addressing gaps in learning will ensure that all children, including those eligible for PPG meet age-related expectations.	teaching with appropriate targeted support as required.		monitor effectiveness of provision		
A whole-school focus on Reading will improve progress and outcomes for all children, including those eligible for PPG, particularly at KS2.	Reading comprehension strategies including 'Reciprocal Reading' and understanding different question types will be explicitly taught alongside Guided Reading.	The EEF 'Teaching and Learning Toolkit' (2018) identifies 'Reading Comprehension Strategies' as potentially having 'high impact for very low cost'.	The subject leader and SMT will monitor lessons, assessment data and tracking information	SMT Subject Co-ord.	Ongoing monitoring with termly pupil progress meetings
To ensure that all children have wider curriculum experiences that build year on year and are deeply rooted in the Catholic faith.	To use the 'ProspectUs' curriculum resource as the spine for non-core areas and to link English, Maths and Science, where possible, in topics and themed days and weeks dedicated to specific areas (e.g. a DT week).	Children need to be formed as leaders for tomorrow. Using Caritas Christi Curriculum to inform Catholic Social Teaching elements of learning, and aligned with areas of academic study, we aspire to help the children make the most difference to their lives by learning broadly and deeply about the wider and faith curriculums.	The subject coordinators will monitor their subjects through work scrutiny, pupil interviews and lesson pop ins and help teachers assess their children's progress through subject specific assessment.	SMT Subject Co-ord.	Ongoing monitoring by subject coordinators and SMT

Total budgeted cost School Budget

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	When will you review implementation?
The gap between children eligible for PPG and their non-eligible peers will be narrowed so that they meet, or exceed, the expected standard for their age in Reading.	1:1 Reading support	Research by the Education Empowerment Foundation has found 'Phonics' to have a moderate, and 'Reading Comprehension Strategies' a high, impact on learning.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	TAs to give this 1:1 support	Termly
The gap between children eligible for PPG and their non-eligible peers will be narrowed so that they meet, or exceed, the	1:1 Writing conferences	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 Tuition' to have moderate-high impact on learning. Our 'writing conferences' combine both of these approaches.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	KR – UKS2 KS – LKS2 LR – KS1	Termly

expected standard for their age in Writing.					
The gap between children eligible for PPG and their non-eligible peers will be narrowed so that they meet, or exceed, the expected standard for their age in Maths.	A mastery learning approach to Mathematics with 1:1 and small group support including 'same-day catch-up' work, where required	Research by the Education Empowerment Foundation has found 'mastery' learning to have a moderate impact for very low cost.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT Subject Co-ord.	Termly
PPG children's emotional well-being is developed to enable them to make good or better progress academically.	Emotional Support	From school tracking systems we know that children who receive emotional support through the Zacchaeus Club and Learning Mentor make good, or better, progress.	External supervision to monitor effectiveness of support provided. Internal performance monitoring and development.	Zacchaeus & School Learning Mentor	Termly
Total budgeted cost					£ 51,800
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	When will you review implementation?
All SEND children eligible for PPG will be working at expected standard for their age	Specialist assessment of learning need	Where children eligible for PPG have particular barriers to learning, advice from the SEND Consultant and PSS support will be sought to help overcome these and tailored support will be provided.	SEND pupil reviews and internal tracking data will show that the recommended support is impacting on progress.	SENCO	Termly
All children, including PPG, will have access to educational visits	Costs will be paid to increase participation in educational visits	OFSTED promotes 'Learning outside the classroom' as it has many benefits, both academically and socially.	Eligible children will be funded as necessary	HT	Termly
To support families where children receive PPG funding	Paying other costs (e.g. bus fares) to improve attendance etc.	School attendance to be at least 97%.	Attendance will be monitored and improved because of this measure.	DH	Termly
Total budgeted cost					£ 20,830

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that all children have wider curriculum experiences that build year on year and are deeply rooted in the Catholic faith.	To use the 'ProspectUs' curriculum resource as the spine for non-core areas and to link English, Maths and Science, where possible, in topics and themed days and weeks dedicated to specific areas (e.g. a DT week).	The introduction of a weekly 'Topic Day' and themed days/weeks ensured that all children, including those eligible for PPG, experienced a broader, more balanced curriculum. However, the period of school closures (March to September 2020) impacted on the full implementation of this approach.	Our review of this approach has shown that our curriculum needs to be more deeply rooted in the Catholic faith to allow children to think more deeply about their learning and better prepare children to become the leaders for tomorrow. This will be achieved through training for all staff on 'Building the Kingdom'.	(SBS)
To ensure that the performance of boys, including PPG children, in Reading and with specific skills in summarising and inference, is at least equal to that of girls, including PPG children.	Quality first teaching with appropriate targeted support as required	No external data is available due to the cancellation of statutory assessment in 2020. However, our internal tracking data indicates that in all KS2 cohorts, the performance of boys was at least equal to that of the girls at the expected standard and at greater depth in Years 5 and 6. Pupils eligible for PPG outperformed other groups in some cohorts.	The teaching of specific skills in Reading has been very effective. This should be continued in 2020-21. The impact of school closures due to Covid-19 will need to be assessed for all children, and especially those from disadvantaged groups in 2020-21.	(SBS)
The outcomes and progress for all children, including PPG and SEND, will be improved compared to previous year's data, by a specific whole school focus on Mastery.	Staff will adopt this approach following CPD and sharing of best practice.	No external data is available due to the cancellation of statutory assessment in 2020. However, our internal tracking data indicates that in most cohorts, the performance of pupils eligible for PPG was favourable, particularly at the expected standard, when compared with other pupils.	The 'Mastery' approach to Mathematics has been very effective. This should be continued in 2020-21. The impact of school closures due to Covid-19 will need to be assessed for all children, and especially those from disadvantaged groups in 2020-21.	(SBS)
Total budgeted cost				School Budget
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The gap between children eligible for	1:1 and small group support in Mathematics	No external data is available due to the cancellation of statutory assessment in	The 'Mastery' approach to Mathematics has been very effective. This should be continued in 2020-21.	£10,183.67

PPG and their non-eligible peers will be narrowed so that they meet, or exceed, the expected standard for their age in Maths.		2020. However, our internal tracking data indicates that in most cohorts, the performance of pupils eligible for PPG was favourable, particularly at the expected standard, when compared with other pupils.	Pupils not yet meeting age-related expectations will be targeted. More pupils will be targeted for greater depth.	
As above, in Reading	1:1 Reading support	No external data is available due to the cancellation of statutory assessment in 2020. However, our internal tracking data indicates that had this external data been available, outcomes for pupils eligible for PPG would have been favourable, particularly at the expected standard, when compared with other pupils.	The 1:1 support in Reading provided has been very effective and should be continued in 2020-21. The focus on early reading and phonics was particularly effective and will be continued. Pupils not yet meeting age-related expectations will be targeted. More pupils will be targeted for greater depth.	£26,897.67
As above, in Writing	1:1 Writing Conferences	No external data is available due to the cancellation of statutory assessment in 2020. However, our internal tracking data indicates that, had this external data been available, outcomes for pupils eligible for PPG would have been favourable, including at greater depth at KS2.	The Writing Conference approach has proved, over a number of years, to be a highly effective means of developing children's skills in Writing and improving progress. This approach should be continued.	£26,674.67
Children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	Records of interventions show that our investment in Zacchaeus and Learning Mentor (with a Counselling qualification) has enabled more vulnerable children to make progress.	The number of pupils with emotional needs is increasing and, therefore, this provision will be maintained.	£1,132
Total budgeted cost				£64,888.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All SEND children eligible for PPG will be working at expected standard for their age	Specialist assessment of learning need	While the provision of the SEND Consultant helps teachers and parents understand particular difficulties that the children have in it can take time for any recommended approaches, once implemented, to have an impact. Consequently, some SEND children	Although some SEND children eligible for PPG are still working below the expected standard for their age, this provision is to be continued as it helps barriers to learning to be identified and tackled sooner.	£8,370.00 (SEND consultant)

		eligible for PPG are still working towards the expected standard for their age.		
SEND children eligible for PPG will be able to record their ideas more effectively	Clicker software subscription	While this software is used by a small number of pupils it is has helped them to better demonstrate their learning across the curriculum.	Subscription to be continued.	£900
All children will have access to educational visits	Costs will be paid to increase participation in educational visits	Planned visits did not take place due to Covid-19	This approach to be continued, when possible, as it has a positive impact upon a child's emotional health and wellbeing as well as academic performance.	
Total budgeted cost				£9,630
Total expenditure for the year				£74,518
Overspend				£3,998