



Pupil Premium Strategy Statement

V2 April 2021

Pupil Premium Strategy Statement					
School	St Marie's Catholic Primary School				
Academic Year	20/21	Total PP budget	207,000	Date of most recent PP review	July 2020
Total Number of Pupils	217	Number of pupils eligible for PP	137	Date for next internal review of this strategy	December 2020

Current Attainment 2019		
Key Stage 2	<i>Pupils eligible for PP</i>	Pupils not eligible for PP (Nat)
% achieving expected standard in reading, writing and maths	47.8%	64%
% making expected standard in reading	60.9%	73%
% making expected standard in writing	73.9%	74%

% making expected standard in maths

78.3%

79%

	Progress/PP School	National	School All pupils	National
Reading	0.17	-0.62	-.0.3	0
Writing	2.09	-0.5	1.8	0
Maths	0.35	-0.71	1.0	0

Key Stage 1

Phonics – Year 1

56%

84%

Phonics – Year2

75%

n/a

Reading

67%

78%

Writing

62%

73%

Maths

71%

79%

RWM

60%

GLD (end of Reception

66%

Barriers to future attainment	
In school barriers	
A	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home(Reading)
B	Progress and attainment of PP pupils is lower than other pupils nationally at EYFS and KS1 . This prevents sustained high achievement in KS2
C	Few pp pupils achieve greater than expected progress or higher levels of attainment than other pupils in Reading Writing and Maths in KS1/KS2
D	%PP also have SEND. Gaps in learning result in gaps widening as the curriculum progresses.
External barriers	
E	Poor attendance and punctuality prevents greater learning to the curriculum and wider opportunities
F	Low aspirations through lack of access to experiences in their locality

Outcomes	Desired Outcomes and how they will be measured	Success Criteria
A	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home(Reading)	<ul style="list-style-type: none"> • Improvements in the provision for reading for PP pupils • % increase of pp pupils working at ARE or above across the school in reading • Phonics resulting in higher % of PP Pupils achieving expected .

B	Progress and attainment of PP pupils is lower than other pupils nationally at EYFS and KS1 .This prevents sustained high achievement in KS2	<ul style="list-style-type: none"> • Improved % outcomes for pp pupils in attainment in RWM at the end of KS1 • Improved APS of PP pupils at the end of EYFS • GLD continues improving trend in all areas to be inline with national and local levels for PP pupils.
C	Few PP pupils achieve greater than expected progress or higher levels of attainment than other pupils in Reading Writing and Maths in KS1/KS2	<ul style="list-style-type: none"> • % increase in the number of PP pupils at the end of EYFS who are exceeding. • % increase in the number of PP pupils who are Higher standards/ Greater Depth in RWM
D	%PP also have SEND. Gaps in learning result in gaps widening as the curriculum progresses.	<ul style="list-style-type: none"> • PP pupils with SEND intervention has high expectation of outcomes • Use of PIVATS provides specific targets and support for pupils working towards / working at in RWM
E	Poor attendance and punctuality prevents greater learning to the curriculum and wider opportunities	<ul style="list-style-type: none"> • To further improve attendance rates of disadvantaged pupils • Dedicated Learning Mentor to implement further robust system of response to absence • SLA Knowsley Attendance supports school in reducing PA /PP attendance • Increased attendance and punctuality enables greater access to the curriculum and learning opportunities
F	Raised aspirations and raising pupil engagement supports improving learning behaviours	<ul style="list-style-type: none"> □ PP aspirations for experiences that are not available in their locality are accessed through the wider curriculum opportunities

Planned Expenditure	2020-21				
Quality of Teaching for all	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home(Reading)				
Desired Outcomes A	Chosen Action/approach	What is the evidence/ rationale	How will you ensure it has been implemented well	Staff	Review
Improved outcomes for PP in communication and language in EYFS/KS1	<ul style="list-style-type: none"> • EYFS provision to engage staff in language projects .(I Can accreditation.) • Continued development of language rich environment in EYFS areas including indoor and outdoor language resources • Writing outcomes for all pupils • RWinc retraining for staff and new resources purchased 	<ul style="list-style-type: none"> • EEF Improving Literacy KS1 ‘ <i>Developing pupil speaking and listening skills and wider understanding of language ‘ activities which extend pupils spoken and receptive vocabulary.</i> • Current trend of PP pupils at the end of EYFS APS below national and local average • Phonics KS1 results not always inline with national/ local averages 	<ul style="list-style-type: none"> • Termly analysis of data and monitoring of pupil progress and attainment • Lesson observations and learning walks Performance Management <p>Review April 21 <i>Phonics lead supporting continued improvement of phonics teaching and overall attainment</i> <i>Further training in RWI with fast track phonics impacting upon pupils development of sounds</i> <i>Further staff trained to support phonics across both KS1/ KS2 with intervention programmes in place to support pupils who did not attain ARE in phonics in KS1</i></p>	<p>Early Years Lead</p> <p>English Leads0</p>	<p>Feb 2021 June 2021</p> <p>June21</p>

<p>High quality teaching of vocabulary development supports the word gap between PP and other pupils</p>	<ul style="list-style-type: none"> ☐ English Coordinator CPD ☐ Whole staff vocabulary CPD supported by English Lead/ Voice 21 /P4C ☐ Pupils reading books and stories aloud and being encouraged to have conversations about them. ☐ Teacher modelling the process of making inference Asking relevant questions Pupils engaged in collaborative activities that extend pupils spoken and receptive vocabulary. ☐ Continued VIPERS style of teaching of Reading across the school, this is to implemented in EYFS Chatty therapy intervention from S&L 	<p><i>EEF Improving Literacy KS2'..activities that extend pupils expressive and receptive vocabulary: collaborative learning activities were pupils can share their thought process</i></p>	<ul style="list-style-type: none"> ☐ Termly analysis of data and monitoring of pupil progress and attainment ☐ •Lesson observations and learning walks • I Can accreditation 	<ul style="list-style-type: none"> •DHT •English Coordinator KS1 	<p>July 21</p>
<p>Purchase of quality texts for all</p>	<ul style="list-style-type: none"> ☐ Quality rich and challenging reading texts that provide pupils with opportunities to develop vocabulary related to current curriculum topics ☐ Curriculum planning to include book focused 	<p><i>EEF Improving Literacy KS1</i> <i>EEF Research</i> – quality text has a positive impact on weaker readers as well as encouraged improvement for all</p> <p>Reading attainment and progress for PP not always in line with national and local averages</p>	<ul style="list-style-type: none"> ☐ Lesson observation ☐ Pupil voice ☐ Monitoring activities – progress in vocabulary ☐ Termly data and analysis of progress and attainment Learning Walks ☐ 	<p>HT DHT SLT</p>	<p>Feb 2021</p> <p>May 2021</p>

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	<p>in most subject</p> <ul style="list-style-type: none"> • SLA for library books to support reading and curriculum topics; children to have a deeper knowledge of foundation subjects • Consistent approach to teaching of reading across the school 				
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				Cost	£29357
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Desired Outcome B	Progress and attainment of PP pupils is lower than other pupils nationally at EYFS and KS1 .This prevents sustained high achievement in KS2				
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	Chosen Approach/Action	What is the evidence/ rationale?	How will you ensure it has been implement well	Staff	Review date
	<ul style="list-style-type: none"> • Consistent approach to teaching of reading 				Dec 2020

Every child received teaching which is good and often outstanding every day

- across the school
- Power of Reading embedded across the school
- Read to write /Talk 4 Writing resources purchased
- CPD for all new staff for POR
- Fixed term contract x3 teach

- Widening gap of attainment between reading and writing 2019 End of key stage results.
- PP pupils receive higher quality teaching and learning experiences , to enable them to make better progress through carefully targeted teaching and learning activities.
- Diagnostic assessment are used by staff for reading termly
- EEF – Improving Literacy KS2 EEF: CLL in Early Years prioritises the development of communication and language.

- Termly data of attainment and progress
 - Lesson observations by English leads
 - STEWE assessment of early reading /story telling
 - Learning walks
 - Planning of provision activities
- April 21**
Use of new apps Reading Plus/ reading express shows increased attainment in pupils reading age for both pupils in remote and provision during lockdown.

HT/DHT
EYFS Lead
English Lead

Feb 2020

April 2021

July 2021

	□	□		Cost	£67,534
Desired Outcomes C	Few pp pupils achieve greater than expected progress or higher levels of attainment than other pupils in Reading Writing and Maths in KS1/KS2				
	Chosen Approach/ Action	What is the evidence / rationale	How will you ensure it has been implemented well	Staff	Review date
Improve the number of PP pupils working at age related expectation and make better than expected progress in maths	<ul style="list-style-type: none"> • Mastery in maths • Power maths training • Whole school CPD maths training led by maths co coordinator □ Power maths embedded across the school • Mastery maths CPD for all staff 	<ul style="list-style-type: none"> • 2019 KS2 greater depth maths PP pupils below national and local averages • 2019 EFYS few children at exceeding in maths and other areas • % of PP pupils at HS in maths at the end of KS1 • Outcomes for PP pupils in maths improve upon previous years in attainment and progress. 	<ul style="list-style-type: none"> □ Performance Management target . □ Lesson observations □ Pupil voice □ Termly data and analysis □ Governor link meeting □ Termly planning 	HT Maths Lead	Dec 20 Feb 21 May 21 July 21

Staff curriculum costs and Professional development to support curriculum delivery for PP Pupils	<ul style="list-style-type: none"> • Kirkby Collaborative • Power of Reading • Wider Curriculum CPD -subject leads • Project Leads TLR 3 • Power Maths CPD • Come and SEE CPC 	<ul style="list-style-type: none"> • High quality professional development to support improving attainment and outcomes for PP pupils in all curriculum areas with a specific focus on areas of Reading and Maths • 2 staff appointed with TLR3 to support PP pupils in projects that impact upon pp pupils wellbeing and , including pp pupils with sensory concerns. <p>Maths specialism to support further analysis of maths for PP pupils in achieving ARE across the school</p>	<ul style="list-style-type: none"> • Performance Management target • Lesson observations • Pupil voice • Termly data and analysis • Governor link meeting • Termly planning • NFER tests 	HT DHT Subject Leaders	July 21
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Digital Technology to support PP pupils.	<ul style="list-style-type: none"> • Smart TV • i-pads 	<ul style="list-style-type: none"> • Digital Poverty is now recognised as a barrier to pupils learning from disadvantaged backgrounds. • New digital technology will give pupils access to learning beyond the classroom in and out of school <p>EEF</p>	<ul style="list-style-type: none"> •Lesson observations •Pupil voice •Termly data and analysis •Governor link meeting •Termly planning 	Subject leads SLT	Feb 21 July 21
			Cost		£13,314

Desired Outcome D	18%PP also have SEND. 1 pending EHCP* Gaps in learning result in gaps widening as the curriculum progresses.				
	Chosen approach/action	What is the evidence and rationale for this choice	How will you ensure it is implemented well	Staff	Review date

Enhance provision for PP with SEND	<ul style="list-style-type: none"> • PP pupils who are identified as SEND are provided with additional targeted support and provision through daily intervention • EP specialist providing strategies and advice for pupils with specific needs eg behaviour, SEMH, SPLC. SCLD, ASC 	<ul style="list-style-type: none"> • Support for PP pupils with SEND who are significantly behind their peers and age related expectations. • PP pupils with SEND have made sustained good progress over time – this is to be consistent. • Specialist advice to staff and parents with bespoke strategies and support for SEND PP both in class and at home. • Review of PPP targets for PP / SEND pupils termly. 	<ul style="list-style-type: none"> • Book scrutiny • PIVATS data analysis • Pupil voice • Parental questionnaire • SENCO/ HT overview <ul style="list-style-type: none"> □ SEN Governor report • Report from EP • Parental questionnaires • Pupil voice • Analysis of termly data • Lesson observations 	HT/SENCO SENCO/ LSA/ Support	Feb 2020 April 2021 July 2021
	□			Cost	£22,766

Desired Outcome E	Poor attendance and punctuality prevents greater learning to the curriculum and wider opportunities				
	□ Chosen approach/action	□ What is the evidence and rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review
		DFE report on attendance 2019.			End of Dec

<p>To further improve attendance rate of PP pupils by 1% on 2019.(94.1)</p>	<ul style="list-style-type: none"> • Access to the curriculum through increased attendance of PP pupils and a decrease the number SLA attendance target attendance of PP pupils • First day response • Learning Mentor of PP pupils on the PA list • Awards for attendance monthly/ termly • LM to produce half termly attendance data to support targets and improvement for PP pupils • LM to work with EWO on home visits and supporting Parents of PA / PP pupils 	<p>□ <i>known to be eligible claiming FSM had an absence rate compared to 4.2% for</i></p> <p><i>Persistent absence pupils known to be eligible and claiming FSI 22.8% - more than do non-FSM pupils at 8.3%</i></p> <p>-FSM</p>	<ul style="list-style-type: none"> • Improvement in PP data • Termly attendance data report to SLT/ Governors • Pupil progress meetings • Parental questionnaires • Data analysis <p>Updates April 21 Current attendance 94.3 end of April 21</p>	<p>HT overview</p> <p>LM</p> <p>SLT</p> <p>Admin Team</p>	<p>2020</p> <p>Feb half term 2021</p> <p>End of Spring term March 2021</p> <p>May 2021</p> <p>July 2021</p>
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<p>Desired outcomes F</p>	<p>Raised aspirations and raising pupil engagement supports improving learning behaviours</p>
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	<p>Chosen approach/action</p>	<p>What is the evidence and rationale for this choice</p>	<p>How will you ensure it is implemented well</p>	<p>Staff</p>	<p>Review</p>
<p>All pupils are encouraged and engaged in enrichment activities and will take part and participate in school trips and other trips that extend their</p>	<ul style="list-style-type: none"> • Jigsaw subscription for PSHE • Forestry school • Foundation subject workshop – real 	<p><i>EEF – Trust toolkit pupil premium how schools are spending fund successfully</i></p> <p><i>Studies show adventure learning interventions consistently show positive benefits on academic learning.</i></p>	<ul style="list-style-type: none"> • Pupil voice • Parental questionnaires • Pupil progress and attainment • School website/twitter <p>April 21 Successful Wellbeing award supports impact of Jigsaw upon school implementation of Mental Health and Wellbeing</p>	<p>HT/DHT</p> <p>PSHE Lead</p>	<p>Jan 2021</p>

personal experiences	<ul style="list-style-type: none"> □ experiences □ Enrichment curriculum activities □ SMSC aspirational visitors/ trips/curriculum resources. □ Updated School website 	<ul style="list-style-type: none"> □ PP pupils are not disadvantaged by a lively and engaging curriculum which incorporates trips and visits to enhance first hand experience . □ Engage PP pupils and parents with new update website that is accessible to all families – with provision for PP/EAL families 	<ul style="list-style-type: none"> □ page 	DHT – Curriculum lead	<p>April 2021</p> <p>July 2021</p>
				Cost	£15,502

I:Targeted Intervention and support	Maths/ English		
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice	Impact, lessons learnt and next steps
<p>Quality evidence based maths intervention in numbers</p> <p>Targeted support during Literacy and Maths lessons supporting pupils and reducing gaps in learning</p>	<ul style="list-style-type: none"> • Success in Arithmetic • Basic Skills- maths • Small group work in Literacy and Maths • L3 TA in Y3 supporting Lit/maths 	<ul style="list-style-type: none"> • Success in Arithmetic is a targeted approach which promotes mathematical thinking and understanding. • Smaller group tuition is more effective (<i>EEF – Effective use of Teaching Assistants</i>) • Intervention that boosts gaps in basic math skills to enable pupils to deepen their understanding within a mastery curriculum • Small group tuition with effective methods of questioning, scaffolding and modelling strategies both in lessons and in small group work. 	<p><i>High expectations in consistent approaches to intervention timetables -reviewed half – termly to measure impact.</i></p>

Targeted support during English and Maths lesson supports pupils in reduction and eliminating gaps.	<ul style="list-style-type: none"> ☐ Small group work during English and Maths 	<ul style="list-style-type: none"> • Small group focused work in English and Maths across the school • EEF identifies small group targeted tuition as 			
	<ul style="list-style-type: none"> • HTLA Y5/6 support English and Maths during morning sessions • HTLA support interventions in Y6 during the Autumn /Spring term 	<p>an effective method for moderate impact.</p> <ul style="list-style-type: none"> ☐ Small group work focused on gaps in knowledge, skills and understanding across both English and Maths 			
Targeted support for PP pupils with SEND alongside differentiated and personalised curriculum in English and Maths, supports pupils in closing gaps in learning and other areas	<ul style="list-style-type: none"> • TA's support learning in all classes in morning lessons and intensive intervention during the afternoons • L3TA support PP SEND pupils through Nurture group activities during the morning and afternoons 	<ul style="list-style-type: none"> • Small group work focussed on closing the gaps for SEND pupils eg: Beat Dyslexia • SLA for Learning Support assesses and support PP SEND pupils and teachers in setting SMART targets to support learning in the classroom and through intervention 	<i>Reviewed PPP termly to support further specific targeted intervention that impacts upon PIVAts progress data.</i>		
			<table border="1"> <tr> <td>cost</td> <td>£15,246</td> </tr> </table>	cost	£15,246
cost	£15,246				
li Targeted Support - Other					
Desired outcomes	Chosen approach/ action	What is it the evidence and rationale for this choice	Impact, lesson learnt , next steps		
Web based learning for pupils	<ul style="list-style-type: none"> • Reading Plus • Spelling shed • Times tables rockstars • Digi Mapping • Purple Mash 	<ul style="list-style-type: none"> • PP Pupils need to attend school every day in order to improve attainment and outcomes • Attendance for PP pupils in 2019- • Attendance for PP/PA in 2019- 	<i>School website updated December 2020- access available to all pupils with purchased internet support for specific PP families,</i>		

Improve attendance and punctuality alongside provision for extra-curricular activities	<ul style="list-style-type: none"> • Magic Breakfasts • Breakfast club- pp pupils have access to breakfast club 	<ul style="list-style-type: none"> • Providing breakfast provision for all PP pupils- with provision for targeted intervention support school as a pre learning activity. • Not all PP Pupils receive or have time for a healthy breakfast before school • After school activities provide support parents with PP pupils 	
Increased parental understanding and home school support	<ul style="list-style-type: none"> <input type="checkbox"/> Tapestry App <input type="checkbox"/> Parent App <input type="checkbox"/> Parental workshops for phonics, reading, early reading, grammar. 	<ul style="list-style-type: none"> <input type="checkbox"/> EEF 2018 identifies supporting parents and carers to understand how they help their children learn as key recommendation with a focus on shared reading 	<i>Parental questionnaires – November 2020 Increase in number of parents accessing parent app</i>
All PP pupils are supported to access enrichment activities in the curriculum through financial support .	<ul style="list-style-type: none"> <input type="checkbox"/> Outdoor adventurous activities through trips 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide PP pupils in Y3 and Y6 with quality outdoor adventurous activities - residential PP pupils have equal access to outdoor adventurous activities. <input type="checkbox"/> <i>EEF identifies activities such as physical and emotional challenge have positive benefits on learning</i> 	
Learning Mentor supports parental engagement for SEMH/ Attendance and Safeguarding	<ul style="list-style-type: none"> <input type="checkbox"/> Parental support daily engagement <input type="checkbox"/> SLA for Safeguarding <input type="checkbox"/> PEP plans for LAC children 	<ul style="list-style-type: none"> <input type="checkbox"/> Increasing number of safeguarding referrals due to COVID 19 <input type="checkbox"/> Strong relationships of parental engagement with dedicated Learning Mentor. <input type="checkbox"/> Purchase of additional Laptops for LAC <input type="checkbox"/> Support for families pupils LAC 	<i>Safeguarding review Nov 2020 – effective practice and strong relationships with parents.</i>
	<input type="checkbox"/>	Cost	£43,101
Total Spending			207.000

