

St Mary and St Thomas Aquinas RC Primary School- Pupil Premium Strategy Statement



'Together we strive for excellence, inspired by the joy of the Gospel'

Pupil Premium Strategy 2020 – 2021

Summary information of pupil premium (PP)

Name of school:	St Mary and St Thomas Aquinas RC Primary School		
Academic year:	2020-21	Total PP budget for year:	£28,420
Total number of pupils:	212 (excl. Nurs)	Number of pupils eligible for PP:	27
Date of next PP strategy review:	October 2021		

Breakdown of pupils eligible for PP:

Eligibility Criteria:	% Number of pupil:
FSM / Ever 6	8.4%
LAC-	2.3%
SERVICE CHILD-	1.8%
Total percentage of PP:	13%

Attainment:

KS2 Attainment (July 2019 as no data available for 2020 owing to Covid-19)	Pupils Eligible for PP	All pupils in school	All pupils nationally in 2019
% of Yr 6 PP pupils meeting expected standard/above in Reading	100% (3 chn)	90%	66%
% of Yr 6 PP pupils meeting expected standard/above in Writing	100% (3 chn)	90%	74%
% of Yr 6 PP pupils meeting expected standard/above in Maths	100% (3 chn)	93.3%	70%



Our Mission is:

- To provide all pupils, no matter what their starting point or background, with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding entitled, Pupil Premium Funding, to make a significant impact on the education and lives of these pupils.
- To address any underlying inequalities, as far as possible, between pupils.
- To work in partnership with families and pupils eligible for pupil premium to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement and ensure their success.
- To work with external partners and organisations to provide additional support for all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on pupils' achievement and attainment.

Possible barriers to future attainment for pupils eligible for PP

A.	The impact of Covid-19 and school closures due to the pandemic could possibly impact on the level of emotional well-being of some of the pupils which could lead to a detrimental effect on their academic progress. Some pupil premium children did not receive the same levels of support with reading or homework in the home environment as other children in school.
B.	The resilience of some PP pupils has been affected throughout the Covid-19 pandemic.
C.	Supporting accelerated progress in target areas for most vulnerable pupils. A proportion of pupil premium children are on SEN register and require additional support to address identified learning needs.
D.	To reduce gaps in basic skills caused by lack of access to digital technology/Wi-fi during lockdown. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress.



Aims and outcomes

A.	To address the levels of emotional well-being of all pupil premium pupils and ensure quality support is available to them (where appropriate). The use of nurture groups such as our school Pastoral Care Programme and Rainbows Programme will help to improve self-esteem and levels of emotional well-being. The resilience of pupils is expected to improve through such programmes thus helping to raise attainment levels and improve learning behaviours.
B.	For all pupils receiving pupil premium to reach nationally expected levels in Reading, Writing and Mathematics. To narrow the gap of those pupils who are pupil premium, between their educational achievement/attainment and that of their peers.
C.	For all pupils receiving pupil premium to make at least good progress during this academic year in Reading, Writing and Mathematics (2020 – 21).
d.	For all pupils in Year 1 and Year 2 to achieve national average expected in Phonics Screening.

Teaching Priorities and Strategies

Planned Expenditure – Academic Year 2020 -2021 = £29,755 (Cost = salary of Teaching assistant + Online RWI Programme)				
Desired outcome	Action/approach	How will you ensure it is implemented well?	Staff lead	Review date
A. PP children continue to be provided with support to improve their self-esteem, well-being, mental health and social interaction in a variety of forms e.g. one-to-one and group nurture support and Rainbows.	Rainbows Nurture Programme delivered for children who need extra support to develop relationship skills and remove mental health barriers to learning. Allocated time from TA for one-to-one nurture of specific children. Staff CPD in emotional wellbeing and mental health for children from external specialist. Clennell Education Solutions (Safeguarding Support & Training) Growth mindset training and strategies. All children with emotional and social needs are provided with access to appropriate support.	Tracking of PP attitudes over the year on the Attitude Trackers. PP pupil discussion on impact on them of experiences and especially collaborative learning. Recorded outcomes monitored for impact e.g. work produced relating to a curriculum experience. Strategies to be embedded in daily routines.	SLT SENCO HT Pastoral Team	Half termly Review in September 2021



<p>For all PP chdn to be supported at home by parents / carers and high expectations set outside of school.</p>	<p>Work alongside parents and carers by inviting them to curriculum evening so they are aware of the expectations of curriculum and school. Have information evenings around specific events such as Phonics, SATs etc. Encourage as many parents to attend parents evenings through use of text / e-schools system/ Remote Learning.</p>	<p>Class teachers to engage parents and carers in any extra-curricular sessions.</p> <p>Admin staff to monitor attendance to different sessions.</p>	<p>Class Teachers SBM SENCO SLT</p>	<p>Termly reviews</p>
<p>B. & C.</p> <p>Improved outcomes for all PP pupils in reading, writing and math so that they reach at least national expectation.</p>	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. High quality, specific interventions provided to narrow any gaps. All staff to partake in high quality training to ensure highly effective teaching and learning strategies are deployed in-order to accelerate progress. Teaching Assistants hours funded to deliver/support teacher managed interventions in reading, writing and maths. All staff to receive support/ training in 'Fostering Fluency' which will support the fluency and comprehension of struggling readers. Children who have additional needs will be supported by effective intervention.</p>	<p>Consistent and proven high quality systems and training, half termly analysis, class teacher consultations, pupil progress meetings.</p>	<p>SLT SENCO Subject Leaders</p>	<p>Half termly reviews</p>
<p>Continue to improve the % of PP children achieving at least expected standard in Maths.</p>	<p>Excellence in teaching led by Key Stage leaders supports teachers in a coaching model to reflect on their practice and provide guidance and support to improve.</p> <p>Maintain support to teachers in ensuring they provide the highest quality written and verbal feedback to children. Classrooms are inspiring and support children's learning.</p> <p>Where PP children are making slower than expected progress, appropriate interventions implemented and progress measures to</p>	<p>PP meetings Pupil progress meetings Book scrutiny Lesson observations Monitoring Assessment information Termly assessments</p>	<p>All Staff Subject leader SLT</p>	<p>Termly</p>



	determine the success of the intervention.			
Continue to improve the % of PP children achieving at least expected standard in Reading.	Accelerated Reader Programme further developed. Development of library and reading for pleasure and specific purpose across school. Quality ongoing internal and external CPD for teaching and TA staff in RWI especially (RWI Phase 5 and 6) and other Reading Approaches. Reading skills sessions refined and embedded with a focus on key inference skills implemented across KS2 along with vocabulary and fluency. All children supported to develop strong basic skills to support fluency, accurate use of speech and grammar, developing vocabulary and spelling.	Impact of Accelerated Reader evidenced through ongoing data collection as part of programme. Impact of library development through Pupil discussion, data collection and records analysis. . Impact of CPD evidenced through: quality of teaching and learning observed in lessons.	Subject Leader DHT SLT	Termly
Continue to develop the % of PP children achieving at least expected standard in Writing.	Quality CPD for teaching staff in teaching of writing, particularly how to structure a sequence of lessons to reach a high quality outcome. Curriculum development to ensure progression of writing skills through school in English and applied in the wider curriculum. Curriculum development to ensure writing is interlinked with reading and writing outcomes are purposeful and meaningful for the children, utilising quality stimulus as hooks in to writing.	Impact of CPD evidenced through: quality of teaching and learning observed in English lessons, GPS lessons, spelling sessions and writing lessons from across the curriculum; standard of work in books / learning journals, outcomes in summative tests and progress and attainment data at key assessment points.	Subject Leader SLT	Termly
Ensure that Year 1 and Year 2 PP pupils achieve national average expected in standard Phonics Screening.	Member of staff to provide support in the teaching and assessment of phonics providing a smaller ratio for PP children. All staff to partake in updated RWI training and to review possible online RWI resources via website for parents and children to access so as to re-inforce prior learning.	Regular assessment through use of RWInc Targeted support Monitoring Lesson observations Termly assessments Pupil progress meetings	Year 1 Year 2 Teachers SENCO/ DHT SLT	Half termly



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