**Pupil Premium Strategy Statement SS John and Monica Catholic Primary School**

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| **1. Summary information** | | | | | |
| **School** | **SS John and Monica Catholic Primary School** | | | | |
| **Financial Year** | Apr 20-Mar- 21 | **Total PP budget** | £100,875.00 | **Date of most recent PP Review** | Mar 21 |
| **Total number of pupils** | 208 | **Number of pupils eligible for PP** | 74 | **Date for next internal review of this strategy** | Mar 22 |

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| **2. Current attainment (Please Note Results from 2018-19 SATS)** | | | | |
|  | *PP Pupils KS1* | PP Pupils KS2 | PP Pupils (Nat KS1) | PP Pupils (Nat KS2) |
| **% achieving Expected Standard or higher in reading, writing and math’s (Combined)** |  | 73% |  | 65% |
| **% achieving Expected Standard in Reading** | 83% | 80% | 75% | 73% |
| **% achieving Expected Standard in Writing** | 80% | 77% | 69% | 78% |
| **% achieving Expected Standard in Math’s** | 77% | 83% | 76% | 79% |
| **Average Progress in Reading** |  | -0.47 (Ave) |  | 0.03 (Ave) |
| **Average Progress in Writing** |  | -2.00 (Ave) |  | 0.03 (Ave) |
| **Average Progress in Math’s** |  | -0.37 (Ave) |  | 0.03 (Ave) |

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| **3. Barriers to future attainment – Additional concerns due to gaps in learning created as a result of lockdown** | | | |
| **In-school barriers** | | | |
| **A.** | | 65% of pupils eligible for Pupil Premium have EAL. This means that many of these pupils need extra support with communication and language, including daily reading to improve comprehension skills and understanding of vocabulary. This also impacts on the children’s writing ability. | |
| **B.** | | Due to lockdown, pupils eligible for PP (Y6- KS2) achieving the EXS is well below previous national results for all pupils (2018-19) in Reading (1/8 13%) Writing (0/8 0%) (Math’s 2/8 25%) (July 2020) | |
| **C.** | | Due to lockdown, pupils eligible for PP (Y2- KS1) achieving the EXS is well below previous national results for all pupils (2018-19) in Reading (3/7 43%), Writing (3/7 43%), Math’s (1/7 14%) (July 2020) | |
| **D.** | | 18% of children eligible PP are on the SEND register requiring additional support and intervention to sustain progress and meet/exceed EXS. | |
| **External barriers** | | | |
| **E.** | | Attendance rates for pupils eligible for PP were 96.87 (below the figure for all children of 94.67 %). This reduces their school hours and causes them to miss work and fall behind on average  Higher % of pupils eligible for PP are late before late to school reducing their school hours and causing them to miss work and fall behind on average  Vulnerable children and families in most need of Family Support and Early Help Intervention (including a lack of digital technology at home to access) are more often than not, Pupil’s eligible for PP  Lack of Parental support in reading/homework has a detrimental effect on children’s learning. Pupils eligible for PP often have a lack of experiences outside of school.  Large % of pupils eligible for PP have social and emotional needs which involve support from Education Social Worker as these can affect learning capabilities and engagement in the curriculum | |
| **4. Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
| **A** | Improvement of outcomes in spoken language, reading and writing for pupils eligible for PP across the school | | Pupils eligible for PP who have EAL make comparable or better progress that non-EAL pupils and pupils nationally in Reading and Writing across the school |
| **B** | Improvement in outcomes for pupils eligible for PP by the end of KS2 for Reading, Writing and Math’s | | Attainment and progress for pupils eligible for PP by the end of KS2 to be comparable or better than non-PP pupils and Nat Ave for PP pupils in Reading, Writing and Math’s |
| **C** | Improvement in outcomes for pupils eligible for PP by the end of KS1 for Reading, Writing and Math’s | | Attainment and progress for pupils eligible for PP by the end of KS1 to be comparable or better than non-PP pupils and Nat Ave for PP pupils in Reading, Writing and Math’s |
| **D.** | Improvement in % of SEND pupils eligible for PP achieving EXS in Reading, writing and Math’s at KS1 and KS2 | | Attainment and progress for SEND pupils eligible for PP in KS1 and KS2 need to be comparable to Nat. Ave in Reading, Writing and Math’s |

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| **5. Planned expenditure** | | | | | |
| **Academic year** | | **2020/21** |  |  |  |
| **i. Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach/ Cost** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review** |
| Children eligible for Pupil Premium in Year 6 make expected and exceeding progress in Year 6 from  starting points (KS1) due to additional staffing and intensive support/tuition, (% of disadvantaged pupils to achieve age related expectations and above in Reading 74%, Writing -74%, Math’s 80%)  Children eligible for PP Year 6 attain expected or exceeding standard in line with non-pupil premium children and Nat Averages, for all groups i.e. boys/girls/EAL, in Reading, Writing, GPS and Math’s  Pupils eligible for Pupil Premium in Year 6 make expected and exceeded progress in Year 6 from starting points due to additional weekly booster sessions after school and interventions in class Number of Y6 disadvantaged pupils to achieve age related expectations and above in Reading 5/6 pupils, Writing 4/6 pupils Math’s 5/6 pupils) | Year 6 class split into 2 teaching groups for English and Math’s to maximise support and teaching (2xTeachers).  **Cost: £ 38, 746.38**  **Salary for above vired from the total salary** | Year 6 pupils are able to have differentiated teaching to meet their potential and maximise their academic achievement and learning opportunities.  This method ensures focused, quality teaching with specific curriculum themes for literacy and numeracy in smaller group sizes to maximise impact and attainment. | Through regular Pupil Progress meetings and the monitoring of progress of PP Pupils. Through timetabling, lesson observation, learning walks to ensure that high quality teaching and learning is taking place in all sets. Through analysing the Y6 SAT’s results (percentages of children eligible for PP in the various groups making expected/exceeding progress) and thus seeing the impact of additional support given. | A.U/A.G (Y6 Teachers) | Half -Termly |
| Targeted pupils eligible for PP in KS1 /KS2 make expected and exceeding progress from starting points in reading and achieve/exceed age related expectations at the end of the year (Number of PP pupils targeted to achieve age related expectations in reading in the following  **Rec ELG**  **R – 3/3 W – 3/3 M – 3/3**  **Y1 EXS+**  **R –5/7 W – 5/7 M – 6/7**  **Y2 EXS+**  **R – 4/5 W – 4/5 M – 4/5**  **Y3 EXS+**  **R – 4/5 W – 4/5 M – 4/5**  **Y4 EXS+**  **R –8/11 W –7/11 M –8/11**  **Y5 EXS+**  **R – 12/14 W –12/14 M – 12/14**  **Y6 EXS+**  **R – 5/6 W – 4/6 M – 5/6** | Learning Support Assistants are employed to work in KS1 and KS2 supporting children eligible for PP in small groups and one-to-one in both core and non-core subjects  **Cost: £51,901.00**  **Salary for above vired from the total salary** | This method ensures focused, quality teaching with specific curriculum themes for literacy and numeracy in a smaller differentiated group to maximise impact and attainment. Pupils work is enhanced and additional opportunities are created by having additional smaller group weekly session. | Through tracking progress of children eligible for PP on a half termly basis using O Track  Through Performance Management Reviews and Pupil Progress meetings to ascertain that the correct interventions are taking place with the right targeted children  Through planning and evidence of on-to-one and group intervention | LSA’s | Half-Termly |
| Pupils eligible for PP are supported with core subject resources to develop and improve their knowledge and skills in English and Math’s and other core and Foundation subjects | Purchase of specific English, Math’s (Including Mastery Math’s Resources) and foundation subject resources to develop and improve communication and language, reading, writing, mathematical skills and wider curriculum skills  **Cost:£2,027.31** | Good quality core and foundation subject resources that support teaching and learning in the NC subjects of English, Math’s and wider curriculum areas are paramount in developing knowledge and skills in these subjects. | Through learning walks, observation, work scrutiny evidence, pupils progress meeting and analysis of assessment data | M.E/Core Subject Leads | On-going |

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| **ii. Targeted Support** | | | | | |
| **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?** |

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| Increase in confidence in speech, language and communication. Phonological awareness for the younger pupils. An increase in attainment in writing and reading as a result of increased and accurate speech patterns, increased confidence for pupils who have physical speech and language difficulties, greater levels of participation and success against IEP targets  LSA’s have increased confidence in their support for PP SLT issues and are developing good training so they can apply the strategies in class | School to buy specialist SALT to work with children with specific speech and Language needs. Training for staff and LSA to target specific children/groups.  **Cost: £2,340.00** | Spoken language is a high priority in school due to pupils starting Rec with lower levels of speaking, listening and understanding. Large numbers of pupils with EAL also in the school who need additional support with their expressive and receptive language | Thorough weekly monitoring reports from SALT, interventions log, meetings with SALT, SENCO and CT | SENCO/SALT/CT | Termly |
| Targeted Pupil Premium Children (and their families) are receiving a higher level of emotional and pastoral support  Targeted pupils are happier at school and are making progress in their academic and emotional development | School to buy into the services of a Malachi Family Support Worker for half a day each week. FSW to work with pupils and parents on specific areas of support such as, attendance, home routines, parenting skills, emotions and mental health and well being  **Cost:£1,314.00** | Family and emotional barriers can prevent pupils being ready to learn and non-school ready. External factors e.g. housing, finance, healthcare have a huge impact on the stability of families and young people and can affect their emotional health, well-being and ability to learn. | By Monitoring Malachi ‘Insight’ portal and having regular meetings, updates with FSW to ascertain impact to support on families and pupils. By assessing which families are most in need and length of time support is needed for | SLT/FSW | On-going |
| Pupils benefit from After school provision, supported by LSA’s in a range of subjects including catch-up clubs in reading and math’s and creative activities to help them with their progress in these curriculum areas | In-house provision for catch up Reading and Math’s Clubs. Also sporting and creative clubs. Cost of these clubs to run vired from LSA salaries or in addition. Resources needed to run clubs are also factored in.  **Cost: £1,043.00** | Pupils who are behind can be offered targeted support to catch up with their basic reading and Math’s skills. In-house provision means that pupils and staff know the children well and understand starting points and where progress needs to be made. | Monitoring progress of children in Reading Eggs and Mathletics. Monitoring list of pupils in sporting and creative clubs and ensuring those in most need are invited. | SLT/Club Leads | Half termly |
| **iii. Other Approaches** | | | | | |
| **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?** |
| All pupils to benefit from increased health, vitamin levels and energy, as a result of having access to fruit. | Pupils in KS2 to have fruit provided to them x3 times weekly  **Cost: None** | An increase in fresh fruit means that energy levels are increased, which helps to support health and growth and concentration during lessons | Staff/Head Catering Manager/Office Manager to monitor uptake and wastage | ME/KW/TB and Staff | Annually |
| Pupils benefit from the experiences that can be had from visits beyond their local area  All pupils had access to wider curriculum opportunities | Each class to access variety of educational visits (including transportation) in the year including Faith Visits, City Serve Kitchen visits, summer visits (e.g. farm, nature center, space centre, Historical Places of interest) and the expenses of Pupil Premium Pupils were met through this budget  via subsidising costs for the whole class.  **Cost: None** | Benefits of educational visit and access to enrichment activities beyond the school environment develop ‘Cultural Capital’ opportunities for pupils | Staff to evaluate the benefit of individual class external education visits and how these support the curriculum and teaching and learning | M.Elliott/CT’s | Termly |
| All Year 6 Pupils attendance in Residential visit and activities results in an increase and development of physical, social and emotional skills. Maturity levels, independence skills and also developed | Pupils eligible for pupil premium to attend the annual residential to Bell Heath Activity Centre have their fees paid and any necessary equipment purchased for them – whole class benefit in subsidised rates and transport.  **Cost: None** | The educational, social and emotional benefits of attending such a visit are significant. | Staff to evaluate the impact of the outdoor adventurous residential and how this has supported and developed children’s physical, social and emotional needs | M.Elliott/Y6 Staff | July 2020 |
| Pupils are ready to learn with appropriate energy level  Families have a facility to enable them to leave their children at school earlier  Pupils have appropriate equipment/resources to equip them to be ‘school ready’ | Pupils eligible for Premium Pupils attending Breakfast Club have their fees paid. Additional cost - salaries of two Breakfast Club workers to ensure club goes ahead is vired over  **Cost : None** | It is well researched that pupils who have a nutritional breakfast are in a better position to access learning. Breakfast Club allows pupils to have access to additional ‘wider skill’ activities and supports working parents, | Breakfast club staff and class teachers monitor the impact of children receiving breakfast daily. SLT to meet with parents who may be struggling to get children to school on time to offer Breakfast Club facility | SLT and Breakfast Club Staff | Termly |
| PP Pupils have the opportunity to play a musical instrument e.g., guitar or violin on a weekly basis thus developing their music skills and confidence when performing for various audiences | PP Pupils benefit from small group elective violin lessons from a peripatetic teacher  **Cost: £773.00** | Benefits of being able to play a musical instrument include enhancing co-ordination, improving mathematical ability, developing life skills such as perseverance and responsibility and fostering self-expression | Monitoring Elective violin list. Talking to music coaches, pupils and parents. Regular whole school performances | M.Elliott/Music Coaches and Staff | Termly |
| Attendance of those eligible for PP is in line with non-PP pupils and national averages | PP Pupils are encouraged and supported to achieve good punctuality and attendance. Attendance administrator facilitates this.  % of Attendance Officer’s salary (in line with PP numbers) along with purchase of attendance resources  **Cost: 1,405.00** | Good punctuality and regular attendance means that there is no lost learning and contributes to betters standards of attainment and progress | Attendance policy to be followed. Phone calls, letters, attendance surgeries and weekly analysis of data. Rewards/certificate given out on a regular basis e.g. termly attendance rewards and 100% Attendance Focus week awards | M.Croke/M.Elliott | Weekly Monitoring of Attendance figures |
| **Total Pupil Premium Budgeted spent to date: £99,550.00**    **Unspent Balance: £1,325.50** | | | | | |
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| **6. Review of Expenditure 2019-20** | | | | |
| 1. **Quality of Teaching For all** | | | | |
| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| **1)**Pupils eligible for Pupil Premium in Year 6 make expected and exceeding progress in Year 6 from previous staring points | Year 6 class split into 2 teaching groups for English and Math’s to maximise support and teaching (2xTeachers) | EXS+ Reading PP – 67%  EXS+ Writing PP – 67%  EXS+ Math’s PP – 80% | Y6 class will need to continue to be split into 2 teaching groups going forward for Mon-Fri for core English and Math’s lessons | **Cost:**  **Salary for above vired from the total salary:**    **£ 45,672.79** |
| **2)**Pupils eligible for PP Year 6 attain expected or exceeding standard in line with non-pupil premium pupils and Nat Averages, for all groups i.e. boys/girls/EAL, in Reading, Writing, GPS and Math’s (see above) | Additional support for Y6 children eligible for PP through interventions | EXS+ Reading PP – 67%  EXS+ Writing PP – 67%  EXS+ Math’s PP – 80% | Y6 class will need to continue to be split into 2 teaching groups going forward for Mon-Fri for core English and Math’s lessons | **Cost:**  **Salary for above vired from the total salary:**    **£ 45,672.79** |
| **3)**Pupils eligible for Pupil Premium in Year 6 make expected and exceeded progress in Year 6 from starting points due to additional weekly booster sessions after school and interventions in class Number of Y6 disadvantaged pupils to achieve age related expectations and above in Reading 5/6 pupils, Writing 4/6 pupils Math’s 5/6 pupils) | From January 2020- May 20 Staff to provide a SATs Booster after school club (weekly) at no cost to the pupils to support their academic attainment. Salary for out of hours learning for teachers | EXS+ Reading PP – 67%  EXS+ Writing PP – 67%  EXS+ Math’s PP – 80% | SATs Booster club will continue next year A.Ullah/S.Gray to give extra support to prepare Y6 children with their SATs | **Cost:**  **Salary for above vired from the total salary:**    **£ 45,672.79** |
| 4)Targeted pupils eligible for PP in KS1 /KS2 make expected and exceeding progress from starting points in reading and achieve/exceed age related expectations at the end of the year (Number of PP pupils targeted to achieve age related expectations in reading in the following | Learning Support Assistants are employed to work in KS1 and KS2 supporting children eligible for PP in small groups and one-to-one in both core and non-core subjects | Y1 EXS+  R –5/7 W – 4/7 M – 3/7  Y2 EXS+  R – 6/8 W – 6/8 M – 6/8  Y3 EXS+  R – 11/16 W – 10/16 M – 10/16  Y4 EXS+  R –14/18 W –15/18 M –15/18  Y5 EXS+  R – 4/8 W –4/8 M – 5/8  Y6 EXS+  EXS+ Reading PP – 67%  EXS+ Writing PP – 67%  EXS+ Math’s PP – 80% | LSA interventions to continue. These will be based on Pupil Progress meetings. Careful targeted interventions will be planned for English and Math’s and measured for impact | **Cost:**  **Salary for above vired from the total salary:**    **£ 44,144.00** |
| Pupils eligible for PP are supported with core subject resources to develop and improve their knowledge and skills in English and Math’s | Purchase of specific English resources to develop and improve communication and language, reading and writing skills | Good quality resources have helped to support high quality teaching and learning in the core subjects of English and Math’s | Core subject resources continue to be built upon next year | **Cost: £1999.98** |
| 1. **Targeted Support** | | | | |
| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| Buying into services of a trained Speech and Language Therapist to  Increase children’s confidence in speech, language and communication. Phonological awareness for the younger pupils. An increase in attainment in writing and reading as a result of increased and accurate speech patterns, increased confidence for pupils who have physical speech and language difficulties, greater levels | Buy in specialist SALT to work with children with specific speech and Language needs. Training for staff and LSA to target specific children/groups. | Children with specific language needs and more general language and communication needs have been fully supported in developing their speech, language, communication and understanding. | Purchase of SALT package has been highly successful, as the majority of our PP Pupils with SEN require SALT intervention. 1/2 day package to continue next year | **Cost: £ 1,575.00** |
| Targeted Pupil Premium Children (and their families) are receiving a higher level of emotional and pastoral support  Targeted pupils are happier at school and are making progress in their academic and emotional development | Family Support work completed by Senior Education Social Worker and Malachi to support vulnerable pupils and families vulnerable pupils and families | Family and Pastoral support has benefitted families in need and ensured that those children are in school and emotionally supported. | The need for Family Support still remains high. Current provision from Malachi has been satisfactory. Seeking alternative providers to secure the best Family Support provision. Moving forward a ½ day per week package will be sought | **Cost: 1,646.00** |
| Pupils are benefitting from After school provision including catch-up clubs in reading and math’s to help them with their progress in these curriculum areas  Children also benefit from therapeutic Art and Crafts After School Club | Provision for some After school clubs – notably Mathletics and Reading Eggs/Eggspress providers continue to be members of staff from SS John & Monica’s (except where a specialism prevents this). In addition, resources to go with these associated clubs | Pupils eligible for PP benefitted from extra Math’s and Reading after school. This helped them develop their basic English and Math’s skills.  Pupils wider skills have developed as a result of attending physical and creative after school activities | ReadingEggs continues to be excellent programmes in developing targeted children’s literacy and numeracy skills. Need to continue to monitor group list to ensure that a maximum number of pupils eligible for PP benefit from tis regular support | **Cost: £3233.45** |
| 1. **Other Approaches** | | | | |
| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| All pupils have access to one or more pieces of fruit in their classrooms thus increasing energy and vitamin levels. | The school purchases fruit for KS2 pupils | All pupils have access to fruit contributing to achieving a health and nutritional balance | This to continue but to be reduced to 3x per week. Consumption to be monitored. | **Cost: £1215.60** |
| Pupils benefit from the experiences that can be had from visits beyond their local area  All pupils had access to wider curriculum opportunities | Each class accesses variety of educational visits in the year including Faith Visits, City Serve Kitchen visits, summer visits (e.g. farm, nature centre, space centre, Historical Places of interest) and the expenses of Pupil Premium Pupils were met through this budget via subsidising costs for the whole class | All pupils had experiences of participating in a variety of educational visits, thus broadening experiences and contributing to a broad knowledge of the wider world | Cost of trips and transport is increasing. This should be monitored to get a balance between schools paying the whole/part cost of the visit. All faith visits to be covered as part of Ed visits. Trips to be extended to develop ‘Cultural Capital’ | **Cost: £992.27** |
| All Year 6 Pupils attend Residential visit and participate in all activities.  and social development  There has been a positive pupil response in terms of their maturity levels, independence skills | Pupils eligible for pupil premium to attend the annual residential to Bell Heath Activity Centre have their fees paid and any necessary equipment purchased for them – whole class benefit in subsidised rates and transport. | All Y6 pupils benefitted from the experience of a residential trip and developed physical, social and other important skills as a result | Very pleased with the New Residential Centre. The cost makes it more accessible to all and manageable in supporting those children eligible for PP. To continue | **Cost: £946.26** |
| Pupils are ready to learn with appropriate energy level  Families have a facility to enable them to leave their children at school earlier  Pupils have appropriate | Pupils eligible for Premium Pupils attending Breakfast Club have their fees paid. | Provision for Breakfast Club has supported working families and provided children with a nutritional start to the day. Activities support wider life skills | Demand increased this year. A very important way to spend PP funding, to ensure that pupils are ready for the learning of the day. To be continued, including an increase in the activities offered | **Cost : £979.49** |
| PP Pupils have the opportunity to play a musical instrument e.g., guitar or violin on a weekly basis thus developing their music skills and confidence when performing for various audiences | PP Pupils benefit from small group elective guitar and violin tuition by having the cost of these weekly lessons covered | PP pupils greatly benefitted from whole class and individual peripatetic music tuition | To continue for peripatetic tuition. Move away from guitar lesson tuition to recorder. Violin groups to continue and numbers to be carefully monitored | **Cost: £1023.58** |
| PP Pupils are encouraged and supported to achieve good punctuality and attendance. Attendance administrator facilitates this. Regular rewards, certificates are given as incentives | % of Attendance Officer’s salary (in line with PP numbers) along with purchase of attendance resources | School Attendance for 18-19 was 96.9% in comparison to 96% Nationally | Effective monitoring in ensuring punctuality and attendance is maintained at a good level is vital. To be continued next year | **Cost: £1,346.00** |