



St Michael's Catholic Primary School Pupil Premium Strategy September 2020 - 2021



Draft until ratification by GB

Schools are given the Pupil Premium grant as an additional funding to raise the performance of the most disadvantaged children. It is for schools to decide how this additional funding is spent. We are held accountable on how we spend this money and must publish how we spend our allocation and the impact it has made.

At St Michael's we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children's progress allows us to provide suitable interventions and targeted learning opportunities that best match the needs of the individual child.

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SUMMARY INFORMATION			
Pupil Premium Strategy Plan	St Michael's Catholic Primary School		
CURRENT PUPIL INFORMATION: 2020 - 2021			
Total number of pupils:	360	Total pupil premium budget:	£334,905
Number of pupils eligible for pupil premium:	235	Amount of pupil premium received per child:	£1,345
Date of most recent PP Review:	January 2021	Date for next internal review of this strategy:	Summer 2021

Assessment data

(No data for 2019/ 2020 due to Covid-19. Last published data – Summer 2019)

EYFS - GLD		
Pupils eligible for PP	All pupils	National average
50%	58%	71.5%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	All pupils	National average
74%	74%	82%

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END OF KS1			
	Pupils eligible for PP	All pupils	National (All pupils)
% achieving expected standard or above in reading, writing and maths	42%	53%	65%
Reading	46%	58%	75%
Writing	42%	53%	69%
Maths	54%	68%	76%

Current KS2 Data: Summer 2019 as last published data.			
	Pupils eligible for PP	All pupils	National (All pupils)
% achieving expected standard or above in reading, writing and maths	57%	57%	65%
Reading	53%	61%	73%
Writing	68%	80%	78%
Maths	74%	85%	79%
Progress in reading	-1.22	-0.1	0.32
Progress in writing	1.11	1.9	0.27
Progress in maths	2.45	2.5	0.37

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	Low attainment and slow progress rates made by pupil premium/disadvantaged children, particularly in Reading. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. (Update: Writing also identified as an issue following data meetings in Autumn 2020 – a direct result of lockdown).
B	Pupils and their families have social & emotional difficulties, including mental health issues, further heightened by school closures and lockdown. This leads to disengagement within some families in terms of Remote Learning.
C	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.)
D	Some pupils need to develop their resilience and determination skills. In addition, many children rely upon adult support in class and are reluctant to 'have a go' due to fear of failure.
E	Some children have not accessed home learning regularly during Lockdowns.

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F	Poor language and communication skills on entry point to school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G	Mobility across the school in all year groups.
H	Attendance and punctuality across the school.
I	Some children have limited access to computer devices and parental support at home during lockdowns.
J	Families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments, engage with Zoom sessions etc.
ADDITIONAL PRIORITIES/INITIATIVE	
School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom. The rapid improvement of Teaching and Learning is a whole school priority this year following our RI judgement in February 2020.	

Desired Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A	To raise standards of attainment, ensuring accelerated progress for disadvantaged pupils, reducing the gap with all children nationally in reading, writing and maths. To ensure fallen behind children receive targeted high-quality intervention monitored by the Teaching and Learning team.	PP pupils: At least: 60% KS2 RWM 55% KS1 RWM 80% PSC 60% EYFS GLD (No SATS, PSC, EY Baseline in 2021 – in school data only)
B	Pupils and families with identified social, emotional or health needs are well supported by school staff and the Pastoral Team so that the needs are removed or alleviated.	Parents and children feel supported and gain access to support if needed. Children are more prepared for school and parents engage both with school and remote learning.
C	Pupils have a breadth of experiences that enable them to contextualize their learning. School will plan, deliver and monitor an engaging, broad and varied curriculum. School to provide children with access to technology which they cannot access at home.	The school curriculum has been revitalised incorporating the 3 core themes of Equality, Diversity and Aspirations. Staff will utilise these to plan and deliver a bespoke, relevant and broad curriculum for all pupils. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. All families will have access to high quality books and school will lend devices where needed.

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D	Pupils will develop an attitude of resilience and determination. Pupils will be able to work more independently with confidence.	Lesson observations/learning walks, coaching conversations and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour. Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
E	Ensure that PP children have a comprehensive assessment of their needs following Covid- 19 lock down.	Teachers have identified any gaps or concerns. Targeted support is provided to enable pupils to catch up.
F	To ensure disadvantaged children make swift progress in their language skills/ acquisition so that they have the necessary skills to support their progress in all other subjects.	S&L is a priority in Early Years. All children are baselined on entry to Nursery and Reception and teachers identify any gaps or concerns. Targeted support is provided to enable pupils to catch up. NASSEA and RWI assessments carried out on all EAL pupils joining the school. Targeted support is provided to enable pupils to catch up.
G	Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.	Children make as much progress as they are able. Book Looks and T&L Walks for PP pupils shows that pupils are moved on in their learning as soon as they are ready. Both new and current children are effectively supported in order to prevent progress and attainment being hindered by mobility.
H	Improved attendance leads to improved academic and social outcomes.	Overall PP attendance improves to at least 97% in line with other pupils. There is reduction in the PA of PP children in line with national.
I	School to provide children with access to technology which they cannot access at home as well as support for parents to utilise these devices.	80% of PP pupils in KS2 access Google Classrooms as their chosen remote learning platform.
J	To provide targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of online workshops and resources.	75% of disadvantaged families attend at least one workshop in the year.

Planned Expenditure					
Academic year		2020-2021			
Quality teaching for all					
Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
Improved progress and outcomes for	Staff CPD and School Development Plan heavily focussed on	Ofsted judgement of RI in February 2020.	The T&L team have devised a bespoke 'Coaching for Teaching and Learning approach' for all staff to provide a	AR, KN, JG	A coaching calendar has

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all, including PP, in Reading, Writing and Maths in KS1 and KS2.	the rapid improvement of the quality of Teaching and learning across the school with a particular focus on Reading.	<p>March lockdown and subsequent lockdowns have resulted in large gaps in children's knowledge – reflected in September 2020 baseline tests. Lower Reading results than in Maths (2019). KS1: R – 58%, M – 68% KS2: R – 53%, M – 83%</p> <p>Writing remains a barrier to achieving GLD and RWM in KS1 and writing across the school has dipped significantly (Autumn data meetings). Developing high quality teaching will target all pupils, including middle pupils and more able. Development of all staff will ensure quality first teaching methods are fully integrated throughout the school through CPD and training opportunities. NFER research into PP emphasises the importance of quality first teaching, and that this is particularly important for pupils from disadvantaged backgrounds. External support has proved successful in supporting subject leads and LT in previous year. RWInc has a proven track record of success nationally in improving pupil's phonic knowledge and early reading at pace.</p>	<p>supportive, yet rapid, response to the RI judgement. This will focus on T&L within each class.</p> <p>This is in conjunction with a whole school focus on adopting Rosenshine's Principles and the Walk Thru approach to improving the quality of T&L through instructional coaching. All staff CPD directly linked to improvement of T&L using the above strategies.</p> <p>School is part of a 2-year RWI project through SIL. Whole school INSET in September and bi-termly meeting with consultant. T&L team have joined the Phonics Leader in driving phonics forwards and to monitor 'fidelity' alongside T&L team.</p>		<p>been produced. T&L Team weekly mtgs.</p> <p>Remote progress meetings every term.</p>
Gaps in knowledge are identified and addressed.	Diagnostic approach introduced to ensure gaps are identified and addressed using QLA followed by high quality first teaching or intervention.	<p>March lockdown and subsequent lockdowns have resulted in large gaps in children's knowledge – reflected in September 2020 baseline tests. Children had a mixed experience in terms of engagement in the initial lockdown and gaps have widened in all areas for many children.</p>	<p>Assessment response has been devised and shared with staff. Assessment Lead has led staff CPD in utilising this approach. Data meetings have been reviewed to ensure QLA and the diagnostic approach are discussed. Staff will fully utilise the Marking and Feedback approach to provide high quality verbal feedback and inform next steps planning.</p>	KN	½ termly pupil progress mtgs
Social and emotional support /interventions to improve	Raise the role of Learning mentors to provide targeted emotional support to vulnerable,	<p>Ensuring children feel physically safe and emotionally secure is essential to enable successful learning. Therapy is an essential tool enabling vulnerable and traumatised children to address emotional barriers, develop solutions, and engage</p>	<p>We have created a Mental Health team with a designated lead (DSL) who have developed, and will implement, a whole school Mental Strategy supported by range of health professionals.</p>	Pastoral team	Monthly Pastoral Team review meeting

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attendance and pupil well-being e.g. Breakfast club and Mentoring Programme.	disadvantaged children identified in half termly Pastoral Team reviews. Learning mentors undertake training to support children's MH.	fully in learning with reduced disruption and poor behaviour. We offer a number of therapies and professional interventions with a proven track record of impact including Seedlings (CAMHS),THRIVE, Lego, Time to talk, play and sand therapy etc .	THRIVE will be fully implemented across the school. 2 x Learning mentors to take on a more planned, significant role in supporting the MH of children across the school. PSHE is timetabled in all classes and a whole school SMSC overview has been created for staff to follow.		
Raising self-esteem through targeted PE, Health and Well Being Programme.	Breakfast Club extended to provide toast for the whole school each morning. External providers to enrich pupil experiences and self-esteem – LFC, Resonate, sports coaches, gardening. Unable to run consistent after school clubs due to COVID.	Offering every child, a healthy breakfast has impacted positively on children's settling into school and being ready to learn. It is essential that we broaden our children's experiences beyond the classroom. These opportunities engage and motivate vulnerable learners, providing opportunities they may not access elsewhere.	When possible to start ASCs: Register to be kept of PP attendance at clubs and attendance lead to monitor attendance/punctuality of Pupil Premium children. Investigate opportunities to provide a register of PP children accessing the free breakfast food facility and how this is linking to their attendance, punctuality and educational outcomes. P.E and music leads to track and record PP involvement in after school clubs and competitions. The lead will ensure children are entered into more external and internal sporting competitions.		
				Total budgeted cost: £200,000	

Planned Expenditure					
Academic year		2020 - 2021			
Targeted Support for PP					
Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
To ensure achievement of PP children is	To implement specific interventions eg S&L, spelling, reading fluency, Read Write Inc, EAL provision, Maths	Analysis of 2019 data shows that PP pupil achievement was lower than that of non – PP within school and	T&L team to oversee and monitor interventions across the school. Each year group to have a	T&L team, Phonics Lead, Maths Lead	½ termly intervention

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improving consistently across the school compared to all children nationally and to support PP children in making accelerated progress in Reading in particular.	programmes led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress Mtgs. Utilise Tutor Trust programme in Year 6. Continued use of Reading Plus in Y5 and Y6 and Reading Eggs from Y1 - Y6. RWI programmes followed with fidelity and 1:1 tutoring to take place across the school with identified children (zoom where needed). Use of baseline assessment QLA and the diagnostic approach to monitor this. On return to school assessments will be carried out with all pupils. Use of Team teachers has proved successful previously – this will be continue.	significantly below NA at the ed of KS2, particularly within reading. This gap is reflected at the end of EY and KS1. EEF toolkit shows small groups impact on pupil attainment. School data shows that non – PP pupils outperform PP pupils in all areas in KS1. R – difference = 20% W – difference = 17% M = 21% KS2: Maths = 1% difference, Reading = non PP outperformed by 10%, Writing = non PP outperformed by 7%. Precision teaching has proved a high impact strategy in Phonics and Maths – this is to be rolled out to all subject areas.	timetabled approach to each intervention. Increased % at all data points. School data will identify the classes and children to be targeted for additional support. PP children will be a focus point of data mtgs.	Assessment Lead and LT team	mtgs led by T&L team.
To support pupils in accessing learning during pandemic.	Vulnerable children invited into school. Devices provided for all PP pupils who require them. Other platforms established on an individual basis. PP pupils identified and their engagement monitored by T&L team and Pastoral Lead. Regular welfare checks/ calls made. Use of EWO where needed. Technical support drop-in clinic established (2 x pm per week) to support parents.	Pupils cannot attain or make progress if they are not engaged remotely – their gaps will widen on return to school. PP attendance is already an area for concern – we must address this during lockdown. PP remains lower at 95.3%. The gap between PP and non PP PAs is an area of focus this year. PP – 5.1% Non PP – 1.8%	Remote Learning Non – attendance protocol created and shared with staff. Class trackers established and analysed each day by T&L team and Pastoral Lead. Attendance response in place for all children engaged in remote learning and in school.	T&L team, Teachers	Weekly during lockdown
				Total budgeted cost: £100,000	

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Planned Expenditure					
Academic year		2020 - 2021			
Other approaches					
Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
To improve the punctuality and attendance of PP pupils – encompassing remote learning.	Regular attendance meetings to highlight children and families. Breakfast Club and Sparkles after school club heavily subsidised. We have invested in Magic Breakfast. Uniform subsidised. Dedicated attendance team provide a robust first response approach – this has been updated to encompass remote learning. Attendance is a key priority of the SDP. EWO bought in 1 x day per week. School minibus used to make home visits for identified children.	Those with poor attendance are missing out on vital parts of their academic, social and personal development. Early intervention and a rapid response will ensure this is minimalised. Attendance team strategy has proved successful in previous years however some families relied upon the minibus pick up so we are trialling a different approach. Whole School Attendance increased from 95.1% (2018) to 96.2% (2019). PAs fell from 15.2% (2018) to 7.1% (2019). PP remains lower at 95.3%. The gap between PP and non PP PAs is an area of focus this year. PP – 5.1% Non PP – 1.8%	Continue the use of dedicated attendance team. First day response to non-attendance and introduction of non-attendance in home learning protocol. Weekly monitoring of PAs and lates. Raise profile of attendance across whole school – with a focus on attendance importance during pandemic. Reduce the gap between PP and Non PP with a clear focus on raising the attendance of PP. PP attendance to be fed back to class teachers in order to address missed learning.	HT, Attendance Team	Weekly
PP children to be exposed to a broad, rich and aspirational curriculum and range of experiences.	Comprehensive review of the whole school curriculum to incorporate the 3 core themes of equality, diversity and aspirations. Focus on 'You can't be, what you can't see' to ensure children are exposed to a	Sports participation and after school clubs are proven ways of impacting on learning. A lack of cultural capital can impact negatively on capacity to learn and understand through a lack of varied activities. Our aim is to inspire	Updated curriculum to be rolled out across the year with a focus on the 3 core themes. Carry out an audit of the range of ASCs available and plan a broad overview of activities and experiences on offer to children. All clubs to be more	Pastoral Team, LT team	½ termly reviews

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	<p>range of role models from diverse backgrounds. Provide funding and encouragement for PP to attend trips and residential trips, musical tuition and sports activities etc including after school clubs. Annual Aspire and Achieve Week – wide range of outside speakers, workshops etc brought in to raise pupil aspirations. Trips and wow events planned into each year groups curriculum plans on a termly basis. PP children targeted to attend ASCs/ sporting events/ wider competitions etc.</p>	<p>children from all backgrounds to aspire. Increased participation in wider curriculum clubs for PP.</p>	<p>closely monitored in terms of PP participation. PP numbers are kept, tracking engagement in residential and trips.</p>		
				<p>Total budgeted cost: £34,905</p>	