



St Mary's Catholic Primary School Pupil Premium Strategy Statement

2020-2021

Intent: To use a tiered approach to maximise rapid recovery for all PP children.

Taken from EEF Guide to supporting school planning; A tiered approach (2020)

The tiered approach is a helpful heuristic that supplements school leader decisions regarding the strategic direction of the school. This academic year, St Mary's aims to use the three central pillars to drive strategic decision making and aid rapid recovery for all PP children following a period of school closure due to COVID-19.



Objective 1 (Pillar 1): All children accessed a sequential, purposeful and spiritual curriculum that is broad and balanced. *EEF 2020: "Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."*

Objective 2 (Pillar 2): To bridge access to the whole curriculum for all PP learners.

EEF 2020: "High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions."

Objective 3 (Pillar 3): To develop Children's personal, social and emotional wellbeing so that they can adapt to the changing world around them.

EEF Guide to Pupil Premium 2019: "The specific non-academic barriers of the community each school serves will drive spending and focus in this category."

Summary information				
School	St Mary's Catholic Primary School			
Academic Year	2020-2021	Total PP budget	£30360	
Total number of pupils	208	Number of pupils eligible for PP	23 @ £1320	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Lost learning due to whole school lockdown, Low parental involvement in learning, especially for home learning
B.	Limited communication, vocabulary and oracy levels (especially in EYFS and KS1) with limited language support from home
C.	Social, emotional support required due to skill with managing feelings and emotions been under developed
D.	Limited access to learning or school support at home
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Parental support required for managing feelings and emotions

Pupil Premium Expenditure Information					
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?
<p>Intent 1: To improve communication/phonics levels of PP children in EYFS/KS1 (using progress from baseline in September 2020 to end of year).</p> <p>To raise phonic standards in Years 1 and 2 from baselines September 2020 (measuring in December 2020 National Y2 Phonic Test, June 2021 Year 1 National Phonic Test and half termly via phonic tracker).</p>	<p>This will be achieved using an additional teaching assistant within the R setting 100% of the time, and a 0.6 additional teacher to both Years 1 and 2 to target and promote language/phonics for all PP children, provide daily reading episodes and quality oral feedback/modelled language.</p> <p>Pre-school boost sessions for all PP children in KS1.</p>	<p>Rationale: On entry communication standards declining over a 3-year trend. There is a significant increase in speech and language needs on entry and within Reception and Y1. Lost learning due to lockdown has impacted on reading/phonics fluency and communication</p> <p>Evidence: <i>EEF Guidance Document: Preparing for Literacy</i> <i>Key Recommendation 1: Prioritise the development of communication and language</i> <i>Key Recommendation 2: Develop children's early reading using a balanced approach Improving Literacy in KS1:</i> <i>Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</i></p>	<p>Secure assessments completed within A1 to ensure children have the right reading resources.</p> <p>A1 staff training from English lead and SLE.</p> <p>Monitoring of progress through assessments for phonics and communication and language termly</p> <p>Phonic tracker progress termly Phonic Tests Y2 (Dec 2020), Y1 (June 2020)</p> <p>Use of Linda, interactions speech and language (2 days in A1 and 4 days in A2).</p> <p>EYFS staff taking part in Nuffield Early Language Intervention to support development in communication and language.</p>	<p>RC, OD, MW, RSP, RN, LM GM</p>	<p>Termly through assessment drops and EYFS leadership meetings</p> <p>Additional HLTA time in Y1 x 2 afternoons: £2,500 contribution</p> <p>Additional HLTA staffing to Reception and Y1: £1,500 contribution</p> <p>Cover for NELI in Reception £1,500 contribution</p> <p>Additional SALT provision in school £2417 contribution</p>



<p>Intent 2: To ensure all children, including PP learners have access to the core offer in school, Allow time for children to access 'home learning' in school time where resources are readily available and necessary support available when required.</p>	<p>Staffed time at school breaks, lunchtimes and as additional intervention for children to access their home learning.</p>	<p>Rationale: Uptake for home learning during lockdown was approximately 46%.This was significantly lower for PP learners. 27% of PP children are on the SEND register. Additional learning in the line of Assistive Technology supports access to learning. Evidence: <i>Use of Assistive Technology. Nordstrom et al 2018</i> <i>Chartered College, The Recovery Curriculum, July 2020</i> <i>EEF, 2020, Rapid Evidence Assessment, Distant Learning</i></p>	<p>HT drop ins and observations One page profile interviews Pupil interviews Monitoring of impact through speed answering questions and application to lessons Maths leader analysis of impact of progress within termly analysis</p>	<p>SL GM SRS</p>	<p>Termly Mathletics and Times tables Rock Stars contribution: £1000 Funded after school clubs + staffing: £200 contribution £3200 Additional iPads for each class x7 £2100</p>
<p>Intent 3: To ensure the social and emotional development of PP children is effectively supported so that they are better able to adapt to the changing world around them.</p>	<p>Focus group evaluations to inform effective baseline. Increased PSHE as school offer. MindMate resources. Increased PP Nurture provision in KS1 Increase in class support for attention and concentration linked to SEMH Increase of Catholic Care by 50%</p>	<p>Rationale: 150% increase in SEMH on SEND register linked to PP children. Increase in emotional behaviours displayed in KS1 Responding to individual family scenarios post COVID-19. Evidence: <i>Covid school support guide 2020 (EEF Guidance Report)</i> <i>Working with parents to support children's learning. (EEF Guidance Report)</i> NSPCC 2020 Children's mental health post COVID-19</p>	<p>HT drop ins and observations PSHE Lead monitoring Leeds Wellbeing questionnaires for families and children</p>	<p>SL SRS GM DS RSP</p>	<p>Catholic Care 1.5 days a week £8,500 contribution Sensory resources £500 contribution SEMH and Mental Health Training SENCO and PSHE Lead: £150 contribution Additional Nurture time in Y1: £2,500 contribution SENCO intervention time weekly: £8000 contribution</p>
Total budgeted cost					£31,467

Total PP budget 2020-21	£30,360
Total Planned Expenditure 2020-2021	£31,467

This report has been written with the PP Implementation Team
S Leonard (Headteacher)
S Reuben Sweeney (Assistant Headteacher)
G Martin (Assistant Headteacher)
24th November 2020

