



# Primary Pupil Premium Strategy Statement

School Name: St Bede's Primary School

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2020-21 Academic Year

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Bede's Catholic Primary School
Pupils in school	202
Proportion of disadvantaged pupils	16 including EYFS PP
Pupil premium allocation this academic year	£21,830
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mary Brown Executive Headteacher
Pupil premium lead	Mary Brown Hazel Bennett and Rhiannon Ellis – Assistant Head Teachers
Governor lead	Josie Wilson

## Disadvantaged pupil progress scores for last academic year

Measure	Based on summer 2019 data	
	Disadvantaged	Other
Reading	+0.7	-2.2
Writing	+4.2	+1.8
Maths	-3.9	-4.5

## Strategy aims for disadvantaged pupils

Measure	Disadvantaged (7) % (difference)	Other %
Meeting expected standard at KS2	CRWM - 57.1 (-1.9%) R - 71.4 (-1.3%) W - 85.7 (-9.7%) M - 57.1 (-11.1%) GPS - 71.4 (-14.9%)	CRWM 59.1 R - 72.7 W - 95.5 M - 68.2 GPS - 86.4
Achieving high standard at KS2	CRWM - 0 (-4.5%) R - 14.3 (-13%) W - 14.3 (-14%) M - 0 (-4.5%) GPS - 0 (18.2%)	CRWM 4.5 R - 27.3 W - 27.3 M - 4.5 GPS - 18.2

Measure	Activity
Priority 1	Develop the use of representation and structure in lessons to support pupils' understanding of mathematical concepts. This will be through a CPA approach, incorporating concrete materials and visual aids into the teaching and learning to support the understanding of mathematics. Ensure pupils develop independence and confidence when applying key skills to reasoning and problem solving activities.
Priority 2	Engage children greater with reading so they are more skilled and interested in reading - linking reading across the curriculum so the children have higher levels of independence and are more equipped as readers.
Priority 3	Develop and improve the teaching of phonics across the school so there is greater consistency in approach from teachers and teaching assistants. Quality first teaching is built upon through targeted, evidenced based interventions. To ensure disadvantaged pupils achieve the expected level in the phonics screening check.
Barriers to learning these priorities address	Mental health and wellbeing - impact of school closure due to COVID Behaviour and attitudes to learning Challenging family circumstances Low self-esteem and poor concentration Gaps in phonological knowledge Specific learning difficulties - long term memory Attendance
Projected spending	£21,830

### Teaching priorities for current academic year for disadvantaged pupils

Aim	Target	Target date
<b>Progress in Reading</b>	High quality and consistent teaching of all skills linked to reading to enable pupils to access and comprehend texts across the curriculum to ensure more children make accelerated progress in order to achieve the expected and higher standard.	July 2021
<b>Progress in Writing</b>	Continue to foster the links between reading and writing using carefully chosen high quality texts modelling composition and ambitious and emotive vocabulary to ensure accelerated progress in order to achieve the higher standard.	September 2021
<b>Progress in Mathematics</b>	Further embed mastery approach incorporating reasoning skills and using and applying in order to increase the number of pupils achieving the expected and higher standard.	September 2021
<b>Phonics</b>	To ensure a consistent whole school approach to the systematic teaching of phonics To ensure 80% of PP pupils achieve the expected level on the phonics screening check.	June 2021
<b>Mental Health and Well Being</b>	Build in plentiful opportunities within the curriculum in order to provide a personalised, holistic approach and balance to their learning journey in order to build resilience and boost self-esteem.	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Develop the use of representation and structure in lessons to support pupils' understanding of mathematical concepts. This will be through a CPA approach, incorporating concrete materials and visual aids into the teaching and learning to support the understanding of</p>	<ul style="list-style-type: none"> <li>• CPD for teaching assistants to develop further knowledge of Mastery and to apply this to teaching and learning when supporting pupils 1:1.</li> <li>• Personalised and challenging tasks linked to year group objectives.</li> <li>• CPD for teachers and teaching assistants on the use of probing questions to deepen understanding.</li> <li>• Rigorous monitoring and assessment to ensure rapid progress.</li> <li>• Purchase of concrete materials and visual aids to support the children's understanding of mathematics (£1,000)</li> <li>• The use of stem sentences to support explanations when answering reasoning and problem solving questions. This will provide pupils with the</li> </ul>

<p>mathematics. Ensure pupils develop independence and confidence when applying key skills to reasoning and problem solving activities.</p>	<p>mathematical vocabulary to explain and apply their knowledge of mathematical concepts.</p>
<p><b>Priority 2</b> Engage children greater with reading so they are more skilled and interested in reading - linking reading across the curriculum so the children have higher levels of independence and are more equipped as readers</p>	<ul style="list-style-type: none"> <li>● Purchase new reading materials for KS2 including catch up reading books (£340 Phonics Books)</li> <li>● Personalised individual tuition</li> <li>● Reading books matched to children’s ability</li> <li>● Reading for different purposes</li> <li>● Opportunities to read 1:1, independently and as a group</li> <li>● Bespoke 1:1 intervention to address gaps in reading and phonics</li> <li>● Purchase Reading plus (£7000 for 3 year subscription)</li> </ul>
<p><b>Priority 3</b> Develop and improve the teaching of phonics across the school so there is greater consistency in approach from teachers and teaching assistants. Quality first teaching is built upon through targeted, evidenced based interventions.</p>	<ul style="list-style-type: none"> <li>● Purchase E-Bug Club phonics £599</li> <li>● Books carefully matched to phonic ability - online bug club books allocated to children - home learning / parental engagement</li> <li>● Daily phonics intervention from specialist TA</li> <li>● Baseline phonic assessment - targeted interventions</li> <li>● Regular progress meetings for PP pupils to discuss progress and monitor learning</li> </ul>
<p><b>Barriers to learning these priorities address</b></p>	<ul style="list-style-type: none"> <li>● Mental health and well being - impact of school closure due to covid</li> <li>● Behaviour and attitudes to learning</li> <li>● Challenging family circumstances</li> <li>● Low self esteem and poor concentration</li> <li>● Gaps in phonological knowledge</li> <li>● Specific learning difficulties - retaining information or rapid recall</li> <li>● Attendance</li> </ul>
<p><b>Projected spending</b></p>	<p>£16,450</p>

**Wider strategies for current academic year**

Measure	Activity
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<p><b>Priority 1</b> Develop the use of representation and structure in lessons to support pupils' understanding of mathematical concepts. This will be through a CPA approach, incorporating concrete materials and visual aids into the teaching and learning to support the understanding of mathematics. Ensure pupils develop independence and confidence when applying key skills to reasoning and problem solving activities.</p>	<ul style="list-style-type: none"> <li>● Gaps in knowledge identified and curriculum amended to meet individual needs.</li> <li>● Formative assessments to include objectives from the previous year.</li> <li>● Consistent approach to teaching across the whole school.</li> <li>● Effective and timely intervention used.</li> <li>● Pupil progress meetings to monitor progress based on prior attainment.</li> <li>● Teachers and support staff strategically placed across key areas of the school.</li> <li>● Staff CPD to ensure secure subject knowledge.</li> </ul>
<p><b>Priority 2</b> Engage children greater with reading so they are more skilled and interested in reading - linking reading across the curriculum so the children have higher levels of independence and are more equipped as readers</p>	<ul style="list-style-type: none"> <li>● Immersed in a range of genres and high quality texts</li> <li>● Range of text types across all aspects of the curriculum</li> <li>● Reading books matched to children's ability</li> <li>● Create a culture of reading for pleasure</li> <li>● Access to a range of texts - real books and online texts</li> <li>● Continue to foster the links between reading and writing</li> <li>● Text analysis - authorial choice, impact on the reader, imagery and vocabulary</li> <li>● Teaching the skills of reading through shared reading</li> <li>● Reading for different purposes</li> <li>● Opportunities to read 1:1, independently and as a group</li> <li>● Bespoke 1:1 intervention to address gaps in reading and phonics</li> <li>● Opportunities to write for a range of purpose</li> <li>● Purchase Reading plus</li> <li>● Develop new library</li> </ul>
<p><b>Priority 3</b> Develop and improve the teaching of phonics across the school so there is greater consistency in approach from teachers and teaching assistants. Quality first teaching is built upon through</p>	<ul style="list-style-type: none"> <li>● Purchase Bug Club phonics</li> <li>● Books carefully matched to phonic ability - online bug club books allocated to children - home learning / parental engagement</li> <li>● Systematic daily teaching of phonics</li> <li>● Baseline phonic assessment - targeted interventions</li> </ul>

targeted, evidenced based interventions.	<ul style="list-style-type: none"> <li>● Regular progress meetings for PP pupils to discuss progress and monitor learning</li> <li>● Staff CPD with NPCAT Phonics Lead</li> <li>● Complete phonics audit</li> <li>● Consistent approach to teaching of phonics across the whole school</li> <li>● Rigorous assessment</li> <li>● Advice and resources for parents to further develop their knowledge to support the learning at home</li> </ul>
To further develop strategies linked to mental health and well being in order to alleviate anxieties, build resilience and develop independence.	<ul style="list-style-type: none"> <li>● Ensure all pupils and families have access to appropriate support to help with any challenging circumstances they are experiencing</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Emotional and behavioural needs</li> <li>● Family circumstances</li> <li>● Impact of COVID</li> <li>● Challenging family circumstances</li> </ul>
Projected spending	£5,380

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality CPD for staff in all aspects of reading, phonics and maths (reasoning).	Make best use of Trust expertise and research projects. Use experienced staff in school to train and coach others.
Targeted support	Provide enriching resources to provide interventions that enhance outcomes.	Experienced Teaching Assistants given time and resources to prepare for and provide high quality interventions.
Wider strategies	Impact of COVID on staffing. COVID restrictions impacting our enrichment offer	Offering a broad and balanced curriculum with enrichment opportunities throughout to enhance children's experiences.

### Review: last year's aims and outcomes

Aim	Outcome
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Raise attainment outcomes to at least expected – measure at the end of KS2 SATS tests.	Due to COVID-19, statutory assessments were cancelled. Interventions were put in place to support identified pupils to ensure disadvantaged pupils made progress at least in line with their peers.
Increase the number of pupils attaining high scores in reading, writing and maths at the end of each key stage.	
Teaching and Learning – quality of teaching across school to be at least good.	Support from outstanding partner school within the Trust showed staff outstanding teaching and learning, planning and resourcing. Staff worked collaboratively with year group partners. COVID19 disrupted quality first teaching in March 2020. Targeted work through Google Classrooms continued.