



St. Catherine's R.C. Primary School

Pupil Premium Strategy: 2020-2021 (Evaluation)

What is Pupil Premium?

The Pupil Premium Grant is additional funding provided to the school, over and above that provided for other children, to support the achievement and inclusion of children who are currently in receipt of free school meals, or who have been in the past. It is vital that any parent whose child is eligible for pupil premium applies, even if they do not choose to claim the free meals, as the grant enables us to provide extra resources for your child. Additional funding is also provided for children who are, or who have been, in the care of the Local Authority. This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

What we do with this funding?

The government allows us to spend this money in a variety of ways. We make sure that it impacts the children positively by improving their literacy and mathematical skills, as well as their social and emotional wellbeing. We aim to close the gap between the outcomes for those in receipt of Pupil Premium funding and other children, in line with national figures.

What are the Pupil Premium Priorities for 2020-2021?

We have looked at the needs of the children within St Catherine's who are in receipt of Pupil Premium funding and the barriers to educational achievement for those children and found them to be as follows:

- Development of good reading habits
- Knowledge of key writing skills
- Lack of knowledge and confidence in applying Maths skills
- Low levels of social and emotional resilience which impact on learning
- Attendance and punctuality
- Access to extra-curricular activities and educational enrichment experiences such as educational visits, music tuition

How do we review the impact of this money?

Each term we look at how individual children and groups are making progress. We do this at our 'Pupil Progress Meeting' with each teacher and their Phase Leader. Miss Quiligotti looks specifically at the progress of children who are in receipt of Pupil Premium funding. The Inclusion Governor meets at least termly with Miss Quiligotti to discuss the progress of our Pupil Premium children. A report is collated which is presented to our Governing Body Curriculum Committee. The committee makes sure we are spending the money efficiently so that it is helping children to get better outcomes in their learning. It is also reviewed by the Finance committee who check regularly on how we spend our budget.

Pupil Premium Profile

School Context					
Total Number eligible for PP	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years - Ever 6 Free School Meals	Number of looked after children (LAC)	Number of post LAC
29	11	18	16	4	4

Total Amount of Funding: £ 45,660

Barrier to learning	Rationale	Actions	Cost	Intended outcomes
<p>Low standards in reading comprehension and reluctance to read.</p> <p>Specific intervention: Pathways to Read – a guided reading approach from Years 2-6.</p> <p>Further intervention: 1:1 reading sessions with both fluency and comprehension focus.</p>	<p>Pathways to Read links specifically to our writing program, Pathways To Write, which has been successful in upskilling reluctant and poor writers. The rationale behind using the Pathways To Read programme is to make stronger links across the English curriculum to</p> <p>The units are linked to high-quality texts to ensure engaging and purposeful English lessons.</p> <p>Children work on a mastery approach to reading to consolidate, improve and embed skills consistently.</p>	<p>Purchase of the scheme and the books to support it.</p> <p>Training for reading leads.</p> <p>In house training for all teaching staff on how to implement the programme.</p> <p>In year groups where there are a group of children working below year group expectations and who are not able to access the current year group units, daily support will be deployed to deliver this programme to children but at the year group level most appropriate to them (main target in Year 4 for PP children).</p> <p>Identify children not being read with frequently at home and support children by reading 3x a week with an adult, focusing on both</p>	<p>£3,575</p>	<p>It is expected that all children in Years 2-6 will benefit from this scheme, including Pupil Premium children.</p> <p>In year groups where there are a group of children working on a lower year group level of the Pathways To Read programme, these groupings contain a number of PP children and therefore they will benefit from both the programme and daily small-group targeted support.</p> <p>Children will make accelerated progress with their reading comprehension skills, narrowing the gap between current attainment and age-related expectations.</p> <p>Children will develop a love of reading through engagement with a range of appropriately challenging high-quality texts.</p> <p>Children will make clearer and more successful links between their reading and writing skills, based on the consistency of the mastery skills approach in Pathways To Read and Pathways To Write.</p>

		fluency and comprehension.		Children will have plentiful opportunities to read and be read to, hence developing their skills further through modelled reading and extra support and further inspiring a love of reading.
<p>Impact Evaluation: The number of children achieving are-related expectations increased between September 2020 (baseline assessment) and July 2021 (end of year assessment) by 7.6%. Throughout the year, the number of PP/SEND combined pupils increased. The increase in number of pupils achieving age-related expectations is positive, particularly as a second national lockdown took place throughout the majority of the Spring Term. To ensure continued improvements, all PP children were given personalised reading packs focused on reading age-appropriate and high-quality texts during lockdown. Great progress was seen particularly in one year group, where there are a higher number of PP children and PP/SEND combined children. Although several of these children are working below their year group curriculum and are not yet working at age-related expectations, the progress they made throughout the year was accelerated. For example, one of our PP/SEND combined children made four points of progress (three points of progress would be classed as good progress so this child therefore made accelerated progress). Another PP/SEND child made five points of progress.</p>				

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Low standards in English, including poor reading and writing levels, including phonics knowledge.</p> <p>Specific intervention: Fischer Family Trust.</p>	<p>For children who are struggling to access their year group curriculum or are not yet meeting age-related expectations, Family Fisher Trust will be used to support children by closing gaps in knowledge and skills.</p>	<p>SEND TA to deliver FFT sessions to children who have been identified with poor reading and writing skills in KS2.</p> <p>Children to complete baseline assessments to support in evidencing impact of intervention and to support progress made.</p>	<p>£4,297.80</p>	<p>It is expected that at least five children will benefit from this specific 1:1 intervention and this will take place for 30 minutes per child, 2-3 times a week. Through this, children will advance at an accelerated rate in their reading book bands to help close the gap to reaching age-related expectations.</p>
<p>Impact Evaluation:</p> <p>All children accessing this intervention made at least expected progress, with the vast majority making accelerated progress. This is positive progress, particularly due to the effects of the second COVID-19 pandemic lockdown. For example, one PP/SEND child made five points of progress, which is highly accelerated progress. Another child also made five points of progress due to the implementation of this intervention, alongside quality-first teaching. These interventions carried on in a similar format throughout the COVID-19 lockdown during the Spring Term. To ensure continued improvements, all PP children were given personalised reading packs focused on reading age-appropriate and high-quality texts during lockdown. Baseline assessments and end of year assessment comparisons show specific progress made in terms of knowledge, skills and understanding and show the strong progress made by all pupils attending these interventions.</p>				

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Children who are struggling to meet the age-related expectation in Maths.</p> <p><i>Targeting Year 4</i></p>	<p>Success@arithmetic has an average Number Age gain of 13.5 months in 3.5 months – four times the expected rate of progress.</p> <p>81% of learners achieved national expectations at the end of the year, despite not being originally predicted to do so.</p>	<p>Baseline Assessment to provide measure Diagnostic Assessment by the Teacher to identify gaps and design an individual learning plan</p> <p>Strategies and resources used within the intervention to be used to support the children in the lesson as there is not the staff to deliver the full intervention.</p>	<p>£1,521.05</p>	<p>Over the course of 2020-2021 it is expected that 4 children in Year 4 will participate in the programme which will: Support them to understand calculation and develop fluency with formal written methods</p> <p>This will result in accelerated progress in Maths:</p> <ul style="list-style-type: none"> - narrowing the gap to Age Related Expectation. - bringing attainment line with age related expectations - preparing children for the next stage of their education and high school - <p>Children will transfer these skills to independent class work, demonstrating higher standards in Maths.</p>
<p>Impact Evaluation:</p> <p>The number of children achieving age-related expectations increased between September 2020 (baseline assessment) and July 2021 (end of year assessment) by 11.7%. Throughout the year, the number of PP/SEND combined pupils increased. This intervention supported PP children in this year group to achieve standards closer to age-related expectations. Similar interventions were used in other year groups in KS2 as well and some children achieved as many as six points of progress which is equivalent to two years' worth of progress in one year. Four children were originally not working at age-related expectations have now achieved end of year expectations in the targeted year group too, which will best support them in moving to the next phase of their</p>				

education. The data and individual progress reviewed through ongoing assessments has shown good and accelerated progress for many children in the targeted year group. Although not all of the children are achieving age-related expectations, the gap is being closed.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Low confidence and standards across the curriculum, due to lack of home learning throughout school closure during the COVID-19 pandemic.</p>	<p>All Pupil Premium children in need of technology were supplied with equipment during home learning, however, many children still struggled to keep up with home learning due to a range of different factors.</p>	<p>Small group support in lessons to be used for pre-learning, revision and consolidation in order to support children in building on their prior knowledge and not creating further gaps in their learning.</p> <p>Further TA support deployed each morning in Year 4 where Pupil Premium numbers are highest, in order to support with the small group actions listed above.</p> <p>All children to complete baseline assessments using NFER tests. Teachers to then complete a gap analysis to help identify gaps and then use to inform teaching and interventions planned for identified children.</p>	<p>£10,140.30</p>	<p>Children will become more confident across the curriculum and will close the gaps in their knowledge, skills and understanding, helping them to make accelerated progress towards meeting age-related expectations.</p>
<p>Impact Evaluation: Reading: the number of children achieving age-related expectations increased by 7.6%</p>				

Writing: the number of children achieving age-related expectations increased by 8.7%

Maths: the number of children achieving age-related expectations increased by 11.7%

The number of children achieving age-related expectations in reading, writing and maths combined increased by 8%. Although a number of children are not yet achieving age-related expectations, the gap is closing. For example, some children made highly accelerated progress in some subjects by making as many as six points of progress which is equivalent to two years' worth of progress.

This intervention support in school also helped to prepare these children to work effectively during the home learning period throughout the COVID-19 second lockdown in the Spring Term. We supported vulnerable PP children in school either part-time or full-time to support their academic learning as well as their social and emotional well-being.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Children struggling to reach age-related expectations in phonics.	Due to school closure during the COVID-19 pandemic, children will have lost out on their usual form of phonics teaching, although this was still a key focus during home learning. Several PP children were already receiving phonics support before school closure to help close the gap	<p>Children needing support in Year 1 and Year 2 to receive small-group phonics support four-five times a week.</p> <p>Children in Year 3 who did not meet the phonics screening assessment mark in Year 1 to receive support 2-3x a week to ensure they are able to pass the Autumn 1 assessment. Further intervention to be put into place for any PP children who do not pass.</p>	£3,151.56	<p>Children will close the gap in their phonics knowledge and this will accelerate their progress towards meeting end of year expectations in phonics.</p> <p>Those children in Year 2 who do not meet the Year 1 phonics re-check in Autumn 1 should then pass the Year 2 resit in June 2021.</p> <p>Children in Year 4 will complete phase five phonics and move onto further spelling patterns, including phase six.</p>

	but this time away from school has now increased this gap, affecting other areas of learning too.	Identified PP children in Year 4 to have phonics support sessions to complete phase five phonics. Sessions to take place 3-4x a week for 20-30 minutes.		
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Impact Evaluation:

All Pupil Premium children in Year 2 reached ARE for phonics skills, completing phase six.
Pupil Premium children in Year 4 needing phonics intervention continued this throughout the academic year and made accelerated progress, which therefore positively impacted on improvements within reading and writing too. For example, one child moved from working at Year 1 level in writing to Year 4 emerging, hence highly accelerated progress was made.
All Pupil Premium children in Year 1 received extra targeted support to ensure good progress was made in phonics skills.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Low levels of confidence, self-esteem and working co-operatively with others</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> - Forest School 	<p>Pupils need to develop self-belief in order to reach their full potential.</p> <p>Forest School's ethos is to allow children to experience learning in an outdoor environment. This</p>	<p>Ongoing training as and when needed to keep Mr Rodriguez up-to-date with Forest School initiatives.</p> <p>Materials for Forest School.</p> <p>1 HLTA to deliver Forest School Sessions 2x afternoons, weekly.</p>	<p>£3,202.20</p> <p>£500</p>	<p>The Forest School Programme will support children in:</p> <ul style="list-style-type: none"> • Social interaction, team building, decision making, confidence building <p>Measures show positive impact of Forest School on social and emotional area of learning and attitudes to learning, promoting attainment and progress.</p>

	<p>is a long-term project and it is expected that children who take part do so for at least 10 weeks.</p>	<p>While Forest School can not yet take place due to COVID-19 regulations, Mr Rodriguez will use Forest School skills for on-site interventions with identified PP children in Year 4 and Year 6 to support improvements in confidence, self-esteem and cooperation with others.</p>		
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Impact Evaluation:

Due to government restrictions during the COVID-19 pandemic, we have been unable to run our Forest School programme in its usual format. This is planned to run during the next academic year and children will be targeted to ensure those who will benefit most will be chosen to partake in this programme first.

A number of Forest School activities were adapted and used with a small number of PP/SEND children to support their social and emotional well-being, particularly including throughout the Spring Term COVID-19 lockdown. These interventions had a hugely positive impact on those in receipt and this helped children to be more able to access their studies. This has particularly shown a positive difference within the targeted year groups of Year 4 and Year 6 and has best supported a small number of children most in need. Examples of the positive impact seen have included children becoming more able to regulate their own emotions, a reduction in larger behavioural outbursts, improvements in confidence and self-esteem, improved cooperation skills and an improvement in social and emotional wellbeing.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Personal family issues and lack of emotional resilience which can impact on the child's learning</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> - Caritas Social Worker 	<p>Caritas provide expert advice from a qualified social worker who will work with the children and family to support in times of crisis. This will give children the best chance to achieve their potential</p>	<p>Caritas Social Worker 1 day per week focusing on:</p> <ul style="list-style-type: none"> - support children on a 1:1 basis - training to whole classes on PANTS (the underwear rule) about keeping children safe from sexual abuse. - courses in Relaxed Kids targeting children with social and emotional needs - Support for parents through drop-ins/virtual meetings and home visits where appropriate <p>My Happy Mind – children to be supported in improving their understanding of how their brain works and how different factors can affect their mental health.</p>	<p>£11,000</p>	<p>Family feedback identifies the impact of support</p> <p>Children feel supported by school and are able to open up about</p> <p>Emotional health and well-being is given a high priority.</p> <p>Children will develop their understanding of how their brain works, what mental health is and how they can be more mentally healthy.</p>
Impact Evaluation:				

The impact of this intervention is difficult to quantify but has been a lifeline to many of our children and families this year, particularly a number of PP children and families. Pupil, parent and staff voice has shown the incredibly positive impact this support has had on those in receipt of it and it has been used to support children and families throughout the COVID-19 pandemic and lockdown period too. Training for staff has enabled more people to be able to best support children in need and help them to make the best possible progress in all aspects of their school and home lives. Examples of the positive impact seen have included improvements in confidence, attendance, punctuality, cooperation, self-regulation skills, self-esteem and more.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Poor understanding of different social interactions and social situations, causing children to respond to situations in ways that negatively impact upon themselves and others.	Several PP children need specific teaching in understanding and addressing their own SEMH needs in order to learn to respond to situations, particularly in social situations, in a more positive and supportive manner.	Social, emotional and mental health support, including work on social stories, to be delivered in 1:1 or group sessions, based on the needs of the child. My Happy Mind – children to be supported in improving their understanding of how their brain works and how different factors can affect their mental health.	£2,865.20 £5,000	Children will become more socially and emotionally aware, which will have a positive impact on their own social interactions and of those around them. This will result in less anxiety and anger for targeted children, helping them to be in a more positive position to learn and play in school. Social stories will be used to support children in understanding different social situations and this will help to increase their social and emotional literacy. Children will become more aware of factors that positively and negatively

				impact their mental health, and what their impact is on others' mental health.
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Impact Evaluation:

Pupil, staff and parent voice has shown the benefits of our My Happy Mind programme and 1:1/small group interventions using social stories and a range of other techniques and resources. This programme of study has particularly benefitted a number of our PP children through them learning to understand how their own brain works, particularly the different cortexes and how this links to what they now know as their 'fight, flight or freeze' reactions. This is helping children to begin to verbalise their own internal feelings and pressures which, in turn, is beginning to have a positive impact on their behaviour, as well as their social and emotional well-being. This is also helping children to understand the differences in each other more compassionately and work together more cooperatively. My Happy Mind journals have helped children to reflect on how their brain works too.

Social stories and other social and emotional support interventions have helped children to begin to understand the impacts of their actions on others, in a range of different situations, as well as learning different ways to react to varying situations. Examples of the positive impact seen include children being more able to understand and regulate their own emotions, improvements in reflection and thinking skills before acting, a deeper understanding of others and our actions on them, and more.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Poor social interactions with other children, leading to escalation in behaviour and lost learning time.</p>	<p>Several of our PP children struggle to regulate their emotions, particularly when outside at play times. This can lead to lost learning time after play times and lunch times due to escalations in behaviour.</p> <p>Children to be supported during these key times of the day by a trusted adult, focusing on facilitating safe and positive play, while still promoting independence.</p>	<p>Daily break time and lunch time structured support to help children by reducing the likelihood of behaviour escalation. Trusted adults will support the children by facilitating safe and positive play. The level of structure needed will be based on the child's needs identified.</p> <p>Lego Therapy – children to work in small groups of three, 2x a week to improve social skills and cooperation with others.</p>	<p>£7,163</p> <p>£3,380.10</p>	<p>It is expected that this structured play support will benefit at least five Pupil Premium children on a daily basis, with at least six children benefitting from support with Lego Therapy twice a week.</p> <p>Children will improve their ability of understanding what positive social interactions are and will reduce the amount of times that their behaviour escalates due to poor social interactions. Children will have happy and safe outdoor play times and this will therefore then impact positively on their learning time, especially the learning that takes place immediately after outdoor play times.</p> <p>Children will improve their self-task as positive self-talk by trusted adults will be modelled to them during sessions and structured play time support to help children.</p>

Impact Evaluation:

Lego Therapy has supported identified key individuals to improve their social interactions with others, including learning from good practice and role models and developing friendships in the process. This has helped children to develop their friendships and social skills on the playground and in the classroom too. This, in turn, has resulted in children improving their happiness, confidence and self-esteem.

Structured support over break times and lunch times has resulted in a decrease in problems at lunch time which would previously have had a negative impact on the learning of some children involved in the learning sessions afterwards. Children who need further support have had key adults to discuss any conflicts with immediately, helping them to be resolved amicably and in a way that the child/children learn from these conflicts. This is helping children to improve their cooperation and social skills which is therefore helping children to develop their friendships, helping them to be happier at school.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Low attitudes to learning as a result of less access to educational visits and opportunities to enhance learning.</p>	<p>Educational visits, music tuition and other extra-curricular activities enhance the children's learning but also their engagement and attitude to school</p>	<p>School to support Year 6 Pupil Premium children with a £100 contribution to the overall cost for those who need it.</p> <p>School to fund educational visits, where needed, for Pupil Premium children.</p> <p>School to fund music tuition for certain children who we believe this will enhance further learning opportunities for them.</p>	<p>£1,500</p>	<p>Pupils learning and love of learning is enhanced.</p> <p>Engagement and attendance improve due to enhanced learning in other areas and increased enjoyment in school.</p> <p>Evidence of increased: social interaction, team building, decision making, and confidence building.</p>
<p>Impact Evaluation:</p> <p>Educational visits have been impacted due to the government restrictions in response to the COVID-19 pandemic, however, funding has been used to fund visits and tuition as needed, although not on the planned scale due to a limited number of visits taking place this year.</p>				

Total spent £57,296.21

Additional spend in response to the COVID-19 pandemic:

Due to a second national lockdown resulting in school closures and remote education, funding has been re-prioritised in areas to best support children and families in receipt of Pupil Premium funding.

Barrier to learning	Spend	Impact
Children not having access to technology to support them in accessing remote education	Loaning of iPads and laptops, including buying extra accessory equipment such as chargers etc to ensure children could use the technology properly.	All children were able to have access to the correct technology to allow them to access high quality remote education.
Children not engaging effectively in remote education	Increased use of teaching assistant support (including hiring of supply TAs) to run smaller group lessons both online and in school for those accessing provision in person.	Children were still able to access a high-quality education and engaged regularly each day with a teacher or teaching assistant.
Children struggling to access remote education due to struggles at home	Increased use of teacher and teaching assistant support in school (including hiring of supply staff) to be able to increase the number of PP and vulnerable children accessing in-school provision during the COVID-19 lockdown.	Vulnerable and PP children were able to access in-school provision on a part-time or full-time basis, based on their needs.
Children not having access to high-quality educational resources, including high-quality texts.	Education packs, with a strong focus on reading and a range of high-quality texts, were sent home to all children in receipt of PP funding.	All PP children had access to educational resources and high-quality texts, targeted at their reading level.