

Pupil premium strategy statement: St Peter's RC Primary (2020/21)

School overview

Metric	Data
School name	St Peter's RC Primary
Pupils in school	143
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£62,152
Academic year or years covered by statement	2020/21
Publish date	30th September 2020
Review date	1st July 2021
Statement authorised by	Sarah Plunkett
Pupil premium lead	Sarah Plunkett
Governor lead	Rachael Green

Disadvantaged pupil progress scores for last academic year (2019/20)

Due to Covid-19, SAT's did not take place so this data is from Summer 2019

Measure x3 children	Score
Reading	-2.53
Writing	-4.95
Maths	-0.32

Disadvantaged pupil performance overview for last academic year

Due to Covid-19, SAT's did not take place so this data is from Summer 2019

Measure x3 children	Score
Meeting expected standard at KS2	66%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged pupils develop their oracy and early reading skills to ensure it is similar to the non disadvantaged.
Priority 2	Improve the progress scores in reading and writing – so it is similar to the non-disadvantaged.
Priority 3	CPD for staff
Projected spending	£1,300

Barriers to learning these priorities address	<p>Missed school due to lockdown.</p> <p>Poor attendance</p> <p>No internet at home for some</p> <p>Parents/carers lack of knowledge to use technology to home educate</p> <p>Limited life experiences</p> <p>Low aspirations</p>
Projected spending	<p>£15,000</p> <p>Additional full time TA to carry out interventions</p> <p>Cost of Apps/Programmes to facilitate home learning</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing	Sept 21

Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils that were lower than 95%	Sept 21
EYFS	Higher rates of progress especially in understanding, listening and attention.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Invest in RWI Virtual classroom - this resource can be used for professional development and to also support parents at home.
Priority 2	Involvement with Ilsham English Hub to support phonics and early reading – identifying the lowest 20% as soon as possible and providing appropriate interventions. Subject leadership release time.
Priority 3	Parental support/resources to be communicated through Google Classroom/IXL. Oxford Owl subscription and RWI online.
Barriers to learning these priorities address	<p>Missed school due to lockdown.</p> <p>Poor attendance</p> <p>No internet at home for some</p> <p>Parents/carers lack of knowledge to use technology to home educate</p> <p>Limited life experiences</p> <p>Low aspirations</p> <p>Covid-19 restrictions - books will need to quarantine on return and parents will not be able to access school for their own development.</p>
Projected spending	<p>RWI Virtual Classroom - funding covered by Ilsham Hub</p> <p>RWI OUP £300</p> <p>Release time for teaching staff £1,000</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	High quality first teaching to be promoted. Purchase 'The Write Stuff' to aid teachers professional development and the children's writing - modelling writing. Consistent approach to be used across the school.
Priority 2	Early identification of gaps and interventions put in place. Progress regularly monitored by SLT.
Barriers to learning these priorities address	Disadvantaged and others and others have missed out on lots of learning time due to the pandemic. x2 new teachers x1 new TA Subject knowledge of teachers
Projected spending	£20,000 SENDCO

Wider strategies for current academic year

Measure	Activity
Priority 1	Mental health and wellbeing of pupils and parents. Invest in MAST and LA outside agencies (counsellors, family support workers, Educational Psychologist, learning mentors, EWO etc.) Perseverance and motivation to be a focus. PSA to work with families - increase parental engagement from home Continuous communication with parents through Dojo Pastoral lead, SEN TA and SENDCO to support children with varying needs.
Priority 2	Rich and memorable life experiences – practical activities, online links and visits to be arranged as often as possible (dependent on Government guidance).

Barriers to learning these priorities address	<p>Missed school due to lockdown.</p> <p>Poor attendance</p> <p>No internet at home for some</p> <p>Parents/carers lack of knowledge to use technology to home educate</p> <p>Limited life experiences</p> <p>Low aspirations</p> <p>Covid-19 restrictions - books will need to quarantine on return and parents will not be able to access school for their own development.</p>
Projected spending	<p>Multi Agency Support Team (MAST) £4,490</p> <p>PSA £15,000</p> <p>Resources / Software: £3,700</p> <p>Attendance, Inclusion Welfare Service £1,295</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Supply teacher to release middle leaders and SENDCO to monitor teaching, curriculum coverage and pupil progress.
Targeted support	TA's cannot be shared across the school due to bubbles.	Continue to work with Ilsham English Hub and RWI. Catch up interventions reviewed Pupil progress meetings with a focus on SND and PP

Wider strategies	Engaging the families facing most challenges	PSA to continue supporting families. Continue to build upon links with LA and outside agencies
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	<p>Good progress and attainment in reading up until the lockdown. Gaps have been identified early and appropriate provision is put in place.</p> <p>End of KS1 Projection for 20/21: 75% End of KS2 Projection for 20/21: 85%</p>
Progress in Writing	<p>Progress is not rapid enough and this is across the school and in particular with our Y1 cohort. Learning visits reflected that teaching was not consistent across the school.</p> <p>End of KS1 Projection for 20/21: 74% End of KS2 Projection for 20/21: 85%</p>
Progress in Mathematics	<p>Good progress and attainment in maths up until lockdown. A noticeable difference with children achieving greater depth. However, this is not consistent across the school and there are still gaps between the advantaged and disadvantaged pupils.</p> <p>End of KS1 Projection for 20/21: 74% End of KS2 Projection for 20/21: 85%</p>
Phonics	<p>Phonics data has improved and all children are receiving books linked to their phonics knowledge. Lockdown has had a significant impact on children and in particular the disadvantaged. This will need to be a huge focus. Intense phonics training was provided for all staff and the teaching of phonics was at least good across the school. This still needs to be a focus as we now have two new teachers, a new TA and a new reading leader.</p> <p>.....</p> <p>Phonics prediction for current Y1's is 79% Non PP 80% PP 75%</p> <p>Phonics prediction for current Y2's is 89% Non PP 100% PP 75%</p> <p>This cohort achieved 50% GLD at the end of Foundation.</p>

Other - Attendance	<p data-bbox="571 129 919 165">4/9/19 - 20/3/20 93.92%</p> <p data-bbox="571 219 1340 412">All attendance is regularly monitored. Our target percentage is 95%+ Any persistent absence is thoroughly investigated by the PSA and reported to the Headteacher, Governors and EWO.</p> <p data-bbox="571 465 1353 573">Under DfE regulations, any holiday taken within term time is unauthorized unless exceptional circumstances are provided.</p> <p data-bbox="571 622 1059 658">This will continue to be monitored.</p>
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