

Pupil premium strategy / self-evaluation (primary)

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

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1. Summary information					
School	St Mark's Catholic Primary School				
Academic Year	2020/21	Total PP budget	24795	Date of most recent PP Review	2020
		Actual Spend	24,007 (£788 c/f)		
Total number of pupils	214	Number of pupils eligible for PP	20 (3 of whom now in year 7)	Date for next internal review of this strategy	Sept 20

2. Current attainment		
BASED ON KS2 SATS 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths (KS2)	25% 1 of 4	65%
% achieving expected standard or above in reading, writing & maths (KS1)	50% 2 of 4	65%
Forecast for 2020 % achieving expected standard or above		
% making expected progress in reading (as measured in the school) KS2/KS1	0% 2 of 2/50% 1 of 2	
% making expected progress in writing (as measured in the school) KS2/KS1	50% 1 out of 2/0% 2 of 2	
% making expected progress in mathematics (as measured in the school) KS2/ KS1	50% 1 out of 2/0% 2 of 2	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language
B.	Poor phonics acquisition
C.	Confidence in mathematics, particularly girls and Higher PAG
D.	Reading comprehension
E.	Poor Vocabulary
F.	Fluency in basic number facts

Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E.	Low aspirations of parents
F	Digital Divide
G	Poor sleep/home routine
H	Lack of self-confidence and self-esteem
I	Lack of male role models.
J	Education not being valued so parents not engaging with learning or supporting at home
K	Social, emotional and mental health
4. Intended outcomes (specific outcomes and how they will be)	Success criteria – 2020/21 OUTCOMES
A.	PP achieve ELG or make more than 4 steps progress from baseline
B.	PP pupils pass the Year 1 and Year 2 phonics screening
C.	Girls and prior high attainers make at least expected progress
	<p>ELG outcome</p> <p>– due to lock down this has not been measurable due to COVID.</p> <p>Phonic Screening</p> <p>100% of pupil premium children passed phonics screening (Y2 Autumn 2020) PP(SEN) in Y2 56% increase in score from 18-28 (Y3 AUT 2020) – SEN need identified 100% of PP children passes phonics screening (Y1 SUM 2021)</p> <p>SATS Results</p> <p>No assessment data was collected at the end of Summer 2020 as the children were not in school. NFER/SAT tests and teacher assessment used to track progress.</p> <p>Year 6 girl made expected progress from Reading GDS KS1 to Reading GDS in KS2 and accelerated progress from Writing EXP KS1 to GDS Writing in KS2 .</p> <p>Year 2 girl made accelerated progress from 2 at EYFS to GDS at KS1 in all subjects.</p>

<p>D.</p>	<p>All PP pupils (excluding those with SEN) pass the KS1 and KS2 Reading SATs</p>	<p>SATS results Statutory assessments cancelled due to COVID Teacher assessment informed by SATS mocks/NFER tests <u>2019/20 cohort July2020</u> KS2 2017 SATS mock taken in SPRING 1 NV 120 SS, (SEN 99 SS, 93 SS) <u>2020/21 cohort</u> NFER taken in Sept 2020 Y2 72 (SEN 72) KS2 72 SS, 72 SS, 72 SS, 72 SS (SEN 78) <u>In school SATs results July 2021</u> KS1/Y2</p> <p style="background-color: yellow;">ADD IN HERE</p> <p>KS2/Y6 results based on 2019 SATs papers and progress from KS1 SATs</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Progress</th> <th>Writing</th> <th>Progress</th> <th>Maths</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>EXP</td> <td>GDS</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> </tr> <tr> <td>EXP</td> <td>EXP</td> <td>GDS</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> </tr> <tr> <td>EXP</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> </tr> <tr> <td>WTS (SEN)</td> <td>EXP</td> <td>WTS</td> <td>EXP</td> <td>WTS</td> <td>EXP</td> </tr> <tr> <td>GDS</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> <td>GDS</td> <td>EXP</td> </tr> </tbody> </table>	Reading	Progress	Writing	Progress	Maths	Progress	GDS	EXP	GDS	EXP	EXP	EXP	EXP	EXP	GDS	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP	WTS (SEN)	EXP	WTS	EXP	WTS	EXP	GDS	EXP	EXP	EXP	GDS	EXP
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5. Review of expenditure – 2019-20				
<p>Third space learning</p>	<p>Improve maths attainment by bridging gaps.</p>	<p>Evidence of progress was mixed, but all progresses in some areas. For some children, the programme impacted negatively on their self-esteem and motivation to engage. Some pupils</p>	<p>To stop this intervention at the end of Autumn and replace with tutoring</p>	
6. Planned expenditure				
<p>Academic year</p>	<p>2020-21</p>			

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fostering a love of reading	<p>To improve language and literacy</p> <p>Develop word power to close the vocabulary gap</p>	<p>The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – is through inclusion and universal entitlement, including improving the quality of teaching which will also benefit other groups.</p> <p>Cultural capital provides a solid foundation on which to build more knowledge skills and understanding.</p> <p>The size of a pupil's vocabulary in their early schooling is a significant predictor of academic attainment in later schooling and of success in life (Safe the Children 2016, Parsons & Schoon 2011)</p>	<p>Develop reading books online by subscribing to researched website</p>	<p>English Subject leader</p>	<p>Termly (Catch up premium used to fund Bug Club)</p> <p>IMPACT: 82% made expected progress from prior attainment group in reading with exception of Y2 girl (SEN need identified), Year 3 boy (SEN need identified), Year 4 boy (behaviour post lockdown), Y5 girl (part home educated since PAG)</p>

<p>Pre teaching to close gaps/address misconceptions/revisit prior learning</p>	<p>To keep up not catch up so that pupils can better access age-related expectations</p>	<p>pre-teaching new lesson material to specific children reduces the need for 'catch-up' or even 'keep up' intervention, normally done after a teaching episode. Some evidence suggest that children may feel more positive about intervention prior to the lesson and therefore, that it may boost their self-esteem.</p>	<p>Book Scrutiny Pupil Voice Teacher feedback</p>	<p>Class teacher LSAs</p>	<p>Termly at Pupil Progress meetings Continued during lockdown</p> <p>Approx 1.5 hrs per week</p> <p>This continued in part during Remote Learning</p>
<p>Rigorous Challenge – quality first teaching</p>	<p>High PAG make expected progress</p>	<p>Cognitive load theory – Chartered College of teaching Increased motivation, participation, independence, confidence and responsibility of learning comes about through challenge Mastery Curriculum</p>	<p>Planning scrutiny Work scrutiny Pupil Voice Governor monitoring</p>	<p>Class teachers LSAs</p>	<p>Termly at Pupil Progress meetings</p> <p>IMPACT: Year 6 pupils with high PAG made expected progress but additionally some made accelerated progress from EXP to GDS All other girls made expected progress in Reading and Mathematics with the exception of one girl in Year 2 who since EYFS has been identified as SEN with a S&L need. COVID has impacted on writing progress across the school.</p>

Metacognition and self-regulation – characteristics of effective learners – whole school approach	Pupils use schools learning behaviour to identify areas of strength and development	EEF toolkit – significant impact Post lockdown PP children's behaviour for learning- stamina and resilience has notably declined due to disengagement during lockdown evidenced in parental survey.	Learning Journal Scrutiny Lesson Observations Pupil Voice Updated CPD Staff meeting focus Governor monitoring Growth mindset week	SLT Class teachers LSAs Governors	Termly CPD £600 x2 staff – To disseminate in twilights Due to COVID this did not take place – carried over to 2020/21.
Bride the digital divide so that pupils have access at home to online learning	Every PP family is loaned a Winbook from school	LGfL Ed Tech website Parental survey	Pupil reports/teacher monitoring of MyMaths, SpellingShed, TTRockstars, Numbots homework Pupils using SeeSaw and receiving direct feedback from teacher	HT Class teachers	Termly 10 Lenovo 100e - 11.6" Winbook (Non-touch) 10 Cases Configuration Set up and configuration of donated laptops Used regularly in class as part of blended learning on return to school and during remote learning whilst class teacher in isolation
Total budgeted cost					£8500 Actual £6750
ii. Targeted support					
Action	Intended outcome	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>Funding a part time librarian – 1:1 and small group support</p>	<p>PP pupils heard to read daily to foster a love of reading Reluctant reader targeted – Mid and Low PAG) Extend More able readers (High PAG girls make expected progress)</p>	<p>Reading allows pupils to access the full curriculum. Access online to reserve books from home with discussion with parents Librarian promotes reading Pupils who read widely and often improve their vocabulary Competitions make reading fun High expectations and aspirations maintained</p>	<p>Librarian to timetable/ringfence time for PP pupils And vulnerable groups</p>	<p>SL English</p>	<p>Termly progress</p> <p>IMPACT: 97% pass phonic screen (Y2 AUT 2020) 90% pass the 2019 phonic screening in Year 1 SUM 2021.</p>
<p>1:1 support Reading Ambassadors Parents and Y11 students (zero cost)</p>	<p>PP pupils heard to read daily to foster a love of reading and improve reading speed and fluency</p>		<p>Reading records Pupil Voice</p>	<p>HT</p>	<p>Termly progress meetings</p> <p>During COVID restrictions reading Ambassadors did not come into school</p>

<p>Tailored intervention informed by teacher assessment</p>	<p>PP keep up, close gaps, and have misconceptions addressed.</p> <p>PP pupils have LSA support in class</p>	<p>EEF Evidence consistently shows the positive impact that targeted academic support can have. How classroom teachers and teaching assistants link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p> <p>Quality LSA CPD from last year applied by LSAs e.g. Shape Coding, S&L</p>	<p>Book scrutiny Pupil Voice Learning Walks LSA feedback</p>	<p>Class teacher</p>	<p>Termly at Pupil Progress meetings</p> <p>Approx 1.5 hrs per week Y1-6</p> <p>Curriculum offer continued during Remote Learning with via ZOOM Or Home visits</p>
<p>1stClass at Number short term intensive intervention by LSA</p>	<p>PP attainment gap closed</p> <p>1 hour a day Y3 Term 1 Year 2 Term 1 Year 2 term 2</p>	<p>EEF Teaching and Learning toolkit</p> <p>Every Child Counts evidence-based programme from Edgehill University</p>	<p>Sandwell test pre and post intervention</p> <p>In class – pupil outcomes</p>	<p>HT – to Maths Lead</p>	<p>Termly at Pupil Progress meetings</p> <p>Intervention continued during COVID – HW</p> <p>Sandwell test used to track and evidence progress.</p> <p>IMPACT</p> <p>PP Child A: 1 year's progress</p> <p>PP Child B: 1year 11months progress</p>

1 to 1 intervention Dancing Bears Toe by Toe Power of 2 (20 mins daily)	Low attaining PP receive specific targeted interventions following Ed Psych report or SENDCo observations	A proven highly structured programmes which teach basic letter and sound skills, systematically with overlearning and multi-sensory exercised		LSAs SENDCo	Every 6 weeks Many pupils continued during COVID – Dancing Bears CB and Toe by Toe/Power of 2
Total budgeted cost					£11,200 actual:£12680

iii. Other approaches – Wider Strategies

Action	Intended outcome	What is the rationale for this choice?	How will you ensure that it is implemented well	Staff lead	When will you review implementation
Increase opportunity for music tuition	PP attend Ukulele club PP receive music tuition from peri teachers	Equal opportunity for disadvantages	Peri teacher to be paid directly by school Tea time concert performance to showcase skills developed	Music Teacher	Autumn term Summer Term
SEMH	Less anxious PP Coping strategies	ELSA training for staff – SCC approved trainer.	Appropriate selection and grouping of pupils to be conducive	SENDCo	ELSA training completed SPRING 2021 – implemented in Y5 from SUM 2021

<p>Wrap around care – pastoral care and homework help</p>	<p>Child care Support with homework Opportunity for peer to peer reading</p>	<p>Parental support</p>	<p>Afterschool club is staffed by highly skilled LSAs and HTLAS</p> <p>Observations GL Workbooks</p>	<p>HTLA</p>	<p>Termly Early morning NESSY funded from CATCH UP</p>
<p>Sports Club</p>	<p>Improve health and well being</p>	<p>Healthy Schools PE Association NHS</p>	<p>Session provided by Premier Sport. PP pupils' places funded by PP funds.</p>	<p>KL/VL</p>	<p>(Included in costs above as clubs interrupted during COVID so wrap around offered)</p>
<p>Parent workshops</p>	<p>Boardgames to foster family time at home Internet Safety Awareness workshop by 2Johns</p>	<p>Increased parental engagement.</p>	<p>Incentivised to maximise attendance by PP parents.</p> <p>External supplier with good reputation – lead in time well publicised</p> <p>.</p>	<p>HT</p>	<p>Half yearly</p>

Enrichment activities/trips/drama/visitors	Expose pupil to wider vocabulary	Improve Cultural Capital	Teacher professional judgement/scrutiny of activity to ensure cross curricula links Office monitoring and application of Payment of trips/visits for PP pupils	KL/VL	Termly
Total budgeted cost					£5,325
Additional detail					£788 carried forward
Post COVID, there are 6 more pupils receiving free school meals on Oct 2020 census for whom this plan is inclusive					