

# Pupil Premium Strategy Statement 2020-2021

St Mary's Catholic Voluntary Academy

---

## Pupil premium spending 2020- 2021

### SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	216	Total pupil premium budget:	£133,155
Number of pupils eligible for pupil premium:	99	Amount of pupil premium received per child:	£1,345

### STRATEGY STATEMENT

## STRATEGY STATEMENT

### What has worked well:

- Whole school professional development in therapeutic responses and provision of places of sanctuary and calm for those pupils who are needing emotional support, ready for 2020-2021.
- Supporting pupils and families through lockdown
- Whole school consistent approach in teaching and strategies trained in readiness for 2020-2021.

### What hasn't worked well:

- Lockdown hindered further progress to be made in terms of intensive emotional support face-to-face, and academic interventions.
- The core approaches that are currently implemented and how these will contribute to closing gaps

### The overall aims of your pupil premium strategy:

- To raise the in-school attainment of both disadvantaged pupils and their peers
- To raise the aspiration of all pupils
- To create greater understanding of their feelings and how to deal with them; to improve their emotional intelligence
- To support the needs of families and pupils due to the local cultural capital.

## Assessment information

### EYFS

This is based on entry assessment 30 pupils	Pupils eligible for pupil premium (PP) 6 pupils each child = 16.6%	Pupils not eligible for PP 24 pupils each child = 4.1%
LITERACY		
Comprehension	33%	46%
Word reading	33%	46%
Writing	13%	37%

EYFS		
MATHS		
Number	33%	46%
Numerical Pattern	33%	50%
UNDERSTANDING THE WORLD		
People, culture and communities	33%	37%
The Natural World	50%	46%
Past and present	50%	37%
EXPRESSIVE ARTS AND DESIGN		
Creating with materials	50%	63%
Being imaginative and expressive	33%	58%

END OF KS1		
28 pupils	Pupils eligible for PP 14 pupils each child = 7.1%	Pupils not eligible for PP 14 pupils each child = 7.1%
% reaching expected or better than expected at baseline assessment in reading Sept 2020	21% (14%)	29% (21%)
% making expected or better than expected at baseline assessment in writing Sept 2020	NO DATA AT THE PRESENT TIME	NO DATA AT THE PRESENT TIME

---

END OF KS1		
% making expected or better than expected at baseline assessment in maths Sept 2020	54% (8%)	42% (21%)

YEAR 2 PHONICS SCREENING CHECK*		
Base line assessment not a phonics test	Pupils eligible for PP 14 pupils each child = 7.1%	Pupils not eligible for PP – 14 pupils each child = 7.1%
Based on phonics check in September	21%	36%

\* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. These will be added in once they have taken the phonics screening check.

END OF KS2		
Based on entry tests September 2020 30 pupils	Pupils eligible for PP 16 pupils . 1 pupil = 6.25%	Pupils not eligible for PP 14 pupils . 1 pupil = 7.1 %
% making expected or better than expected at baseline assessment in reading Sept 2020	38% (38%)	40% (27%)
% making expected or better than expected at baseline assessment in writing	NO DATA AT THE PRESENT TIME	NO DATA AT THE PRESENT TIME
% making expected or better than expected at baseline assessment in maths	25% (13%)	47% (40%)

## Barriers to learning

---

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers

A	Low levels of Literacy – phonics , spelling, reading fluency and comprehension, writing composition
B	Poor language skills – through limited vocabulary and for some a second language
C	Low levels of Maths – lack of retention of knowledge and understanding of the basics within number
D	Poor knowledge and understanding of the wider community and world
E	Limited home learning during lockdown

## ADDITIONAL BARRIERS

### External barriers

F	Home conditions – traumatic life experiences encountered on a daily basis
F	Poor learning behaviours – struggling to self-regulate emotions and learning behaviours
G	Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders
H	Pupils not having WIFI or ICT equipment to access home learning; parents struggling to cope with teaching pupils at home.

---

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Increase in pupils making expected progress in Phonics	Pupils narrowing the gap to reach expected National standard in Phonics screening for vast majority.
B	Increase in pupils making expected progress in fluency of reading and comprehension skills	Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge.
C	Improved speech and language skills, with pupils having an increased vocabulary.	Pupils improved comprehension skills. Pupils able to be more creative with their use of language in their writing. Pupils able to communicate more effectively between each other and adults.
C	Increase in pupils making expected progress in number skills in Maths	Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group)
D	Pupils to be able to use calming and well-being strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours	Fewer pupils accessing intensive daily support on a regular basis by learning mentors and SLT. Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress.

# Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Quality first teaching – consistent teaching approach and strategies across the school, using Read Write Inc, Talk for Writing and Reading Vipers Pivotal and TPC Power Maths</p>	<p>All staff working with pupils are using the correct agreed strategies and terminology, with pupils engaging in daily skills sessions.</p>	<p>Due to school closure during lockdown, pupils have missed a lot of their school learning and opportunities to embed. There had been various approaches used in school in the past but there is a need to follow one approach in order to ensure gaps are filled and embedded. Studies show many pupils are affected in many ways by lockdown. This will help pupils with poor retention and improve knowledge and learning behaviours.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>All staff are using the expected and recognized signals and techniques for behaviour and in RWI.</p> <p>Pupils are engaged and are making at least expected progress in phonics.</p> <p>English Hub support</p> <p>Pupils are responding and engaging with TPC and Pivotal approach to calm down and engage.</p> <p>The new programme will be implemented in different groups in each term.</p>	<p>RWI – D. Souter M.Steeper</p> <p>TFW &amp; VIPERS – M. Steeper</p> <p>Pivotal and TPC – D. Mickleburgh</p> <p>Maths –E. Ellis</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Each term</p>
--	--	--	--	--	--



					Total budgeted cost:	CPD £10,000 Staffing £48,000 Curriculum Maestro resources £5,000
						(£63,000)

**Targeted support**

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
--------	------------------	--	---	------------	----------------------------

<p>Provide targeted academic and emotional support</p>	<p>Pupils to engage with structured routines in learning, in order to fill gaps accentuated from lockdown.</p> <p>Pupils to embed learning through structure and repetition.</p> <p>Interventions on same day, with pre-teaching.</p> <p>Language development input.</p>	<p>Lockdown has led to a gap in learning and retention, plus a need to repeat and consolidate. A lot of the pupils have struggled with their home learning due to circumstances beyond their control, leading to difficulties to re-engage. Some pupils have attachment disorders so need that extra support emotionally in order to support them academically.</p>	<p>Timetabled support and interventions</p> <p>Weekly conversations and records between staff</p> <p>Monitoring of intervention, in line with Covid rules.</p> <p>Pupil voice on one-to-one or in very small groups.</p> <p>Lesson observations</p> <p>Improved attendance</p> <p>Reduced exclusions</p>	<p>M.Steeper</p> <p>Interventions – E. Snell</p> <p>D. Mickleburgh - TPC</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
					<p>Total budgeted cost:</p> <p>ICT equipment for language development &amp; interventions £10,000</p> <p>Books £6,000</p> <p>Miscellaneous – led by pupil need £3,000</p> <p>Home learning/remote learning £3,000</p> <p>(£22,000)</p>
<p>Other approaches</p>					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide social and emotional support and wider opportunities	<p>Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours.</p> <p>Gardening used as a therapy across school. Breakfast for all pupils.</p> <p>Play therapy for specific pupils who need additional emotional support in addition to the Therapeutic strategies already in place.</p>	<p>Pupils are having to cope with various traumas, as well as lack of warm clothing and meals at home. Providing food and warmth will help the pupils to engage more in school. The traumas faced and attachment issues means that these pupils need further nurturing to help to support their emotional well-being.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Timetabled and focused support for wellbeing</p> <p>Support to buy school uniform if necessary</p> <p>Breakfast club for all children mostly paid through funding from Greggs.</p>	<p>M.Steeper</p> <p>E. Snell</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

---

	<p>Total budgeted cost:</p> <p>Gardening £4,000</p> <p>Clothing budget £3,000</p> <p>Breakfast £3,000</p> <p>Mindfulness resources / play therapy £4,000</p> <p>Miscellaneous £5,000</p> <p>(£19,000)</p>
	<p>£104,000</p>



## Review of expenditure from 2020-21

### Pupil Premium Impact Strategy Statement 2020-21

**Pupil Premium Funding Grant: £133,155**

**Total Spending of Pupil Premium Grant: £103,892.72**

Focus	Activities funded by the grant	How impact will be measured	Impact (RAG rated to show impact)	Projected cost	Actual spending																
<p><b>Priority 1</b></p> <p>Quality first teaching – consistent teaching approach and strategies across the school, in Reading, Writing and Maths</p>	<p>Sufficient staffing in classes to provide effective support to vulnerable children.</p> <p>Ensure all relevant staff have received paid-for training to deliver phonics, English and Maths effectively</p> <p>Read Write Inc Phonics online; Curriculum Maestro; EdShed for writing and comprehension support; Twinkl; Learning By Questions – targeted questions and activities as formative assessment</p>	<p>Greater engagement with pupils in their learning of phonics, English and Maths.</p> <p>Pupils are closing the learning gaps in terms and accelerating the rate of progress through focused, consistent and repetitive teaching and learning.</p> <p>Pupils are engaging with meaningful and wider learning opportunities across the curriculum. All staff working with pupils are using the correct agreed strategies and terminology, with pupils engaging in daily skills sessions.</p> <p>Pupils supported with bespoke interventions to emotionally engage with learning – less crises and quicker to de-escalate.</p>	<p>All staff are using the expected and recognized signals and techniques for behaviour and in RWI. English Hub support for phonics.</p> <p><i>Y1 Reading 33.3% Y2 35.3% Reading</i></p> <p>Pupils are engaged and are making at expected progress in phonics.</p> <p><i>Y1 phonics screening at expected progress = 73%</i></p> <table border="1"> <thead> <tr> <th>Whole school</th> <th>PP</th> <th>Non PP</th> <th>comments</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44/95 60.8%</td> <td>41/73 56.2%</td> <td>On the whole, PP perform better</td> </tr> <tr> <td>Writing</td> <td>28/95 29.5%</td> <td>26/73 35.6%</td> <td>On the whole non PP perform better</td> </tr> <tr> <td>maths</td> <td>32/95 33.7%</td> <td>29/73 39.7%</td> <td>On the whole non PP perform slightly better</td> </tr> </tbody> </table>	Whole school	PP	Non PP	comments	Reading	44/95 60.8%	41/73 56.2%	On the whole, PP perform better	Writing	28/95 29.5%	26/73 35.6%	On the whole non PP perform better	maths	32/95 33.7%	29/73 39.7%	On the whole non PP perform slightly better	£63,000	£44,024.47
Whole school	PP	Non PP	comments																		
Reading	44/95 60.8%	41/73 56.2%	On the whole, PP perform better																		
Writing	28/95 29.5%	26/73 35.6%	On the whole non PP perform better																		
maths	32/95 33.7%	29/73 39.7%	On the whole non PP perform slightly better																		

	<p>and targeted practice; Talk for Writing training; RWI and Fresh Start teaching books and resources (EYFS – Y6)</p> <p>Use of Pivotal Behaviour approach and Therapeutic Schools – feedback, training and advice from consultant throughout academic year.</p>		<p>Pupils are responding and engaging with TPC and Pivotal approach to calm down and engage. Bespoke daily intervention and support through the day is helping support pupils to de-escalate quicker and engage in more of their learning.</p> <p>Consistent approaches and teaching across school in all classes for Literacy and Maths, observed through learning walks and book trawls.</p>		
<p><b>Priority 2</b> Provide targeted academic and emotional support</p>	<p>Regular CPD and extra hours paid training on targeted intervention strategies eg: Beat Dyslexia; Fresh Start; handwriting formation; Numicon support; Small Steps; One-to-one support with learning; Numeracy fluency</p>	<p>Consistent approach across the school by all staff. All areas in school to reflect therapeutic approach. New staff are trained and inducted into the TPC approach.</p> <p>Less pupils and less occasions when pupils need time out of classroom or intensive support with other staff. Pupils choose and engage with calming activities and restorative conversation.</p>	<p>One to one tuition for targeted pupils across the school, as well as in small intervention groups. Records kept of progress and assessed termly and recorded.</p> <p>Pupils enjoying and engaging with adults when taking part in targeted academic support.</p> <p>Second lockdown (Jan-March 2021) had an impact. Even though most vulnerable pupils were in school, the absence of their peers had an emotional impact on some pupils (especially KS1). They struggled with the first few week and end few weeks emotionally. This</p>	£22,000	£37,167.06

			impacted upon their engagement with their learning.		
<b>Priority 3</b> Provide social and emotional support and wider opportunities	<p>Use of nurture support and therapy to support most vulnerable children</p> <p>Provision of a safe space for vulnerable children (Carmel, Eden, Damascus rooms)</p> <p>Play therapist; Compass Go for group of girls, daily check-ins for pastoral support; ELSA; group well-being support</p> <p>National College training in safeguarding</p>	<p>Pupils who need extra support are able to access to help them cope with emotional barriers. Pupils will be able to engage better and cope at school and transition from home life to school life.</p> <p>Communication is open between school and home in order to support pupils.</p>	<p>Daily phone calls and visits from and pastoral support team, ensured that pupils who previously may struggle to be in school attended regularly. Presence of pastoral team on the gates before school kept home-school communication open and staff were able to support pupils and families, which meant children engaged with their learning.</p> <p>Play therapist sessions helped pupils to engage with voicing their emotions.</p>	<p>£19,000</p> <p><b>£104,000</b></p>	<p>£22,701.19</p> <p><b>£103,892.72</b></p>

**Barriers to learning these priorities address**

- Low levels of Literacy – phonics , spelling, reading fluency and comprehension, writing composition
- Poor language skills – through limited vocabulary and for some a second language
- Low levels of Maths – lack of retention of knowledge and understanding of the basics within number
- Poor knowledge and understanding of the wider community and world
- Limited home learning during lockdown
- Home conditions – traumatic life experiences encountered on a daily basis
- Poor learning behaviours – struggling to self-regulate emotions and learning behaviours
- Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders
- Pupils not having WIFI or ICT equipment to access home learning; parents struggling to cope with teaching pupils at home.

**Data**

Year 1	PP	Non PP	comments
Reading	5/15 33.3%	6/14 42.9%	Non pp performed slightly better
Writing	5/15 33.3%	4/14 28.6%	PP performed slightly better
maths	6/15 40%	6/14 42.9%	negligible

Year 2	PP	Non PP	comments
Reading	6/17 35.3%	6/12 50%	Non PP performed better at reading
Writing	3/17 17.6%	2/12 16.7%	PP slightly better
maths	8/17 47.1%	3/12 25%	PP performed much better at maths

Year 3	PP	Non PP	comments
Reading	8/12 66.7%	8/17 47.1%	PP performed better than non PP
Writing	5/12 41.7%	5/17 29.4%	“ “
maths	4/12 33.3%	4/17 23.5%	“ “

Year 4	PP	Non PP	comments
Reading	9/20 45%	5/9 55.6%	Non PP performed slightly better-significant more PP
Writing	2/20 10%	3/9 33.3%	“ “
maths	5/20 25%	3/9 33.3%	“ “

Year 5	PP	Non PP	comments
Reading	7/14 50%	5/7 71.4%	Non PP performed slightly better-significant more PP
Writing	6/14 42.9%	2/7 28.6%	PP performed better
maths	3/14 21.4%	2/7 28.6%	Non PP performed slightly better



Year 6	PP		Non PP		comments
Reading	9/17	52.9%	11/14	78.6%	Non PP performed better
Writing	7/17	41.2%	10/14	71.4%	Non PP performed better
maths	6/17	35.3%	11/14	78.6%	“ “

Whole school	PP		Non PP		comments
Reading	44/95	60.8%	41/73	56.2%	On the whole, PP perform better
Writing	28/95	29.5%	26/73	35.6%	On the whole non PP perform better
maths	32/95	33.7%	29/73	39.7%	On the whole non PP perform slightly better