

Pupil premium strategy statement

1. Summary information					
School	St Mary's Catholic Primary Schools Trust				
Academic Year	2020-2021	Total PP budget	KS1 KS2	£47,520 £89,100	
Total number of pupils	454	Number of pupils eligible for PP	105	Date for next internal review of this strategy	November 2021

2. Current attainment End of KS2 (last published data)		
	<i>Pupils eligible for PP</i>	<i>All</i>
% achieving age related expectations and above in reading	58%	78%
% achieving age related expectations and above in writing	74%	88%
% achieving age related expectations and above in maths	74%	91%
KS1 at end of Spring 1 2020 (current Year 3)		
% achieving age related expectations and above in reading,	57%	62%
% achieving age related expectations and above in writing	44%	42%
% achieving age related expectations and above in maths	74%	73%

Summary

At KS1 the difference between the performance of children for whom the school is in receipt of PPG and all children up until the Lockdown in March was narrower than previously seen at that stage of the year or end of year, or had even been reversed. The school had a larger than usual proportion of children (42%) for whom we received PPG, three of who had significant needs. At KS2 the gap had narrowed compared to 2017/18. Children will need to be assessed again after 1 term back at school.

3. Barriers to future attainment (for pupils eligible for PP including high ability)

barriers to learning

	Significantly low attainment on entry to Nursery and Reception
	High level of EAL, with large number of languages spoken
	Vocabulary depth and breadth
	Home Learning Environment – temporary accommodation, lack of space, ownership of books and library membership, parents' differing understanding of their role in education due to wide cultural diversity.

5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve literacy skills for pupils eligible for PP across EYFS, KS1 and KS2	All pupils make expected progress and are supported with language development through 'oracy', speech and language and social skills groups. (% of children achieving a Good Level of Development to increase)
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP, particularly at greater depth.	Pupils eligible for PP as high ability make as much progress as 'others'. Opportunities are provided for extending pupils in lessons and providing high quality extended texts for children to read in class and independently. (improved % of children working at a higher standard)
C.	Increased participation in extra-curricular clubs, particularly homework clubs	All children have access to an after school club (analysis of clubs to show increased % of PP children attending a club)
D.	Increased PP family engagement with learning	Increase the % of parents attending: Curriculum information meetings, progress meetings and workshops. Parents to be more aware of the partnership that needs to be in place to bring about academic success, and helped develop knowledge and skills where needed.
E.	Increased opportunities for children to have access to adult support and targeted interventions	Half termly, time bonded, targeted interventions monitored, analysed and adapted at pupil progress meetings.

6. Planned Expenditure					
Academic year	2020- 2021 Pupil Premium allocation for the current year: Infants: £56,760 Juniors: £85,800				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve literacy skills for pupils eligible for PP across EYFS, KS1 and KS2	Small group, 1:1 interventions. Teacher release.	Quality First Teaching – teachers know the data and where the children need to be	Half termly data analysis, book looks and pupil progress meetings How Impact will be measured: more children on track and above	LO'C I.P A.M. V.M	
B. Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP particularly at greater depth	1.More refined system of tracking children working at greater depth. 2.Ensure progress within key stages is as strong as it is at the end of key stages	On track and in year progress is tracked very well and next steps are well targeted. TT does not accurately track greater depth at present. Success at the end of KS1 and KS2 in narrowing the gaps	SLT to lead and take action this – SDP focus Monitored by EHT How Impact will be measured: Progress accelerated	SLT, in particular assessment leads.	
C. Increased participation in extra-curricular clubs and music lessons, wider cultural experiences	Opportunities for PPG to attend clubs for free, particularly homework clubs. Grow children's cultural capital through visits and visitors	Children will have 1:1 and small group support to complete homework. To ensure that no child is excluded from a rich cultural education because of inability to fund such life-enhancing activities.	Monitored by EHT How Impact will be measured: termly analysis show increase in uptake. Visits and visitors have had to be put on hold due to Pandemic.	A.M	
D. Increased PP family engagement with learning	Workshops, information evenings Targeted information Access to online learning platforms	Increased parental engagement will improve ability to support children and better understand their needs. Children can continue to rehearse, consolidate and deepen skills and knowledge at home	Monitored by EHT How Impact will be measured: termly analysis show increase in uptake at meetings, engagement with Fronter platform, or accessing home learning packs.	SLT	
E. Increased opportunities for children to have access to adult support and targeted interventions	Time bonded interventions – group and 1:1	High quality, small group, targeted support and feedback will lead to accelerated progress.	SLT monitoring How Impact will be measured: targeted support leading to accelerated progress.	I.P. A.M. V.M. S.L.	

Next PPG review meeting: November 2021

November 2020