



St. Catherine's R.C. Primary School

Pupil Premium Strategy: 2019-2020

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 do 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 2019-2020?

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 from an early age
- 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. Mrs Richardson looks specifically at the progress of children who are in receipt of Pupil Premium funding. The Pupil Premium Governor meets at least termly with Mrs Richardson 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
33	14	19	26	2	5

Total Amount of Funding: £46,800

Barrier to learning	Rationale	Actions	Cost	Intended outcomes
<p>Low standards in English including poor writing levels</p> <p>Specific intervention: Pathways to Write - a whole scheme approach to improving writing.</p>	<p>Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.</p> <p>The units are linked to high-quality texts to ensure engaging and purposeful English lessons.</p> <p>Effective teaching strategies to challenge greater depth writers are included within each unit of work</p>	<p>Purchase of the scheme and the books to support it.</p> <p>Training for writing leads</p> <p>In house training for all teaching staff on how to implement the programme</p> <p>To plan and timetable moderation of pupils' writing and the impact of the scheme on all children with particular focus on the Pupil premium</p>	<p>£1521.63</p> <p>7 hrs</p>	<p>It is expected that all children in Key Stage 1 and 2 will benefit from this scheme. This targets reluctant writers and therefore the impact on disadvantaged children is expected to be significant.</p> <p>Children will make accelerated progress with their writing, narrowing the gap between current attainment and age related expectations.</p>
<p>Impact Evaluation: Pathways To Write has had a very positive impact on the attainment of Pupil Premium children, narrowing the gap between current attainment and age-related expectations. This has been noted in book looks, lesson observations and in phase monitoring. Unfortunately, due to school closure because of the COVID-19 pandemic, intended outcomes have not been as measurable or specific as anticipated at the beginning of the year. The Pathways programme continued to be used throughout the home learning period and all Pupil Premium children were supported weekly through conversations with phase leaders and members of the Senior</p>				

Leadership Team. This helped to ensure children were accessing home learning as much as possible and helped to put next steps into place for those children who needed further support while learning from home.

Spring Data, representing children's learning prior to lockdown, shows that overall, Pathways To Write has supported children in making greater progress than in the previous academic year. Previously, many of these children had struggled to make expected progress, causing them to fall behind their peers.

In Year 1, all PP children made expected progress.

In Year 2, all PP children made expected progress.

In Year 3, only two children made expected progress.

In Year 4, all but one PP child made expected progress.

In Year 5, three PP children made expected progress and four made below expected progress (3 SEND, 2 with EHCPs)

In Year 6, all PP children expected or accelerated progress (with all but one meeting end of year expectations).

From this data, the current Year 3 children (next year's Year 4) have been identified as needing continued/enhanced support in this area.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Low standards in English including poor reading levels</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> - Additional Phonics sessions for year 3 - Inference Intervention for year 6 - Reading Intervention- working on gaps Year 6 	<p>These interventions involve:</p> <ul style="list-style-type: none"> - good understanding of the phase 5/6 phonics - Practising independent reading skills on familiar texts - Developing pace and fluency in reading - Ongoing assessment - Working on unfamiliar text leading to independence and understanding 	<p>To select children from Year 3 and from Year 5/6 who would benefit from the programmes</p> <p>Assessment of starting point to be identified</p> <p>To plan and timetable 1x TA for additional phonics sessions 2x30 mins weekly</p> <p>To plan and timetable the deployment of HLTA to support working 1:6 for 30 mins 4x weekly (Year 6 Inference)</p> <p>To plan and timetable the deployment of 1x TA 1x 20-30 mins reading intervention working on gaps in reading in Year 6</p>	<p>£2042.43</p>	<p>It is expected that a minimum of 6 children will receive this intervention over the year.</p> <p>Children will make accelerated progress with their reading, narrowing the gap between current attainment and age related expectations.</p> <p>Children will transfer these skills to class work, demonstrating higher standards in Guided Reading, comprehension and writing.</p>
<p>Impact Evaluation:</p> <p>Both specific interventions had a positive impact on children who were involved, helping them to initially make accelerated progress to support in narrowing the gap between current attainment and age-related expectations. Unfortunately, due to school closure because of the COVID-19 pandemic, intended outcomes have not been as measurable or specific as anticipated at the beginning of the year. Evidence is therefore more through book looks, lesson observations, phase monitoring and subject monitoring.</p>				

For Year 3 additional phonics sessions, children were split into differentiated groups based on their phonics ability and groups spanned from phase two to phase five. Sessions were three times a week for 30 minutes and revisited and consolidated previous phases before progressing onto further phases. Most of the children were able to complete their phonics learning although this should be continued next year to pre-empt any lost learning/regression during lockdown. Any children who were working on lower phonics phases and did not complete the full phonics phase progression will continue to do so in Year 4. Two of these PP children are also receiving additional phonics support through Fischer Family Trust.

All of the Pupil Premium children in Year 6 made expected or accelerated progress, with all but one achieving end of year expectations (this child achieved 'developing' and was very close to achieving end of year expectations).

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Children who are struggling to meet the age-related expectation in maths</p> <p>Targeting Year 5 and 6</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. 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 and to be delivered.</p> <p>To plan and timetable the deployment of HLTA to support working 1:6 for 2 x 45min (Year 5) 4 x 45 mins (Year 6)</p> <p>Strategies and resources used within the intervention will also be used to support the children in the lessons.</p>	<p>£2385.05</p>	<p>Over the course of 2019-2020 it is expected that 5 children 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 ARE. - bringing attainment line with age related expectations <p>Children will transfer these skills to independent class work, demonstrating higher standards in Maths.</p>
<p>Impact Evaluation:</p> <p>This intervention supported the children involved effectively and this was clear in children’s predicted assessment grades before school closure. Monitoring showed increased confidence and a higher level of resilience in Maths, meaning children were more able to adapt to challenge and apply taught methods and skills.</p> <p>Unfortunately, due to school closure because of the COVID-19 pandemic, intended outcomes have not been as measurable or specific as anticipated at the beginning of the year.</p> <p>In Year 6, all Pupil Premium children made either expected or accelerated progress, with two of the three children meeting expected standards in KS2 maths (with the third child being ‘developing’ but close to meeting end-of-year expectations).</p>				

In Year 5, by the end of the Spring Term, four of the children had made expected or accelerated progress, with three children making below expected progress. Of these three children, two of them did not receive this specific intervention due to their academic maths levels being lower than the intended targeted intervention and therefore they received further support based on the EHCP and SEND needs.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Children who are struggling to meet the age-related expectation in maths</p> <p>Targeting Year 3 and 4</p>	<p>Over 8,000 pupils in Years 4 to 11 have been supported by Success@Arithmetic in 1,500 schools.</p> <ul style="list-style-type: none"> •They made an average Number Age gain of 14.0 months in 4.5 months – almost 4 times the expected progress •92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	<p>Success@Arithmetic Number Sense further training internally of 1 more TA</p> <p>Baseline Assessment to provide measure Diagnostic Assessment by the Teacher to identify gaps and design an individual learning plan</p> <p>TA to deliver intervention of teachers planning using the strategies of the intervention. 1 hr per week Year 4, 1 hr per week Year 3</p>	<p>£904.80</p>	<p>It is expected that a minimum of 4 children will participate in the programme which will:</p> <p>Support them to understand the number system and develop fluency with number facts</p> <p>Number intervention for a further 1 child whose levels are too low currently to access the intervention.</p> <p>Children will make accelerated progress with number, narrowing the gap between current attainment and age related expectations.</p> <p>Children will transfer these skills to class work, demonstrating higher attainment in Maths</p>
<p>Impact Evaluation:</p> <p>While completing the intervention, children showed increased confidence and resilience, helping them to narrow the gap between their current attainment and age-related expectations. Unfortunately, due to school closure because of the COVID-19 pandemic, intended outcomes have not been as measurable or specific as anticipated at the beginning of the year.</p>				

In Year 4, all Pupil Premium children received support at least twice a week, with some receiving both class-based support and maths intervention support as stated in the action plan. This helped children to make expected progress.

In Year 3, six Pupil Premium children received the same support as detailed above, with some receiving both class-based support and maths intervention support. Some children still did not meet expected progress but formative data shows that further gaps have been filled effectively and that children's confidence and understanding have improved.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Pupils struggle with unstructured time and need provision at lunchtime to ensure they are ready to learn following the lunchtime break.	Pupils are more settled and ready to learn.	Lunchtime club to be set up. 4x 45minutes TA	£2880.03	Pupils have access to structured lunchtimes and so are ready to learn in the afternoon.
Pupils are not completing the consolidation homework set.	Pupils benefit from completing the homework and having targeted support where needed	Homework club Teacher to set up- 2 x 30minutes per week		Pupils consolidate their learning through the homework set and complete it with teacher support.
Impact Evaluation:				
Lunch time club has had an infinitely positive impact in preparing children for their afternoon learning, as well as reducing fall outs and escalations in behaviour due to social and emotional difficulties.				

Homework club has supported PP children in having the help they may need to complete their homework and the structure surrounding it, which many of them do not have at home. Therefore, this has helped to improve confidence across the curriculum and has helped to increase children's self-esteem instead of them struggling with homework tasks or worrying about them not being completed.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Low aspirations of Pupil Premium children who have the potential to achieve more than the expected progress and therefore achieve the higher standard.	Children who are currently meeting the end of year expectations require additional support and motivation to help them achieve greater depth	1 x TA working with specific children within their year group targeting specific greater depth objectives planned by the Class Teacher 25 hours per week targeted TA support	£20,541	It is expected that 11 children will access this support covering Reading, Writing and Maths. A higher proportion of Pupil Premium children making accelerated progress, achieving a higher proportion of greater depth objectives.
<p>Impact Evaluation: This support was in place until COVID-19 lockdown and then this support continued through teacher and TA support with differentiated home learning tasks each day to ensure sufficient challenge. For some children, this involved weekly, or more frequent, phone calls to children and parents to discuss how they were coping during lockdown, how they were accessing home learning, what extra support they may need, etc. This extra support really helped to keep PP children on track with their learning and support parents in helping them too.</p> <p>Children attending these interventions made good progress, and in particular, children in Year 6 made accelerated progress in some areas.</p>				

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Low levels of confidence, self-esteem and working co-operatively with others	Pupils need to develop self-belief in order to reach their full potential	Ongoing training as and when needed to keep Mr Rodriguez up-to-date with Forest School initiatives	£2000	Over the course of 2019-2020 it is expected that all Key Stage 2 children will have access to Forest School Programme which will support children in: Social interaction, team building, decision making, confidence building
Specific intervention to address this: - Forest School	Forest School's ethos is to allow children to experience learning in an outdoor environment. This is a long term project and it is expected that children who take part do so for at least 2 full terms	Materials for Forest School 1 HLTA/1 TA to deliver Forest School Sessions 2x afternoons, weekly.	£500 £11,058	Measures show positive impact of Forest School on social and emotional area of learning and attitudes to learning, promoting attainment and progress.
<p>Impact Evaluation: Forest School was able to run for the first term and a half of school before COVID-19 restrictions and lockdown. During this time, 14 Pupil Premium children accessed Forest School and measures showed a positive impact on children's social and emotional areas of learning, particularly in self-confidence, problem-solving and team building. Pupil voice and staff voice shows the positive way that these improved skills have then impacted in the classroom too, including in promoting attendance, attainment and progress.</p>				

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Personal family issues 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 - Super Skills programme for Year 4 - Support for parents through drop-ins and home visits where appropriate 	<p>£11,000</p>	<p>Family feedback identifies the impact of support. Children feel supported by school Emotional health and well-being is given a high priority</p>
<p>Impact Evaluation: This support has been extremely effective and well-used this year, particularly during school closure due to COVID-19 lockdown. More PP families than previously identified have benefited from this support throughout the last academic year and this has helped to signpost many of them to further support, such as financial support.</p> <p>Michelle continued her weekly check-ins with children and parents but over the phone and also made door step visits where necessary, particularly for more vulnerable families identified, several of whom are Pupil Premium children.</p>				

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Poor attendance which impacts on progress and attainment.	High attendance results in greater progress and attainment.	Phase Leaders, supported by HLTAs, to oversee the attendance of their phase and to act on poor attendance quickly.	£1300	Children's attendance will improve resulting in increased access to learning and therefore greater progress and higher attainment.

Impact Evaluation:

Data showed that, prior to COVID lockdown, the attendance gap of Pupil Premium children compared to non-PP children had decreased significantly, therefore showing increased improvements in attendance. Due to self-isolation prior to lockdown, school attendance in the Spring 2 Half-Term is not accurate in showing an increase in children's attendance for PP or non-PP children.

The attendance for Pupil Premium children from September 2019 to February Half-Term 2020 was 95.1%. The attendance for non-Pupil Premium children was 96.1%. In the previous academic year, the absence levels of Pupil Premium children were higher than that of the whole school (4.2% compared to 2.98%). This shows an improvement in closing the attendance gap during the past academic year.

Due to COVID, attendance monitoring has been very difficult. We have identified those children needing further support with attendance for a variety of reasons and worked closely with their families to support them in improving their child's attendance.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Low attitudes to learning as a result of less access to educational visits and opportunities to enhance learning.	Educational visits, music tuition and other extra curricular activities enhance the children's learning but also their engagement and attitude to school	School to support Year 6 Pupil Premium children with a £100 contribution to the overall cost. School to fund educational visits, where needed for Pupil Premium children.	£1500	Pupils learning and love of learning is enhanced. Engagement and attendance improve Evidence of increased: Social interaction, team building, decision making, and confidence building
<p>Impact Evaluation:</p> <p>All Year 6 PP children were able to attend their Year 6 residential and this had a notably positive impact on self-esteem, resilience and perseverance. This included private transport for one Pupil Premium child to ensure attendance. There was clear evidence both on the residential and after the residential of increased social interactions, team building, decision making and confidence building. This was noted by many parents too. As a result, attitudes to learning in Year 6 improved noticeably.</p>				

Total spend

£55,832.94

Additional actions due to Covid-19 lockdown

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
Children not having the resources to support them in learning from home during school closure due to COVID-19 pandemic.	Children were asked to learn from home for several months without much prior warning and therefore many PP children did not have set-ups at home conducive to successful home learning.	<p>To provide iPads to children who do not have access to remote technology at home in order to access daily home learning tasks on Google Classroom.</p> <p>To provide resource packs and exercise books for all Pupil Premium children to ensure they have all of the necessary resources at home to support them in their home learning, including scissors, glue sticks, card, coloured pencils, etc.</p>	£200	<p>Children are able to successfully access all home learning tasks from home.</p> <p>Children have the necessary resources to access tasks and complete them to the best of their ability.</p>
<p>Impact Evaluation:</p> <p>Children who would have not been able to access home learning in the same way as all other children were then able to do so due to these actions. Resource packs were well utilised and were re-stocked as needed throughout the lockdown period. Where there</p>				

had been initial concerns about access to home learning for some Pupil Premium children, this extra support made a positive difference and, combined with PP welfare calls each week, helped to improve the quantity and quality of home learning produced.

Barrier to learning	Rationale	Actions	Cost	Intended Outcomes
<p>Children not having contact with school and therefore lacking motivation and support to complete learning from home.</p>	<p>Learning from home was a very different mode of working for parents and children, and many children did not have support from parents with their learning during this time due to parents working from home or parents being unable to support them.</p>	<p>Welfare calls to be made to all Pupil Premium children at least once a week during school closure. For some children, this is up to 3-4 times a week and consists of support for both children and parents (including academic support but also support for how they are coping during the pandemic).</p> <p>1:1 academic support phone calls for some children who need further support with home learning</p>		<p>School staff will have a strong understanding of continued needs during school closure and will be able to support parents and children, as well as being able to signpost for further support, e.g. financial.</p> <p>All children will be best supported in targeted home learning during school closure.</p>

		<p>(identified through welfare calls).</p> <p>Individual personalised printed work packs to be created for any children who are struggling with online home learning (identified through welfare calls).</p>		
<p>Impact Evaluation:</p> <p>The welfare calls were very well-received from both children and parents. The frequency of calls was sometimes increased upon request by parents or through identification of further need by staff making the calls too. Children were able to receive regular support for their academic learning as well as support for their social, emotional and mental health, which a lot of families struggled with during school closure.</p> <p>Individual personalised learning packs were printed for children if parents and children identified that they were struggling to access learning online (not due to technological problems but due to ability of parents able to support, due to focus, etc). Packs were well-received and increased the quality and quantity of work produced.</p>				