

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Wilfrid's Catholic Primary School				
Academic Year	2020-21	Total PP budget	£241,999	Date of most recent PP Review	Sept 2020
Total number of pupils	383	Number of pupils eligible for PP	194	Date for next internal review of this strategy	Feb 2021

2. 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>		
A.	Pupils being ‘ready to learn’ in class (pupils are in a secure place mentally/emotionally).	
B.	Impoverished language and social skills which impacts on learning.	
C.	Poor Learning Skills eg, organisation, commitment, resilience	
D.	Increasing number of pupils with English as additional language (EAL)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Low aspirations of some disadvantaged families, regarding academic and career goals and expectations leading to limited life experiences for the children	
F.	Consistent attendance and punctuality	
G.	Socio-economic disadvantage i.e. poverty	
H.	Families where English is the second language spoken in the home - some with limited understanding of the education system;	
I.	Parental engagement with school and perceptions of education	
J.	Access to resources, such as books, libraries, life experiences (especially cultural).	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils’ attendance will improve	Disadvantaged pupils’ attendance
B.	Pupils can access learning in class because their physiological, safety and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced
C.	Pupils read regularly and have access to high quality texts with guided reading and English lessons and there are many opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
D.	Pupils are excellent mathematical problem solvers	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.

<b>E.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visit places they would not usually be exposed to.
-----------	--	---

4. 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.					
i. Quality of teaching for all					
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?
For PP pupils in Y3-6 to make (or exceed) expected progress in reading and writing.  To reduce the gap between attainment of PP and non PP.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	Sutton Trust – ‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’  Smaller class sizes mean that disadvantaged pupils can access more of their teachers’ time with tightly focussed direct teaching.	School monitoring cycle	English Lead Termly <i>Teacher assessment:</i> Y6 reading data showed that non-PP outperformed PP by 16% for children achieving ARE and 12% GD. Y6 writing data showed that non-PP outperformed PP by 12% for children achieving ARE. PP outperformed non PP by 7% GD.	
To raise attainment in Maths to be in line with attainment nationally.  To reduce the gap between attainment of PP and non PP.	TRG programme for Maths.	Following work with White Rose Maths, the Maths team have joined a TRG to improve classroom practice through a mastery approach to teaching mathematics. Each of the 140 Mastery Specialists (four in each Maths Hub area) has set up a TRG, with teachers from their own school and schools in the surrounding area, and started to explore, share and refine some teaching for mastery approaches. Through this, all staff	School Monitoring Cycle	Maths Leads	Termly <i>Teacher assessment:</i> Y6 maths data showed that non-PP outperformed PP by 8% for children achieving ARE and 2% GD.

		will have access to support to develop mastery skills for all pupils.			
Develop spoken language and listening skills amongst identified pupils	Develop oral and aural skills – Letters and Sounds through music. Specialist provision in EYFS  T.A. to provide intensive targeted speech and language interventions full time in order to decrease numbers referred to outside SALT	<a href="https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_section_2.pdf">https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_section_2.pdf</a>  1. Poor language affects behaviour – even in very young children. Two in three language delayed three-year-olds have behaviour problems.  2. Children’s vocabulary in low income families is around one year behind children in middle income homes at age 5. These children are at a disadvantage in learning and making friends even before they start formal education.  3. The communication environment in the early years has been identified as being crucial in promoting children’s early development and in reducing the risk of low attainment.	School monitoring cycle  Feedback from class teachers, parents and SALT service regarding pupils’ spoken language/ engagement	SENDCo SALT EYFS Phase leader Half termly  <i>Communication. Speech and Language has been a major focus with attainment levels being below typical / expected levels and, as well the differing levels of EAL support needed: pupils started being only able to speak in short phrases, some with articulation issues or some needing reminding and encouraging to use their words to request help or express needs rather than wave things in the air at us. Listening and concentration skills were low with many restless and struggling to look, listen, maintain attention for even the shortest time unless the whiteboard is on!</i>	
<b>Total budgeted cost</b>					£157,357
<b>ii. Targeted support</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>
To raise attainment in Maths to be in line with attainment nationally.	Third Space Learning: personalised teaching to Year 6 PP pupils. Providing target pupils	In a trial with Rising Stars, pupils receiving 1-to-1 from Third Space Learning made 7 months’ progress in 14 weeks. 1-to-1 conversation	Progress will be checked termly. Each pupils’ session will be monitored.	Year 6 teachers to feed back	Termly. <i>Extended the offer to KS2</i>

	with weekly online 1-to-1 lessons with their own specialist maths tutor.	helps pupils develop their reasoning and problems solving skills which has been an area of weakness.		to Maths lead	pupils. Some children managed to access from home but Covid has again interrupted the programme.
<b>Total budgeted cost</b>					£21,294
<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>
For pupils (and families) to be supported to ensure students are physically, mentally and emotionally ready to learn.	Safeguarding climate in school so that changes in pupil's home circumstances are quickly identified and necessary action taken through a  Educational Psychologist, Health Ed Service,	EEF findings - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.' Of the three broad categories of SEL, we will use more specialised programmes which are targeted at students with particular social or emotional needs including Evolve Learning Mentor, EP, and R. Aymar as well as FSW and Attendance officer.	Attendance will be monitored.  Attainment and progress will be monitored.	Pastoral team: FSW, attendance officer, health mentor – Casey Gordon from Robert Aymer Ent and DSLs.  Phase leaders	Half termly  Covid has impacted attendance as bubbles were sent home and school was again only open for vulnerable and children of key workers. Pastoral team supported staff in contacting families regularly, delivering packs of work, packed lunches and food parcels.
To build relationships with pupils/families.	Dedicated weekly family support worker	To provide/locate support. To liaise with relevant services.	FSW will report on actions each week.	FSW	Weekly

	to signpost families to relevant services.	Research (and common sense) tells us that families and parents are critical to pupils' attainment.	Staff to record conversations on CPOMs and complete follow up. Liaise with Pastoral team as necessary.	All staff	Pupil Premium champion and DSLs to monitor half termly <i>As above</i>
Embed support for PP pupils including those with SEND	Dedicated weekly support from speech and language therapist and educational psychologist to enhance provision from local authority	A multi-disciplinary team made up of a combination of professionals, eg occupational therapist, physiotherapist, educational psychologist, speech and language therapist and medical practitioners, and there may be occasions when all experts will meet together. Given the increase in children with more complex needs, a child will often need to see more than just one specialist.	Liaise with SLT and PSHE lead.  Phase Leaders to develop good practice with staff within each phase building on existing practice and resources and developing links with PSHE	Pupil Premium Champion  Phase leaders	Weekly  Pupil Premium champion and SENDCos to monitor <i>New SENDCo team working well with staff and multi-agencies. Interventions embedded and monitored. 4 pupils with EHCPs identified as needed alternative provision.</i>
Pupils to access a range of social/ cultural/ sporting experiences, visits and activities	Subsidise school visits and trips to enrich and increase life experiences  Subsidise music tuition	Pupils horizons are broadened as they learn more about culture, history and geography.  <a href="http://www.learningaway.org.uk">www.learningaway.org.uk</a> study found that residential visits helped Improved students' resilience, self-confidence and wellbeing, boosted cohesion and a sense of belonging and widened and developed pedagogical skills.	Track attendance (reduction in unauthorised days off) Attendance officer.  Learning Walks by subject leaders show that pupils are engaged in their learning. Experiences are reflected in their learning (ie, writing)	Attendance officer Phase leaders  Subject Leaders	Half termly  <i>Visits were not able to take place due to COVID restrictions and school risk assessment.</i>

		<p>Studies show that educational trips and learning opportunities outside school can improve wellbeing, attainment and peer relationships.</p> <p><a href="https://www.schooltravelorganiser.com/Features/5-ways-school-trips-can-be-beneficial-for-teachers">https://www.schooltravelorganiser.com/Features/5-ways-school-trips-can-be-beneficial-for-teachers</a></p>			Y6 were able to have outreach programme from Alton Castle.
	Work with KSSP (and Sports Premium) to provide opportunities for pupils to participate in after school clubs.	The Nuffield Foundation – ‘Participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills’	PE lead to offer PP children places in clubs and to track attendance in these. Learning walks as above	PE lead	
<b>Total budgeted cost</b>					£63,348

## 5. Additional detail

We have used a large percentage of additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions in Y6 (61.8% pp), Y5 (53% pp) and Y4 (57% pp) Y3 (61% pp). This enables us to follow up learning with individuals and small groups when a need has been identified. We do this through 2 extra teachers allowing for smaller teaching groups in Y5 and Y6. In addition to the extra teaching, we have funded exciting educational visits enabling all students to take part.

Year group	Number of PP pupils	Percentage of PP pupils
6	34	61.8%
5	31	53%
4	32	57%
3	33	61%
2	24	47%
1	24	58.5%
Reception	17	39.5%

Increase in number of pupils who are both EAL and PP and high proportion in Y4, 5 and 6 where there has been most pupil mobility in these year groups.

This shows an overspend, which this year, Governors have agreed to utilise part of the carry forward from previous year to fund additional staff.