



St Columba's Catholic Primary School

Pupil Premium Strategy Statement 20/21

Pupil premium funding:

<u>Academic Year</u>	<u>Allocation</u>	<u>Total Number of Pupils</u>	<u>Number of Pupils Eligible for PP</u>	<u>Disadvantaged pupils as % of school roll</u>
2017-2018	£154000	194 (+15 Nurs)	116	60%
2018-2019	£149000	199 (+25 Nurs)	119	52%
2019-2020	£163,000	202 (+17 Nurs)	120	60%
2020-2021	£176,186	199 (+24) Nursery	125	63.2%

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
N.O.R.	34	27	28	29	27	30	28	30
Disadvantaged	18	14	19	21	18	16	21	17
% of disadvantaged in year	53%	52%	68%	72%	67%	53%	75%	57%

- 60% of pupils are eligible for FSM (**National 23%**) placing St Columba's in the 5th quintile
- School deprivation index places St Columba's in the 5th quintile

1. Current Attainment

No formal test results for 20/21. However TA throughout the year demonstrate that:

- Reading is a subject that appears to have been impacted on the most. Skills such as stamina and pace seem to have significantly been reduced. A love of reading does not appear to have been fostered throughout the periods of lockdown.
- The gap in Reading for PP children in Year 2 and Reception was significant.
- Writing is another area which has been detrimentally impacted upon. General feedback from pupils seems to be that some have not written much at all throughout the first lockdown. The gap for PP in Writing is significant in all year groups.
- Basic Maths is another priority area. The gap for PP in Maths is significant in all year groups.
- Emotional Well- Being of the children is a further priority. Learning behaviour and skills associated with effective learning appear to have diminished.
- Problem solving is a further area that has been impacted upon. Skill such as resilience and confidence to ‘have a go’ need to be redeveloped.

End of Key Stage 2 2019	School all pupils (26)	National Average	School Disadvantaged Pupils (15)
% at ARE or above in RWM	62%	63%	40%
% at Greater Depth Standard in RWM	7%	10%	7%
% Achieving Expected Standard in Reading	73%	73%	53%
% Achieving Greater Depth Standard in Reading	19%	27%	13%
Average scale score in Reading	104.0	100	101.2
% Achieving Expected Standard in Writing	73%	77%	60%
% Achieving Greater Depth Standard in Writing	7%	19%	7%
% Achieving Expected Standard Maths	88.5%	76%	80%
% Achieving Greater Depth Standard in Maths	19%	25%	7%
Average scale score in Maths	105.2	100	102.7

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End of Key Stage 1 2019	School all pupils (30)	National Average	School Disadvantaged(15)
% at ARE or above in RWM	63%	65.3%	60%
% at Greater Depth Standard in RWM	13%		
% Achieving Expected Standard in Reading	77%	75%	60%
% Achieving Greater Depth Standard in Reading	27%	26%	
% Achieving Expected Standard in Writing	66%	70%	60%
% Achieving Greater Depth Standard in Writing	13%	16%	
% Achieving Expected Standard Maths	80%	74%	67%
% Achieving Greater Depth Standard in Maths	30%	22%	

<u>Passed Phonic assessment 2019</u>	<u>ALL (27)</u>	<u>National Ave</u>	<u>Disadvantaged (19)</u>
	70.4%	81.9%	63% (12)
<u>Phonic 2020</u>	Year 2 children were tested in Aut term 83% passed the test.		

<u>EYS GLD 2019</u>	<u>ALL (30)</u>	<u>National Ave</u>	<u>Disadvantaged (15)</u>
<u>GLD</u>	63%	71.8%	53%(8)

2. Barriers to future attainment for pupils eligible for PP

In school academic barriers

A	<u>Whole school Reading:</u> Lockdown has had a significant impact on reading, particularly in terms of stamina and pace. The gap between PP and NPP children appears to have increased in all year groups.
B	<u>Whole school Writing:</u> TA during Sept return suggests that children have not been writing as much as we would have liked them to during the first lockdown. This is more evident in disadvantaged children.
C	<u>Whole school Maths :</u> TA during Sept return suggests that children will need to review Basic Maths. This is more evident in disadvantaged children.
D	<u>Phonics:</u> There is a significant gap in the number of disadvantaged pupils passing the Phonics test, as compared to National. For 2020, Phonics needs to remain a key priority in addressing gaps.
E	Emotional Well-Being of all children, but specifically the disadvantaged.
F	<u>EYFS Good Level of Development:</u> The % of children achieving GLD is well below the national average; 18.8% gap. As well as the impact of lockdown, 2020 cohort is a significantly complex cohort.

External barriers

F	<u>Impact of the lockdown.</u>
G	<u>Limited life experiences. Enhanced by the lockdown.</u>
H	<u>Parental capacity to support the curriculum, particularly during the lockdown/</u>

3. Desired Outcomes

In school barriers	<u>Desired Outcomes</u>	<u>Success Criteria</u>
A	Outcomes for Reading will be back on track for disadvantageded children.	The number of disadvantageded working at the expected standard in Reading will increase.
B	Outcomes for Writing will increase for disadvantageded children.	The number of disadvantageded working at the expected standard in Writing will increase.
C	Outcomes for Maths will increase for disadvantageded children.	The number of disadvantageded working at the expected standard in Maths will increase.
D	More disadvantageded children to pass the Phonics test	The number of disadvantageded children passing the phonics test will increase.
E	Behaviour for learning to improve.	Children are confident learners with stamina and resilience.

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F	In EYFS, the number of FSM children achieving a Good Level of Development will be closer to the national average.	The gap between school's FSM EYFS children achieving a Good level of Development will diminish and be closer to National.
G	The gap between the attainment of disadvantaged children to be the same/similar to other children.	The gap between the attainment of disadvantaged children is the same/similar to other children.
H	Ensure additional learning experiences address any culture capital issues.	Additional in school experiences improve vocabulary, language and address any barriers to learning.
I	Parents will be more confident in supporting their child's online learning experience.	Homework is a meaningful experience, which enhances learning. Parents are more confident in on line learning resources.

1. Planned expenditure			
Academic year	2020-21		
Area of Spend	Addressing Barrier	Total allocation	% of allocation
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1 & E.Y.F.S.	A-F	£23,000	13%
Funding for T.A.'s targeted interventions and 1:1 targeted support in EYFS, including additional Phonics and reading support.	A-F	£12,000	7%
Commission additional Education Psychology sessions.	A-F	£3000	1.7%
Planning and evaluating additional interventions.	A-F	£5,000	2.8%
Catch Up teacher to support gaps in learning and additional needs	A-F	£28,000	15.9%
Funding for Parent Mentor. Social, educational and curricular support for families.	A-I	£25,000	14.3%
Learning Mentor funding. Social support for children.	A-I	£31,000	17.6%
Contribution towards the cost of Reading Plus Subscription	A-F	£3000	1.7%
Whole school staff training on the teaching of Phonics, vocabulary and early reading	A/D/F/G/I	£3,000	1.7%
Contribution to whole subscriptions (Mathletics, Picture News, Spelling League etc)	A/B/C/D/E/F/G	£3,000	1.7%

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Breakfast Club	A-F	£12,000	6%
Contribution to school uniform and shoes.	A-F	£5,000	2.8%
Contribution towards outdoor provision of the Foundation Stage	F	£6,000	3.4%
Contribution to the cost of Visitors and Visits (Restrictions permitting)	A\B\G/H	£5000	2.8%
Contribution to additional IIT resources (laptops and IPADS)	A-I	£12,000	6.8%

After considering evidence from The Education Endowment Foundation (EEF) the DfE’s Supporting the Attainment of Disadvantaged Pupils, Ofsted’s The Pupil Premium: an Update and effective practice from local schools, expenditure has been planned to address the following:

a) Quality of Teaching for All

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A	Continue to I review reading approaches and outcomes, in order to ensure that the number of pupils achieving the expected standard edges closer to being back on track.	Reading is the key school priority. Learn to read, Read to learn. Impact of lockdown has clearly impacted upon reading	Time given to Eng Lead to assess impact and target key groups. Re-Launch Reading Rainbow.	C Lewis	Termly via reports to SLT and Governors. Termly via pupil views. At termly progress meetings. £6000
A to E	Plan a further Whole school review of Phonic, in order to	Phonics is key to the success of early reading.	Phonics lead to address gaps and ensure consistency of approach.	C Lewis	Regular assessments and review of phonic data.

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	address gaps in learning.		Review and ensure the structured approach to the teaching of phonics.		Termly progress meetings. Report to Governors. £23,000
A to E	Recruit a Catch Up CT to support release of DHT and SENCO	Lockdown has had a significant impact on all children's learning and well-being	DHT to identify and address gaps in learning. SENCO to support increase in varying SEND need.	C Lewis/ R Hitchen	Of Catch up Teacher £24000 to cover DHT and SENCO
A to E	Review approach of Teaching Assistants	COVID restrictions impacting upon this	HT to organise for additional training for class based TAs who are to be kept in their bubble	M Evans (HT)	Regular virtual TA meetings. TA appraisals. CPD for TAs £11,000
Total budgeted cost					

b) Targeted Support

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to F	Teaching assistant intervention.	TA to support gaps in learning within their individual classrooms.	DHT and SENCO will oversee impact	M Evans	Progress Meetings TA feedback £11,000
A to F	Review of interventions.	SENS register and targeted support register to be fluid, impact to be monitored regularly and reviewed if necessary.	Whole school review of interventions.	R Hitchen	SEN report to Govs. Review of IEPS £15,000

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G	Learning Mentor	Improved well-being and mental health, attendance, punctuality and achievement , following the lockdown(ST+6) Behaviour intervention (ST+4)	Review the role of the Learning Mentor. Target specific groups who appear to have been significantly impacted upon by the lockdown. Undertake preventative rather than reactive work in the form of seedlings.	Learning Mentor Richard Murphy HT M Evans SENCO R Hitchen	At termly attendance meetings and governors' meetings Learning mentor to report to head teacher and SENCO £16000
A to G	Parent Mentor	Parental Involvement (ST+3)	PM to target specific families to support with attendance, behaviour and any issues which may have been impacted by lockdown.	M Evans	Termly Governor meeting Termly reports to HT/SENCO £23000
Total budgeted cost					

c) Other approaches

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to E	When appropriate ,Educational visitors and Visits in order to address limited life experiences and cultural capital.	Cultural capital must be addressed in order to close gaps on learning experiences.	Each class to be allocated an amount for visits and visitors. .	M Evans	Review number of visits and visitors each term. Pupil feedback on residential and the benefit to them. £11,000
A to E	Cost of staff to run Breakfast Club	Ensure pupils start the day well for	Target specific PP pupils that will benefit.	R Murphy	Review number of PP pupils accessing BC each term.

		better learning outcomes.	Identify poor attenders and offer the service.		£10,000
Total budgeted cost					

Review of Expenditure from Previous Academic Year 2019-2020

	<u>Barrier</u>	<u>Impact</u>	<u>Lessons learned</u>
A	At the end of KS2 attainment in Reading will rise for disadvantaged pupils so that more children are achieving the national standard. (SDP Key priority 2)	Due to the pandemic and lockdown, there was no formal data. However Reading will remain a key priority	Look at further online reading resources.
B	At the end of KS2 attainment in Writing will rise for disadvantaged pupils so that more children are achieving the national standard. (SDP Key priority 2)	Due to the pandemic and lockdown, there was no formal data. However Writing will remain a key priority	How can we incorporate and assist with more meaningful writing at home?
C	In Key stage 1, the number of disadvantaged children achieving the expected standard in Reading will be closer to the national average. (SDP Key priority 2)	Due to the pandemic and lockdown, there was no formal data. However Reading will remain a key priority	A secure phonetic knowledge is integral to further increase.

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D	The number of disadvantaged pupils passing the phonics tests will be closer to national average. (SDP Key priority 1)	The Phonics resit in Sept did demonstrate that Phonics remains a strong area.	A tight, structured whole school approach has a significant impact.
E	In EYFS, the number of FSM children achieving a Good Level of Development will be closer to the national average. (SDP Key priority 8)	The younger children seem to be more detrimentally impacted upon by the pandemic and it was more difficult to get them to engage with online learning.	Rethink online learning opportunities for younger children.

Next review date Sept 2021

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