



Pupil Premium Strategy 2020-21

At St Catherine of Siena Catholic Primary School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically, emotionally and socially. When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include: less support at home; social and emotional difficulties due to complex family situations; attendance and punctuality difficulties or specific learning requirements. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this. With this in mind, at St Catherine's we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the PPG is to diminish the difference between the attainment and achievement gap of those entitled to Pupil Premium and those not. Historically pupils at St Catherine's achieve and attain well, often at levels much higher than those expected nationally. However, there is still a pattern of Pupil Premium pupils doing better than other Pupil Premium pupils nationally, but not as well as those who are not entitled to the PPG. We continually strive to diminish or even remove this gap.

We will ensure that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

To this end, the Department for Education (DfE) provides additional PPG to all schools based on the pupils:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in the last six years (known as Ever 6)
- who are looked after children (LACs/CLAs)
- who are children of Armed Forces Personnel / who are Ever 6 service children (children of Armed Forces Personnel within the last six years)

<u>The PPG per pupil for 2020 to 2021 is as follows:</u>	
Disadvantaged pupils Pupil premium per pupil Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children Pupil premium per pupil Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310



New Government Guidance states that schools should use the additional catch-up funding received, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.

Amount of Pupil Premium funding received 2020-21

Number of pupils eligible	29
TOTAL PP received	£40,005

Our funding priorities for 2020-21 fall into 4 key areas:

1. Learning and the Curriculum
2. Parents and Families
3. Social and Emotional Support
4. Enrichment within and beyond the curriculum

1) Learning and the Curriculum

- Development of a growth mindset and 'learning to learn' culture
- Providing a range of proven teacher and TA led interventions including Read, Write, Inc
- 1:1 and small group tutoring

2) Parents and Families

- Family Support Workers
- Home-school link meetings and days
- Improving attendance and punctuality
- Wraparound Care

3) Social and Emotional Support

- Rainbows Support Programme
- Pastoral Care TAs
- Creation of nurture and 'safe' spaces within the indoor and outdoor environment

4) Enrichment Within and Beyond the Curriculum

- Enriched curriculum opportunities
- Forest School
- Regular access to the outdoor farm area / forest school space



Identified barriers to educational achievement

Identified barriers for our students:	How I plan to spend the funding to support identified pupils	How I will measure the impact
<ul style="list-style-type: none"> Attendance – particularly following on from the partial closure – re-engaging families with school life. 	<ul style="list-style-type: none"> Additional support provided upon return to cover curriculum areas missed during absence. Provision of Google Classrooms facility to engage families with remote learning. Fixed Penalty Notices and Persistent Absence letters to be issued for non-attendance at school (not applicable to spend) 	<ul style="list-style-type: none"> Tracking of attendance figures Tracking quality and quantity of assignments 'turned in' to Google Classrooms.
<ul style="list-style-type: none"> Emotional well-being impacting on ability to engage with learning – again with reference to the partial school closure and the difficulties faced by low-income families during the Pandemic. Lack of engagement of pupils with identified social/emotional need which is currently a barrier to learning. PP pupil need to engage with physical activity/extra-curricular activities. Parents of PP children who are working (often on low income) are supported to work. 	<ul style="list-style-type: none"> Employ a family support worker, a play therapist and a school counsellor, to help with SEMH needs Purchase school uniform to ease the financial burden Pay for sessions at before and after school clubs to enable children to socialise with children 'out of year group' and support working parents. Provision of indoor and outdoor environments designed to nurture and engage (library and farm). Targeted recruitment of Farm Rangers to provide opportunities for leadership, increase confidence and development of practical skills. Parental engagement through community days and Farm Ranger weekends. WrapAround Care offered for free to PP pupils to enable children to: <ul style="list-style-type: none"> ➤ Have a healthy breakfast to set them up for a day of learning ➤ Engage in activities before school (e.g. brain gym/golf) ➤ Engage in physical activity after school 	<ul style="list-style-type: none"> Quantify pupil's emotional state through questionnaire and revisit to establish picture and patterns of emotional state



	<ul style="list-style-type: none"> ➤ Have a nutritious evening meal before going home 	
<ul style="list-style-type: none"> • Pupils who have suffered loss/bereavement/separation are further supported to enable them to engage with learning. 	<ul style="list-style-type: none"> • Train staff on Rainbows programme and establish new Coordinator. Roll out across year groups when Risk Assessments enable pupils to mix. Consider previous lessons learnt and choose suitable time • Deliver 'Silver Linings' programme in September 2020 to support engagement in school following Pandemic. 	<ul style="list-style-type: none"> • Analyse Silver Linings activities where flagged by CT. • Quantify pupil's emotional state through questionnaire and revisit to establish picture of emotional state
<ul style="list-style-type: none"> • Vocabulary in English - Access to language (especially from high quality texts) Lack of access to reading materials / motivation and encouragement to read. Selecting the correct text. • Improvement in pupil understanding of high quality texts and exposure to challenging vocabulary. • Pupils are exposed to a broad range vocabulary, including related to topics beyond their daily experience. Pupils are not limited in their understanding by the socio-economic status. 	<ul style="list-style-type: none"> • Employ teaching assistants to help overcome gaps in learning – daily 1:1 reading support and tracking by experienced teacher. • Investment in books that explore PSHE and BAME themes. • Experienced teacher to re-band books and reorganise the library - working alongside Reading Lead. Analysis of all books across KS1 & KS2, including free readers, to ensure pupils are reading at the correct level and are sufficiently challenged. Guided reading training and systems in place for all teaching staff to ensure correct pitch and expectation. 	<ul style="list-style-type: none"> • Tracking progress and attainment in English. Ongoing analysis of 'next steps' achieved by PP children.
<ul style="list-style-type: none"> • Development of phonics skills 	<ul style="list-style-type: none"> • Floppy Phonics scheme purchased and consistent delivery of lessons and planning across KS1. • Next steps sounds identified by PP teacher and support packs for pupils created and shared with class staff. Packs monitored and contents assessed regularly. • Dedicated PP teacher to meet and assess phonics attainment. • KS1 books banded by Phonics Phase and parents provided with 	<ul style="list-style-type: none"> • Tracking progress and attainment in Phonics. • Ongoing analysis of 'next steps sounds' by Dedicated PP teacher



	<p>Phase expectations.</p>	
<ul style="list-style-type: none"> Additional support for the proportion of PP children who also have SEN and therefore additional barriers to learning. Ensure PP children who are also SEN are supported effectively. Interventions are well-targeted and diminish differences. Staff are up-skilled in how to overcome barriers to learning. 	<ul style="list-style-type: none"> Employ teaching assistants to help overcome gaps in learning – Pupil Passport and SEN Support Plans followed to enable pupils to achieve targets set. Cross check these against any PP next step (targets) Next steps agreed and discussed with pupils by dedicated PP teacher. Progress towards achieving these tracked. Ongoing engagement of external agencies and advisors to provide additional support required. Liaise with SENCO to ensure consistent provision. Review of all existing interventions carried out. Experienced SENDCO/PP teacher to plan, track, monitor and evaluate impact of interventions. PP teacher mentors and provides CPD for teachers and TAs. High-quality 1:1, group and nurture interventions run throughout the school. 	<ul style="list-style-type: none"> Tracking progress and attainment in core subjects
<ul style="list-style-type: none"> Targeted support for pupils on identified gaps. 	<ul style="list-style-type: none"> Dedicated PP teacher to assess PP attainment upon return and agree Next Steps with pupils. Share with CTs and TAs. Coordination and tracking by PP teacher to ensure that interventions are having a positive impact. Regular book scrutiny to identify areas of learning missed in class – revisited during support sessions. 1:1 and small group teaching by experienced PP teacher. More able PP pupils target to accelerate progress through targeted 	<ul style="list-style-type: none"> Previously, pre-teaching has proved very successful as also impacted on pupil confidence and engagement in lessons (pupil voice). Attainment in lessons when pre-teaching has taken place (Y6) by PP teacher has already impacted upon attainment within the lesson. Tracking progress and attainment in core subjects



	<p>PP teacher intervention and Next Step discussion and analysis.</p> <ul style="list-style-type: none"> • TA support in classes and for focused interventions • TA support within lessons to improve understanding • Consolidation of learning completed in classes – time for practise and application of skills with TA / CT • Pre-teaching by Dedicated PP teacher and/or TAs to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. • Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology 	
<ul style="list-style-type: none"> • Improved progress for HA pupils. 	<ul style="list-style-type: none"> • Dedicated PP teacher to assess PP attainment upon return and agree Next Steps with pupils. Share with CTs and TAs. • Coordination and tracking by dedicated PP teacher. 	<ul style="list-style-type: none"> • Tracking progress and attainment in core subjects



Review of Spending 2019-2020

Foreword: The original intentions of this strategy have not all been met in light of the Covid-19 pandemic. Some strategies have not been fully realised and additional strategies have been added to support families through the partial closure of the school. Food deliveries were made to families on a weekly basis resulting in the provision made being more of a pastoral nature.

Amount of Pupil Premium funding received 2019-20

Number of pupils eligible	26
TOTAL PP received	£35,480

Key expenditure – how the allocation was spent

Area of spend	Focus	Total allocation
Dedicated PP teacher one day per week	English and Maths	£12,800
Investment in digital communication resources	English	£3,000
Purchase of First News and Text Marker	English	£600
Reading Book Banding & ongoing purchase of new reading materials	English	£2,000
Staff Training by DHT – High Quality Feedback & Marking	All Subjects	£5,000
Additional TA support in classes and for focused interventions	English and Maths	£8,000
Cover for weekly booster sessions	English and Maths	£7,500
Rainbows Nurture Programme	Personal & Social	£10,000
Attendance Improvement	Personal & Social	£3,000



How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place termly and will include a member of Senior Leadership Team, teachers, TAs and the Pupil Premium Designated Staff Member. Additional assessments will take place at regular intervals by the Pupil Premium Designated Staff Member to closely monitor progress against Next Steps and levels of achievement in class.

The school will review the impact of actions taken termly and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils, who are not eligible for PP, who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Governors' Standard's and Achievement Committee.

Designated staff member in charge: Mrs Siobhan Togher

Nominated governor: Hayley Rees

Approved by: Standards & Achievement Committee

Date: October 2020

Review: October 2021