

Pupil Premium 2020-2021

1. Summary Information					
School	St Monica's Catholic Primary School				
Academic Year	2020-2021	Total PP Budget	£67,250	Date of most recent PP Review	October 2020
Financial Year	April 2020-2021				
Total number of pupils (April 20)	412	Number of pupils eligible for PP (April 20)	50	Date for next internal review	January 2021 September 2021

2. Outcomes for Year 6 – July 2020		
	<i>Pupils eligible for PP (4)</i> <i>National Benchmark</i>	<i>Pupils not eligible for PP (53)</i>
% achieving expected and above in reading	No Data due to COVID- 19	
% achieving expected and above in writing		
% achieving expected and above in Maths		
% achieving expected and above in GPS		
3. Barriers to future attainment (for pupils eligible for PP)		
In School barriers <i>(issues to be addressed in school)</i>		
A.	Speech and Language development (including EAL)	
B.	Application of Maths Skills through reasoning and problem solving.	
C	Enjoyment of Reading and Writing.	
D.	Fine Motor/ Gross Motor Skills	
External Barriers		
E.	Attendance and Early Help	

Desired Outcomes		Success Criteria
1.	Pupil Premium children starting school achieve as well as others	Pupils eligible for PP starting in Reception make rapid progress and achieve GLD.
2.	Pupil Premium leave St Monica's with age appropriate English and Maths skills so that they can succeed at secondary school	The gap between the achievement of Pupil Premium children and non-pupil premium is narrowing at Key Stage Two. The percentage of Pupil Premium children achieving the expected standard or above is increasing across the school.
3.	Pupil Premium Children's learning will not be affected by low attendance and families will be offered Early Help.	Each Pupil Premium child's attendance to be above 90%. Family needs identified and support in school or externally to ensure children are able to focus on their learning.

4. Planned Expenditure					
Academic Year					
<i>The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
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	Review – Autumn 21
Continued development of Quality First Teaching across the school, focusing on the	Training to continue to develop the identification of individual needs.	Pupil's needs should be met where possible in the classroom. Effective inclusion for all pupils.	Lesson Observations Book Scrutinies Pupil Progress Meetings Monitoring books	SLT	Due to COVID lesson observations and book scrutinies were not possible as all classes were

<p>individual needs of pupils.</p>	<p>Pupil Premium children identified on planning.</p>	<p>Developing teaching styles to facilitate all learning styles.</p> <p>Pupil Premium children's work marked and assessed first.</p> <p>Pupil Premium monitoring records to be kept in each year group.</p>			<p>in bubbles but CPD took place online and all teaching staff were involved in developing a new curriculum from Nursery to Y6 in all subject areas.</p>
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<p>Develop reading and encourage all children to enjoy reading</p>	<p>Continue to revamp the home reading books so children have a wider selection to choose from. (Particularly free-readers)</p> <p>Encourage and develop the use of Accelerated reader (AR) across the school.</p>	<p>Ensure that all children have access to books which are suitable for their interests as all research shows that attitudes to reading need to be developed in order for long-lasting impact on reading attainment to be established.</p> <p>All children and staff will access AR but TA's and Teachers will monitor PP children to ensure they are reading and completing their quizzes.</p>	<p>Literacy Lead and HLTA to highlight new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading Challenge, Reading Breakfast Club etc...</p> <p>Literacy Lead and HLTA to monitor impact of AR throughout the term and monitor PP progress.</p> <p>Literacy lead to develop classroom practice through lesson planning and resources. Particularly inference.</p>	<p>Literacy Lead SLT</p>	<p>Reading continued and all bubbles had access to different book boxes as they were unable to access the full library</p> <p>During lockdown 3.0 and isolations, books were dropped to disadvantaged pupil's homes to ensure they could access new books. The school also subscribed to MyON which meant children from Nursery to Y6 had access to an online library of books. AR was also opened for home use so</p>
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					children could quiz on the books they read at home.
Children are able to use basic Maths skills to reason and problem solve.	<p>Training led by Maths Lead on the importance of modelling reasoning answers</p> <p>New Termly tests across the school linked to the scheme of work-analysis</p>	Prior monitoring (lesson observations, book scrutinies etc...) highlighted that there was an uneven weighting between the three aims of the National Curriculum. The focus has been on fluency rather than developing reasoning and problem solving skills.	<p>Lesson Observations</p> <p>Learning walks</p> <p>Book Scrutinies</p> <p>Pupil Progress Meetings</p> <p>Moderation</p> <p>Test Analysis</p>	<p>Maths lead</p> <p>SLT</p>	As mentioned previously, book scrutiny and observations were not possible but staff development continued online and a maths recovery curriculum was

	<p>completed termly to identify gaps of PP pupils.</p> <p>Moderation of ARE completed termly</p>	<p>(Continued due to COVID-19)</p> <p>Test analysis, learning walks and book scrutinies identified an uneven approach to children providing reasons. Talk bubbles and templates provided for modelling reasoning answers.</p> <p>(Continued due to COVID-19)</p>		<p>in place to fill basic maths gaps. The school subscribed to White Rose Maths Premium resources so that parents could access teaching videos. Oak Academy teaching videos were also used to enhance learning.</p>
<p>Total budgeted costs to cover:</p> <ul style="list-style-type: none"> • Maths Lead to deliver training and support teaching and monitoring • SLT to lead teacher training • Accelerated Reader • HLTA for library and reading • New books for reading (AR) and Reading Cloud 				<p>£2500</p> <p>£3000</p> <p>£2000</p> <p>£7302</p> <p>£3000+ £200</p> <p>Total: £18,002</p>
<p>ii. Targeted Support</p>				

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
HLTA to provide support for Speech and Language	Individual needs identified and support provided as necessary focusing on Early Years and KS1. Communication Progression Tool used in KS2 to assess need.	Language development has been identified as below average on entry to St Monica's. HLTA to assess using a range of resources such as FACT and Communication Progression Tool and make referrals where necessary. T and TA's to be trained as necessary to administer Communication Progression Tool and identify areas to develop	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	The HLTA provided speech and language resources for children who needed further input and delivered these to the homes of children. Due to bubbles the HLTA was unable to work directly with as many children as in previous years but CPD was provided to class teaching assistants and resources were provided.
TA's trained to run the Rainbow Road/ Start Write intervention across the school	Individual needs identified and support provided as necessary	Language development and fine and gross motor skills have been identified as below average in Early Years and KS1.	Provision Mapping Tool used to track intervention progress.	SENCO SLT	Start Write and Write from the start programmes were used widely across

particularly in EYs and KS1	focusing on Early Years and KS1.		Individual needs assessed as part of the six-weekly review	Class teachers	the school as both fine and gross motor skills were identified as an area needing improvement. These interventions were successful with all children other than 3 who were referred to occupational therapy throughout the year.
Specialist TA used to continue to support progress in Year 5.	Identify pupil premium children who did not make expected progress and support through intervention	Pupil Premium children in Year 4 did not make expected progress in Year 3 and although progress was made in Year 4 they are still on average working below ARE Targeted work and personalised plans in place.	Provision Mapping Tool Pupil Progress Meetings	Key Stage Leader PP Leader SLT	Specialist TA supported identified children to fill gaps and provided home learning through interacting GMeets and dropping resources to their home.

					Children made progress in filling gaps. TA to continue to work with children in Y6
To continue to use Numeracy specialist teacher, dyslexia specialist and HLTA's to support development of basic skills	Identification of children who need support particularly in Upper KS2 to achieve Age Related Expectations.	Ensure that all children leave St Monica's with age appropriate skills in Literacy and Numeracy.	Identify children who have gaps in their learning and provide targeted support using Specialist Teachers and Higher Level Teaching Assistants. Dyslexia specialist teacher used to close gaps for identified children.	Key Stage Leaders Subject Leaders SLT Class teachers	End of Yr assessments demonstrated progress in Maths in UKS2 and of the 6 children working with the dyslexia tutor only 2 children have continued to need support.
To continue to use Beanstalk Reading Programme for identified children	Pay for 3 children to take part in the beanstalk reading intervention carried out by a charity.	To enhance the enjoyment of reading for identified children. To build confidence, fluency and comprehension in reading	Children identified based on assessment data. Termly assessment monitoring Feedback from children	Literacy lead PP lead Class teachers	Due to restrictions in schools, the children only had access to Beanstalk reader for half a term so this provision has continued.

Total budgeted costs to cover: <ul style="list-style-type: none"> • Rainbow Road/ Start Write • TA costs • HLTA costs • Specialist teachers • Beanstalk • Communication Progression Tool Resources • Write from the Start Resources 	£473 £8803 £18,360 £4000 £640 £240 £180 Total: £32,696
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iii. Other approaches

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
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<p>HLTA to develop training as a Learning Mentor to provide Early Help for children and families.</p>	<p>Identification of children and families who would benefit from pastoral support e.g. Rainbows, Protective Behaviours, Drawing and Talking etc...</p>	<p>Children working with outside agencies such as CFP being identified as needing specific programmes such as 'Protective Behaviours' will be supported in school with a familiar adult rather than joining an external waiting list.</p> <p>Develop skills through Mental Health training and Restorative Lead Practitioner training.</p> <p>Identify children who have persistent absences and work with families to improved attendance.</p> <p>Provide support to teachers with resources that could help with children who struggled with lockdown.</p>	<p>Provision Mapping Tool used to track intervention progress.</p> <p>Individual needs assessed as part of the six-weekly review.</p> <p>Emotional Literacy assessments will be used to monitor progress.</p> <p>Half-termly meetings to discuss the needs of the children and the impact of the support.</p> <p>Referral forms completed by teachers, pupils and parents and evaluation forms completed at the end of a support period.</p>	<p>SENCO DSL SLT Teachers</p>	<p>Due to Covid, all staff were involved in pastoral care for the children in their classes. LM provided additional resources for those in need.</p> <p>Where referrals were made to LM, individual sessions were organised outside and families were supported with food parcels and housing concerns as needed.</p>
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<p>To continue to develop Breakfast Club for children who need a 'settled' start to the school day.</p>	<p>Breakfast club run by Learning Mentor and TA to provide breakfast and a 'calm' session prior to entering the classroom.</p>	<p>Children identified as having little or no breakfast and starting the school day unsettled.</p>	<p>Children identified based on individual/family need.</p> <p>Termly reviews of the children and the impact on their day at school.</p>	<p>Learning Mentor SENCO DSL SLT</p>	<p>Due to the restrictions- this provision was not in place last year. Food parcels and vouchers were provided for disadvantaged pupils.</p>
<p>Financial support for before school, after school clubs, school trips, uniform and transport.</p>	<p>To ensure all pupils have the opportunity to take part in extra-curricular activities and have the correct uniform.</p>	<p>Provide opportunities to children without families worrying about the financial costs.</p>	<p>Excel spreadsheet kept up to date of financial support provided for individual children.</p> <p>Pupil Interviews completed in Spring Term to assess individual need</p>	<p>PP Lead Office Staff SLT</p>	<p>Due to restrictions this support was limited but additional families were provided with food parcels and vouchers as needed.</p>
<p>Homework Packs for children eligible for FSM</p>	<p>Provide children with a homework pack as they are identified as being eligible for FSM</p>	<p>To ensure children have access to the equipment they need to complete home learning.</p>	<p>Half-termly monitoring of the eligible for FSM list.</p> <p>Homework packs created for children as they become eligible.</p>	<p>PP Lead Office Staff</p>	<p>All disadvantaged and vulnerable pupils were provided with homework packs and these were topped up when needed.</p>

<p>Development of the Healthy Minds Team across the school.</p>	<p>Develop procedures in school to support children's mental health</p>	<p>Providing support for children and families and to work closely with outside agencies,</p>	<p>Action plan for team Ensuring procedures in place such as well-being numbers, circle time</p>	<p>Healthy Minds Team</p>	<p>Termly meetings were in place where children and staff who were struggling were identified and support was offered as needed.</p>
<p>To develop playground games and equipment for positive play during break and lunch times</p>	<p>Introduce more structured play. Rules for games. Equipment for free time. Training for MDS in games/ sports they can encourage children to take part in.</p>	<p>Develop children's ability to play with each other. Learning rules for different sports/ games Accessing a range of sport resources outside of a PE lesson. Using skills learnt in PE to take part in sports during break and lunch time</p>	<p>Audit resources in school Audit MDS and other staff knowledge of sports and games to play appropriate to the year group. Use Coach to deliver training in particular sports/ modelling See external training where necessary Observations/ reduced incidents</p>		<p>Due to the pandemic this was not possible but has been rescheduled for the next academic year.</p>

			(friendship arguments/behaviour) as children will be engaged		
Total budgeted costs to cover:					
HLTA- Learning Mentor				£5476	
Breakfast Club				£250	
Financial Support				£3000	
Homework Packs				£1000	
Healthy Minds Team				£1902	
Playground Games/ Sports				£4924	
				Total: £16,552	

Assessment July 2018, July 2019, July 2020 and July 2021

1. Outcomes for Year 6	July 18	July 19	July 2020	July 2021
	<i>Pupils eligible for PP (17)</i> <i>National Benchmark (ASP)</i>	<i>Pupils eligible for PP (4)</i> <i>National Benchmark (ASP)</i>	<i>No data due to COVID-19</i>	<i>No official Data-COVID</i> <i>Pupils eligible for PP (14)</i>
% achieving expected and above in reading	95% ↑ 80%	0%		78.6%

% achieving expected and above in writing	88%↑ 83%	75%		78.6%
% achieving expected and above in Maths	75%↓ 81%	75%		50%
% achieving expected and above in GPS	94%↑	75%		78.6%