

# Pupil Premium Strategy Statement

1. Summary information								
<b>School</b>	St Marys Catholic Primary School and St Vincent's Catholic Primary School							
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	SMPS £61,870 SVPS £20,175	<b>Date of most recent PP Review</b>				Sept 2021
<b>Total number of pupils</b>	401	<b>Number of pupils eligible for PP</b>	SMPS – 35 SVPS - 12	<b>Date for next internal review of this strategy</b>				April 2021
2. Attainment of Year 6								
	<i>Pupils eligible for PP (your school)</i>				<i>Pupils not eligible for PP (national average)</i>			
	2018	2019	2021		2018	2019	2021	
<b>% achieving ARE in reading, writing and maths</b>	6/11 54%	5/13 38%	7/8 86%	2/3 67%	64%	65%	10/18 59%	21/28 75%
<b>% achieving ARE in reading</b>	7/11 63%	6/13 46%	8/8 100%	3/3 100%	75%	73%	14/18 82%	24/28 86%
<b>% achieving ARE in writing</b>	6/11 54%	6/13 46%	7/8 86%	2/3 67%	78%	78%	10/18 59%	21/28 75%
<b>% achieving ARE in maths</b>	6/11 54%	5/13 38%	7/8 86%	2/3 67%	76%	79%	12/18 71%	24/28 86%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)								
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>								
<b>A.</b>	Historically children entitled to PPG funding have made less progress and their attainment is not in line with their peers.							
<b>B.</b>	Related to the barrier above, our PPG children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This means that our PPG children find it harder to relate to the wider curriculum and learn with as much confidence.							
<b>C.</b>	Due to the home experience of some of our PPG children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons and attendance at school.							
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>								
<b>D.</b>	Parents of PPG children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.							

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PPG Children will achieve more closely in line with their Peers (PPG children will close the gap) Data collated through the year will indicate that the gap is closing and more children will achieve in line with their peers.	
<b>B.</b>	<p>Every child in each year group will experience 'special events' these will include virtual / online activities and where possible involve face to face experiences. The aim will be for these event to occur half termly. (minimum 6 in total).</p> <p>Most of these will be directly linked to topic or texts currently being taught. Children will be able to write with greater confidence, use a wider vocabulary and draw on a range of experiences to inform their work.</p>	<p>Children will engage in memorable experiences throughout the year within their curriculum</p> <p>Registers of extra-curricular activities indicate a higher proportion of PPG children attending</p> <p>Work produced by PPG children will be of a higher quality, the gap between PPG and non PPG children will have closed and more PPG children will be working at ARE</p> <p>Staff to plan memorable experiences within their curriculum</p> <p>Engage PPG children in extracurricular activities as a priority</p>
<b>C.</b>	The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Children will have a wider range of strategies to help manage their emotional needs and prevent them missing lessons or misbehaving. The children will be more-able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Attendance and behaviour will be monitored on a daily basis.	<p>Attendance target for PP children: 96% or above.</p> <p>Behaviour data will continue to show an improving picture for PP children.</p>
<b>D.</b>	At any school event for parents including virtual / online, there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops and other learning opportunities. Monitored by scrutiny of attendance at events and parent voice survey.	At least 33% of parents attending any whole school event are from PPG families. Attendance at PPG – focused workshops improves.

5. Planned expenditure					
Academic year	2020 – 21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
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?

A & B	To engage fully in the CBC RADY project (Raising Attainment of Disadvantaged Youngsters)	Historically the gap between PPG and non PPG children is not closing and in some cases is increasing.	<p>Attend 10 virtual meetings with RADY Consultant to discuss relaunch of RADY and strategies to support PPG</p> <p>Attendance at RADY events</p> <p>Uplifting of targets for PPG chn Expectation from school leaders that all staff adhere to the RADY project and follow the school PPG plan</p> <p>Regular Achievement Team Meetings led by SLT</p> <p>Regular monitoring indicates provision for PPG children is of a high standard and strategies highlighted are embedded in practice.</p>	<p>SCL / SBL / KAG / all staff</p> <p>SCL / KAG / LWM</p>	<p>Oct 2020 – July 2021</p> <p>Oct 2020 Oct 2020 – July 2021</p> <p>Oct 2020 – July 2021</p> <p>Sept 2020 – July 2021</p>
A & B	Development of strategic long-term / medium term planning which makes clear the school's expectations of a rigorous and sequential approach to developing reading. The plan should include:	<p>Peer Review (Oct 2019) indicated the following as an area of development for the school –</p> <p><i>a clear understanding of how children will develop the phonics knowledge, spoken language and the vocabulary they need to read fluently, confidently and with understanding</i></p> <ul style="list-style-type: none"> <li>✓ <i>details of how reading is being developed across other curriculum subjects</i></li> <li>✓ <i>how frequently children should be heard reading to an adult in school</i></li> <li>✓ <i>how the school facilitates parents use of reading logs/ diaries to establish fluency and</i></li> </ul>	<p>This area of improvement will be tracked carefully in our School Improvement Plan (SIP)</p> <p>Internal and external monitoring of quality of teaching in reading indicates a high standard is being achieved by staff</p> <p>Monitoring of reading plans indicate a thorough and sequenced approach to reading is followed throughout the school Regular monitoring indicates provision for PPG children in reading is of a high standard and strategies highlighted are embedded in practice.</p> <p>Reading Deep Dives</p>	<p>LWM</p> <p>KAG / JCW</p> <p>LWM / SLT</p> <p>SLT</p>	Dec 2020

		<p><i>good comprehension.</i></p> <ul style="list-style-type: none"> <li>✓ <i>the role of the library and a schedule for library visits</i></li> <li>✓ <i>expectations for guided reading sessions and monitoring routines</i></li> </ul>			
A, B & C	Reduce the achievement gap for disadvantaged pupils	<p>Peer Review (Oct 2019) indicated the following as an area of development for the school –</p> <ul style="list-style-type: none"> <li>✓ <i>a rigorous evaluation of the strategies used from one year to the next to raise the achievement of disadvantaged pupils using the Pupil Premium Grant, in order to assess impact.</i></li> <li>✓ <i>monitoring staff planning to ensure that they are acting on the information provided about disadvantaged pupils' barriers to achievement</i></li> <li>✓ <i>planning memorable experiences and engagement in extra-curricular clubs that could help improve their academic progress for PPG pupils.</i></li> <li>✓ <i>researching effective approaches to improve the motivation of PPG pupils to read at home more frequently</i></li> <li>✓ <i>use of the RADY project by leaders to establish a whole school approach to raising achievement in disadvantaged pupils and bring about marked improvement in outcomes</i></li> </ul>	<p>PPG plan for 2020 – 2021 will be carefully reviewed and new strategies selected to replace ineffective ones.</p> <p>Regular monitoring indicates provision for PPG children is of a high standard and strategies highlighted are embedded in practice.</p> <p>Planning indicates opportunities for children to engage in memorable experiences regularly</p> <p>Monitoring of reading records belonging to PPG children to highlight children who are not reading at home and give chance to read to adults in school</p> <p>Teachers will provide feedback to pupils through marking and intervention during the lesson to ensure progress is made and misconceptions are addressed immediately.</p>	SBL / SCL / KAG / all staff	<p>Sept 2020</p> <p>Sept 20 – July 21</p> <p>Sept 20 – July 21</p> <p>Dec 2020</p> <p>Sept 20 – July 21</p>

A & B	Strengthen the school's curriculum	<p>Peer Review (Oct 20) indicated the following as an area of development for the school –</p> <ul style="list-style-type: none"> <li>✓ <i>conduct an audit of staff skills across all subjects (writing already completed) and linking this to a schedule of CPD opportunities and individual appraisal targets to plug any gaps in subject knowledge/skill.</i></li> <li>✓ <i>continuing to develop long term schemes of work in computing and PSHE along with other schools in the Catholic Partnership.</i></li> <li>✓ <i>evaluating and amending all curriculum subject plans to ensure strategies to transferring new learning to long term memory are embedded</i></li> </ul> <p>Establish a clear frame of reference for teachers to plan individual lessons so that the order of teaching activities consistently supports children in building knowledge to achieve the lesson objective and addresses pupils' misconceptions and prior attainment.</p>	<p>Conduct a thorough audit with all class-based staff to ensure strong teaching in all curriculum areas is achieved through focussed CPD linked to appraisal targets</p> <p>Work with Trust members to devise, Science, History / Geography, PSHE and Computing SOWs</p> <p>Plan for opportunities to develop learning for long term memory.</p> <p>Regular monitoring indicates provision for PPG children is of a high standard and strategies highlighted are embedded in practice.</p> <p>Review MTPS to ensure the sequence is coherent and is supporting children to build knowledge.</p>	<p>ADG / Middle Leaders / SLT</p> <p>SLT</p>	<p>Jan 2021 ADG / AAI</p> <p>Sept 20 – July 21 RMD / ADG / SAO</p> <p>Sept 20 – July 21</p> <p>Sept 20 – July 21</p>
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C	To improve PPG attendance	Attendance of PPG children is currently below that of their peers	<p>When children absent first day contact to be made, phone calls are made daily, notes kept to inform class teachers</p> <p>Regular meetings with EWO and attendance officer</p> <p>Regular parent meetings with low PPG attendees</p> <p>Reward good attendance</p> <p>Termly PPG events for parents</p> <p>PPG children are prioritised for extracurricular activities</p> <p>Fortnightly monitoring of PPG attendance</p>	SBE / SBL / SCL	Sept 20 – July 21
D	To improve parental engagement of PPG children	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	<p>RADY launch for parents, invites to be focused on PPG parents</p> <p>Hold events for PPG parents</p> <p>Invite PPG parents to attend school trips</p> <p>1:1 meetings for PPG parents with PPG Champion</p>	SCL / SBL / KAG all staff	Sept 20 – July 21
<b>Total budgeted cost</b>					Est £15,000.00

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?
A & B	<p>Daily reading for PPG children by class teacher or TA. Staff trained on Accelerated Reader (AR) used to ensure children are accessing the right level of text. Nesy and Toe by Toe support for targeted children. Star Reading and maths tests to be used to monitor PPG children and their progress. Use of SNIP to support the learning of first 100 hundred words.</p> <p>After school booster groups for Y2 and Y6. SATs revision guides provided to take home for Y2 and Y6. 3<sup>rd</sup> Space maths boosters for years 5 &amp; 6. Use of Maths Whizz and Number Fy.</p> <p>Central Bedfordshire Inspiring Music for Y3.</p> <p>Intervention groups led by Teaching Assistants, such as precision teaching, LOTL (Lift off to language).</p> <p>1:1 support for PPG children with a Play Therapist</p>	<p>Nesy – in previous years has been successful in helping children make accelerated progress and reach ARE.</p> <p>Toe by toe has increased reading ages of children.</p> <p>Attainment at the end of KS2 has improved over the past 2 years</p> <p>Children have enjoyed the event and it is something that they will not get the chance to do in a normal school year</p> <p>Progress of children in interventions indicate there is evidence of accelerated progress</p> <p>Evidence of improved behaviour of PPG children  <b>EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills.</b></p>	<p>Monitoring of reading journals.  Monitoring of AR quiz frequency etc.  Observations of sessions and checking of half termly data.</p> <p>All PPG children to be read with by staff or volunteer at least twice per week.</p> <p>Regular Achievement Meetings</p>	SBL / SCL / KAG / All teachers	Sept 20 – July 21

A B & C	Subsidised school trips and extra curricular activities where appropriate. Access to all after school clubs as priority. Before and After school clubs subsidised.	An improved level of well-being and engagement in PPG children. Improved attendance figures of PPG children. Attendance of PPG children has risen slightly.	Letters will go out to PPG parents first and preference will be given to PPG children.	SBE / SCL / SBL	Half termly
A & B	Assertive mentoring spellings to support those struggling to spell age appropriate words. Precision Teaching used for children needing extra support.	Local Authority recommends precision teaching approach.	Monitoring of the precision teaching sessions.	SBL	Following training and then half termly from that point forwards.
C & D	Targeted families will receive additional support in the form of meetings with Attendance Officer, EWO and SLT. Termly 100% Ness ance certificate and prize. Weekly awareness on social media. Weekly class award.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	Attendance of children (and parents) at appropriate sessions. Monitoring of PP plan (shows PP access to different opportunities)		Fortnightly monitoring of data. As appropriate depending on intervention duration.
<b>Total budgeted cost</b>					Est - £18,000.00

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B, C & D	All PP children will experience exciting opportunities where necessary virtually as part of their Curriculum.	<b>EEF – all children deserve a well-rounded culturally rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.</b>	SLT will monitor the medium term plans to ensure exciting activities days are linked to the wider curriculum.	SCL/ADG/SBL	Regular Achievement Team Meetings
A, B, C & D	Raising the attainment of disadvantaged youngsters (RADY).	The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools. It is recommended by Central Beds.	Governors will maintain an overview of the RADY approach to ensure value for money.	SCL/SBL	Termly.
<b>Total budgeted cost</b>					Est £4,000.00

6. Review of expenditure			
Previous Academic Year 20-21			
Project	Objective	Lessons Learned	Outcome
To engage fully in the CBC RADY project (Raising Attainment of Disadvantaged Youngsters)	To raise the attainment of disadvantaged children.	A decision will be made during Advent Term whether the project remains part of our SIP.	<ul style="list-style-type: none"> <li>Due to a number of reasons including the pandemic, progress towards the RADY project has been significantly affected. A decision was made to withdraw from the project to focus on other areas of the PPG plan and SIP.</li> </ul>
Development of strategic long-term/ medium term planning which makes clear the school's expectations of a rigorous and sequential approach to developing reading.	To have a curriculum that is broad and balanced and is sequenced to enable children to make at least expected progress.	Planning to implement new and identical strategies across 2 schools is a challenge and takes time to embed. COVID has also meant allowing the chance for staff to work in both schools has been limited.	<ul style="list-style-type: none"> <li>Guided Reading strategies are now consistent across both schools. Training has been led at SVPS to support the implementation of the guided reading format.</li> <li>Accelerated reader is now being implemented in SVPS. Children and staff have found the programme enjoyable but also very useful. Engagement in reading has improved at SVPS.</li> <li>Reading Subject Leader (LWM) has developed a document that clearly describes the strategies use to teach reading in the federated schools.</li> </ul>
Reduce the achievement gap for disadvantaged pupils	To close the gap for children in receipt of PPG funding. To enable a greater number of children to achieve ARE.	COVID has made this aspect of the plan more difficult as many PPG children were at home during the national lockdown.	<ul style="list-style-type: none"> <li>Where possible we allowed PPG children to remain in school during the lockdown to support their progress. Daily contact was made to PPG children who were not engaging in online learning.</li> <li>Since the full return to school teachers and staff have provided opportunities within their planning and daily teaching for PPG children to catch up</li> <li>At SMPS PPG pupils achieved at a higher level than the non PPG children in reading, writing and maths. At SVPS this was the case only in reading.</li> </ul>
Strengthen the school's curriculum	To have a consistent approach to the teaching of History and Geography across both federated schools.	There is a need to ensure the MTPs are suited to both schools as there were some teething issues initially.	<ul style="list-style-type: none"> <li>His / Geo and Sci schemes of work are now followed by teachers in both federated schools. These are reviewed on a termly basis. The quality of planning is very high and are written with the experiences of the children in mind and the</li> </ul>

			<p>local area. These plans will be continued to be monitored and reviewed next academic year.</p> <ul style="list-style-type: none"> <li>• Computing Subject leader are working with advisors to provide the best opportunities in their subject areas. Training has been led by the advisor to staff in both schools.</li> <li>• Curriculum Intent, Implementation and impact is written for every subject and are now being reviewed to ensure consistency across both schools.</li> <li>• Curriculum is now well suited to our learners.</li> </ul>
To improve PPG attendance	To ensure PPG children's attendance was in line with their peers	Engaging with PPG parents in some cases is challenging	<ul style="list-style-type: none"> <li>• Attendance has been tracked all year including during lockdown.</li> <li>• All school policies have been followed in ensuring PPG children have been contacted regularly and where appropriate support has been provided.</li> <li>• During lockdown specific PPG children that were causing any concern were targeted for an early return to school.</li> </ul>
To improve parental engagement of PPG children	To engage parents in their child's education	When it is possible to invite parents into school it will be important to engage effectively with focus parents of children entitled to the PPG	<ul style="list-style-type: none"> <li>• Parents were contacted regularly during the lockdown</li> <li>• Regular meetings with outside agencies take place consistently and focus on the education of the children and support needed.</li> </ul>