

Pupil premium strategy statement: St Philip's Catholic Primary School 2020-2021

1. Summary information					
School	St Philip's Catholic Primary School				
Academic Year	2020/21	Total PP budget	110,880	Date of most recent PP Review	July 2020
Total number of pupils	235	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2021

2. Current attainment				
Attainment for: 2019 -2020 (18 pupils)	Pupils eligible for PP (18 pupils)	Pupils not eligible for PP (13 children)	All pupils (31 children)	National average 2019
% achieving expected standard or above in reading, writing and maths	77% (14/18 children)	77% (10/13 children)	80%	51% PP children 71% all other children
% achieving expected standard or above in reading	83%	92%	87%	
% achieving expected standard or above in writing	77%	92%	83%	
% achieving expected standard or above in maths	83%	100%	90%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor basic skills in maths and English hinder attainment at age related expectations, especially following the time missed at school due to the national lockdown.
B.	Children's limited knowledge and understanding of vocabulary and early literacy skills are limited. This issue has been further impacted due to COVID 19 as many of our EAL children have been speaking their first language at home and not had the chance to practise and develop their fluency in English.
C.	Pupil Premium attainment at the higher standard is below all pupils within the cohort at KS2.
D.	During the lockdown period, a high percentage of children did not actively take part in home learning and as such the gap with non PP children will have grown further.
E.	The stamina of children within the school day plummet by the end of the school day due to social and emotional barriers.

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available.
G.	Lack of parent engagement within the school life is due to language barriers, social and economic barriers within the local community.
H.	Following the pandemic, there have been low attendance rates amongst some of the PP children within school.
I	The lack of efficient internet access at home and a severe lack of devices to complete online home learning.
J	Due to the high percentage of EAL families, the language barrier of families have greatly affected home learning and the language barriers have returned to school.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve skills of fluency in maths and reading to support outcomes. Pupils can self-regulate and plan an approach to learning which will work for them.	Monitoring identifies CPD need CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school Tracking schools impact on pupil progress Targetted interventions in each year group that supports the desired outcome. Through interevtions where gaps have emerged , swift action is taken to identify and address misconceptions in maths and english. Monitoring cycle is embedded in the school and led by HT, middle leaders and governors PP funding to be used to purchase additional basic skills resources to provide opportunities to improve fluency in basic skills in maths, reading and spelling <ul style="list-style-type: none"> • Book scrutiny work • Learning walks • Lesson monitoring
B.	Children improve their knowledge and understanding of vocabulary and early literacy skills. Gaps are addressed through targeted approaches to learning to support improved outcomes.	Continued focussed support on RML teaching to continue to promote fluency in reading. Children’s literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved Early talk boost to again be implemented which supported positive outcomes previously and will support our EAL learners who have not been exposed to English at home during the lockdown period

		Staff CPD on language and literacy increase confidence in this area
C.	Pupil Premium attainment at the higher standard is below by the end of KS2 for Reading, writing and maths in comparison to all pupils within the class.	The % of PP achieve the higher standard in reading and maths compared to all pupils. Outcomes for PP children to be in line or above non-PP children.
D.	Children to close the gaps in attainment to pre lockdown level.	A methodical and systematic recovery curriculum has been put in place Baseline assessments will take place in the 3 rd week of term, and results will inform future learning and intervention groups for disadvantaged children Quality first teaching for PP children PP children's attainment will be regularly tracked by SLT and will be a focus of monitoring
E.	The children develop their stamina to make good progress throughout the school day, and reduce emotional and social barriers	Support from our learning mentor to target children where emotional and social barriers are causing a concern through nurture groups and the purchase of additional resources and equipment to support this. Effective interventions planned for throughout the school day to target children with emotional and social barriers by our experienced LSPs
F.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available.	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children. PP children are given experience of excellence within and out of the school community.
G.	Lack of parent engagement within school due to language barriers, social and economic barriers within the local community.	Improve parental engagement for PP in school. To create experiences for PP that is unique within school life. Invest in resources that enrich experiences within school life. Work with a number of outside agencies to support the well-being of families.
H.	Attendance improves to above national for our disadvantaged children.	The support of the attendance and welfare officer to provide support for disadvantaged families

I.	The lack of efficient internet access at home and a severe lack of devices to complete online home learning	Ensure that PP funding supports the cost of photocopied packs of work to be collected/delivered PP funding to be used to support families with purchasing of stationary pack
J.	Due to the high percentage of EAL families, the language barrier of families have greatly affected home learning and language barriers have increased on the children's return to school.	Support staff will daily call families who are isolating to support those with language barriers Explanation guides to be sent out to families in the event of a bubble closure

5. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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>A. Improve skills of fluency in maths and reading to support outcomes. Pupils can self-regulate and plan an approach to learning which will work for them post national lockdown and support the 'catch up' of all children.</p>	<p>CPD for targeted staff to support with approaches for improving fluency of number facts and operations in maths and retrieval strategies in reading</p> <p>School policy documents in maths and reading to show whole school overview for pupil premium children</p> <p>Identification of pupil barriers to learning from baseline assessments for pupil premium children</p> <p>Planned, tracked interventions in place with experienced member of staff who will be working closely with PP children</p> <p>Clear tracking monitoring of progress termly for PP children</p>	<p>We want to continue to invest in good quality resources for teachers to support with teaching.</p> <p>We would like to ensure that all PP children have a survival homework kit of stationary etc. to equip children to succeed.</p> <p>We would like implement 1:1 mentoring sessions additional to booster classes afterschool for targeted groups of PP children</p> <p>Continue to invest in good quality resources to support the curriculum and wider experiences.</p> <p>Post lockdown ensure good quality interventions are introduced to support the closing of the gap for children</p>	<p>CPD for staff</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Monitoring of groups progress within classes.</p> <p>Monitoring of planning</p> <ul style="list-style-type: none"> • Teaching staff allocated to working with PP children • LSP staff to support PP children through intervention 	<p>Deputy head teacher</p> <p>SENCO</p> <p>Maths and English leader</p>	<p>March 2021</p>

<p>A.</p> <p>Analysis of the 2019/20 outcomes for pupils will form the basis of 2019/20 development work and planned CPD</p> <ul style="list-style-type: none"> • Vocabulary • Spelling • Writing • Problem solving • reasoning 	<p>Systematic approach to maths</p> <p>CPD – based on language, writing and grammar</p> <p>CPD – on problem solving and reasoning in maths.</p> <p>Planning to meet needs of a language curriculum e.g. vocab focus during guided reading, problem solving</p>	<p>2019/20 Question level analysis showed that children were below national at explaining inference and meaning in reading.</p> <p>In maths analysis showed problem and reasoning understanding to be low.</p>	<p>CPD for staff</p> <p>Development of school approaches for reading, writing and maths.</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan</p> <p>Woven into performance management targets for staff</p>	<p>Deputy head teacher</p> <p>Maths and English leader</p>	<p>March 2021</p>
<p>B</p> <p>Improved outcomes for all pupils in receipt of PP in Maths and English with support of pupil premium.</p>	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups ie: pre-teach / growth mindset work</p> <p>Staff training on improving marking and feedback.</p>	<p>Investing in some new resources focussed on supporting with strategies in retrieval and inference skills. Investing in new resources to support the teaching of grammar and introducing new vocabulary experiences and exposure for PP which will improve outcomes in the longer term which will help all children.</p>	<p>Use of staff meetings & inset days to deliver training.</p> <p>Thorough monitoring through work scrutiny, pupil interview & tracking data to improve outcomes for PP children</p> <p>School leaders to ensure the purchasing of high quality resources that are introduced across school and monitored for their effectiveness</p>	<p>Deputy head teacher</p> <p>SENCO</p> <p>Maths and English leader</p>	<p>March 2021</p>
<p>C</p> <p>Children improve their knowledge and understanding of vocabulary and early literacy skills.</p> <p>Gaps are addressed through targeted approaches to learning to support improved outcomes.</p>	<p>CPD for staff on RML portal with regular updates and teaching strategies and resources to support.</p> <p>Clear targeted interventions for PP children with experienced LSPs addressing the gaps of learning additional to classroom lessons.</p>	<p>PP children achievement identifies that disadvantaged children in our school in some classes are below than peers.</p> <p>This has been identified through analysis of test papers from Summer 2019.</p> <p>The targeted support will address the gaps that PP children are struggling with and teaching staff will be identified to support with supporting and addressing the gaps.</p>	<p>Thorough monitoring through work scrutiny, pupil interview & tracking data.</p> <p>School leaders to ensure the purchasing of high quality resources that are introduced across school and monitored for their effectiveness</p> <p>Targeted training for specific staff to equip them with high level skills to improve progress.</p>	<p>Deputy head teacher</p> <p>SENCO</p> <p>Maths and English leader</p>	<p>March 2021</p>

<p>D Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available.</p>	<p>An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints. School to use PP funding to provide places for breakfast club in after school clubs and school trips.</p> <p>School to provide certain equipment such as PE kits. Develop outdoor learning for emotional and social well-being.</p> <p>Enriched opportunities to learn a musical instrument that would not be usually on offer .</p>	<p>Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.</p> <p>Monitoring of Breakfast club to support the enrichment of activities before the start of the school day.</p> <p>Half termly updates on progress of achievements in learning a musical instrument.</p>	<p>Monitor attendance at clubs</p> <p>Reward systems in school to support celebrations.</p> <p>Concert for parents and school audience to share successes of playing a musical instruments.</p>	<p>Head teacher</p> <p>Deputy head teacher</p> <p>Learning Mentor</p>	<p>July 2021</p> <p>Trips/enrichment – outdoor learning</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A.</p> <p>Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved</p>	<p>Systematic RML reading</p> <p>CPD – based on language, literacy and writing</p> <p>CPD – based on word aware teaching</p> <p>Planning to meet needs of a language curriculum e.g. vocab focus during guided reading</p>	<p>Children come into school well below with communication and language needs.</p> <p>We were below national in 2018/2019 to meet national meeting GLD.</p>	<p>CPD in EYFS</p> <p>Adapting the curriculum to meet children's interest</p> <p>Plan 'in the moment' and assess outcomes for individuals (learning journeys)</p> <p>Development of school literacy strategy specifically for St Philip's</p> <p>Early talk for writing,</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan</p> <p>Woven into performance management targets for staff</p>	<p>Head teacher</p> <p>Deputy head teacher</p> <p>EYFS team</p>	<p>March 2021</p>
<p>C</p> <p>Pupil Premium attainment at the higher standard is below by the end of KS2 for Reading, writing and maths in comparison to all pupils within the class.</p>	<p>Continued CPD with targeted staff on mastery in maths and the higher standard of writing and reading.</p> <p>Phase meetings to support with CPD issues with English and Maths co-ordinators leading.</p>	<p>At the end of 2019, KS2 PP children did not meet the higher standard in reading, writing and maths combined.</p> <p>Analysis of papers identified gaps in reading domains and higher questioning in maths for areas of need.</p>	<p>Focussed CPD with maths and English though meetings.</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan</p> <p>Woven into performance management targets for staff</p>	<p>Deputy head teacher</p> <p>Maths and English leader</p>	<p>Termly</p>
<p>Total budgeted cost</p>					
<p>III. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>E Lack of parent engagement within school due to language barriers, social and economic barriers within the local community.</p>	<p>121 parent open mornings with the learning mentor via telephone following COVID 19.</p> <p>Reading challenges for the classes.</p> <p>In school competitions to support the enriched curriculum.</p> <p>Class educational visits to invite parents along too.</p>	<p>The high percentage of families 55% of whom are EAL (English with additional language) children.</p> <p>Attendance at parent workshops, meetings are sometimes low, which school needs to increase – further strategies put in place post lockdown to support with virtual meetings and workshops.</p>	<p>Carefully planned events and enriched activities to engage parents.</p> <p>Support from the learning mentor to support families.</p> <p>Principles of growth mind-set embedded through assembly, quality marking & feedback. Staff training through staff meetings. Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>Head teacher</p> <p>Deputy head teacher</p> <p>Learning Mentor</p>	<p>TERMLY</p>
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Total budgeted cost

6. Review of expenditure □

Previous Academic Year	2019-20
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve progress rates in reading and maths for PP children at the end of KS2 .	Targeted LSPs to support with interventions . Additional teacher in year 6 to support with SATS preparation and targeted support.	School internal data collection evidenced that PP children were on track to achieve good progress measures, however, this objective could not be achieved due to COVID 19	This approach was a highly effective method of tracking our PP children. This will be a method that will continue to track and highlight good outcomes.	18 pupils

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Improved Year 6 reading and maths results	Booster classes 2x a week for 2 terms	Internal data suggested that PP children's reading and maths results were continuing to improve, but remained below non-PP children. This objective could not be achieved due to the national lockdown.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupils involved. We will continue next year.	18 children
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the Magic Breakfast initiative is successful with PP children.	Invite PP children to breakfast club, to experience a wider range of social, physical and educational activities and a healthy start to the day.	Positive impact socially and academically for students who attended Breakfast club who also have benefitted from a healthy start to the day. Success criteria: met.	This approach has been very successful for PP children and funding will be applied for again to support this successful project.	15 children

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk