



Primary Pupil Premium Strategy Statement

School Name : St Mary's Catholic Primary School

2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	240 (203 R-Y6)
Proportion of disadvantaged pupils	57%
Pupil premium allocation this academic year	£125,085
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	January 2021
Statement authorised by	
Pupil premium lead	Anna McClurey
Governor lead	Elizabeth Eddies

Disadvantaged pupil progress scores for last academic year - 2019

Measure	Score
Reading	2.7
Writing	0.7
Maths	3.1

Strategy aims for disadvantaged pupils - 2019

Measure	Score
Meeting expected standard at KS2	84%
Achieving high standard at KS2	11%

Measure	Activity
Priority 1	Pupils consistently achieve highly, particularly the most disadvantaged
Priority 2	A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed
Barriers to learning these priorities address	Impact of COVID 19 school closure on academic achievement and pupils mental health. Low levels of social, emotional and physical development. Poor attendance. Poor language skills on entry to school. Complex family needs, including poor parenting skills, chaotic home circumstances, drug and alcohol misuse

	and domestic violence. Parents whose additional language is English or have limited communication skills. Limited access to a range of broad life experiences. Ability to implement self-regulation strategies.
Projected spending	£125,085

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Attainment in line with cohort and above disadvantaged nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2021
Progress in Writing	Attainment in line with cohort and above disadvantaged nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2021
Progress in Mathematics	Attainment in line with cohort and above disadvantaged nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2021
Phonics	Attainment is inline with cohort and in line with national	July 2021
Other	Improve attendance of disadvantaged pupils so it is line with all pupils (cohort) and national 96%	July 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
Priority 1	To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged pupils. Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum. Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged Ensure that secure effective pedagogy meets individual pupil needs

Priority 2	To ensure the highest standards of learning behaviours for all pupils, with a focus on disadvantaged Further develop self regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning Develop strategies which are tailored to meet individual needs, including individual targeted approaches and mentoring programmes
Barriers to learning these priorities address	Evidence-based approaches reduce barriers presented by: Social-emotional difficulties Language difficulties Poor language skills Gaps in understanding
Projected spending	£88,785

Wider strategies for current academic year

Measure	Activity
Priority 1	Support high attendance, excellent punctuality and engagement in learning Further develop pastoral support for families with low attendance through Early Help Revise and enhance systems for tackling day to day absence, in the light of the impact of COVID-19 Tackle persistent absence early Implement a revised system of rewards - attend and spend, to ensure continual motivation In periods of COVID related absence, proactive strategies are implemented to secure engagement in online (virtual) learning, including the use of google classroom, Big Cat Ebooks, spelling shed, maths shed and TT rockstars
Priority 2	Develop disadvantaged pupils as healthy, resilient, independent young people Develop children who confidently question current topical issues and challenge stereotypes Empower parents/carers and pupils to be active and healthy members of the wider school community

	<p>Ensure pupils and families have excellent cultural understanding and demonstrate a pride in their background and community</p> <p>Implement UNICEF Rights Respecting.</p>
Barriers to learning these priorities address	<p>Access to wider life experiences and understanding</p> <p>Access to online learning (hardware/connectivity)</p> <p>Ability to manage own emotions</p> <p>Enhanced engagement in learning</p> <p>Ability to implement metacognition and self-regulation strategies</p> <p>Persistent absence</p>
Projected spending	£36,300

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities</p> <p>Disruption caused by COVID related absence</p>	<p>Rigorous timetabling</p> <p>Google classroom, online learning platforms</p>
Targeted support	<p>Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning.</p> <p>Staff absence due to COVID-19</p>	<p>Monitor timetables rigorously</p> <p>Imaginative use of catch-up funding and academic mentors</p>
Wider strategies	<p>Engaging families facing the most challenges</p> <p>Availability of technologies outside school.</p>	<p>Directly target families experiencing the most difficulties by establishing relationships via the pastoral team.</p> <p>Directly target the most disadvantaged to engage in activities. Provide tablets/laptops to use at home.</p>

Review: last year's aims and outcomes. COVID-19 disrupted last year and school closed to the majority of pupils on 20th March. Figures and aims below relate to the previous year.

Aim	Outcome
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<p>Continue to accelerate learning and outcomes for all pupils from Rec to Y6 in reading, writing & maths and diminish the gap for vulnerable groups</p>	<p>KS2 above all pupils nationally – (65%) 86%</p> <p>KS1</p> <p>Reading is in line with all pupils nationally (75%) - 74%</p> <p>Writing is below all pupils nationally (69%) - 65%</p> <p>Maths is in line with all pupils nationally (76%) - 74%</p>
<p>To accelerate learning for all pupils in phonic development and reading in order to improve outcomes</p>	<p>Phonics below all pupils nationally 62% (82%)</p> <p>Three year average in line with national - 82%</p>
<p>GLD in EYFS is good ensuring pupils have firm foundation for transition to primary curriculum</p>	<p>EYFS above 65% below national (72%) –</p> <p>Three year average 71%</p>
<p>Improved challenge for all pupils particularly reading and writing</p>	<p>Reading KS2</p> <p>The percentage of pupils working at greater depth / achieved a high score is 32%. The percentage of boys achieving a greater depth / high score is 31% and girls is 33%</p> <p>Overall this cohort is above the National average (NAT 27%).</p> <p>Over the last three years 34% of pupils (25/73) have achieved a high score</p> <p>Writing KS2</p> <p>The percentage of pupils working at greater depth is 25%. The percentage achieving greater depth has increased by 2%. The percentage of boys achieving greater depth is 25% and girls is 25%, so therefore there is an achievement gap of 0%.</p> <p>Overall this cohort is above the National average (NAT 20%).</p> <p>Over the last three years 23% of pupils (17/73) have achieved greater depth.</p>
<p>To ensure a rich, broad and balanced curriculum is available to all pupils</p>	<p>Introduction of:</p> <p>Ed Shed</p> <p>Times Tables Rockstars</p> <p>Purple Mash</p> <p>White Rose Maths</p>

	Reading Spines Schemes of Learning
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