

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	ST CATHERINES ROMAN CATHOLIC PRIMARY SCHOOL				
Academic Year	21-22	Total PP budget	25,500	Date of most recent PP Review	
Total number of pupils	136	Number of pupils eligible for PP	20	Date for next internal review of this strategy	

2. Current attainment		
Summer Data June 2021.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	5/20 25%	
% making expected progress in reading (as measured in the school)	13/20 65%	
% making expected progress in writing (as measured in the school)	7/20 35%	
% making expected progress in mathematics (as measured in the school)	13/20 65%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Writing attainment for this group of pupils remains below expected both compared to school peers and compared to the 2019 national.
B.	The impact of COVID lockdown has been observed to be more significant on KS1 pupils in particular and PP pupils in KS 1. In particular writing and phonics where phonic knowledge, sentence writing and pencil grip have been identified as issues.
C.	6 of the PP pupils are pupils identified with complex additional learning needs impacting their cognitive and social, emotional mental health skills. 3 PP pupils have agreed EHCP plans requiring extensive personalised support to enable them to access the curriculum.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for PP pupils is lower than the school average. (95%-97%)
	Low levels of language skills, impacting progress in Literacy and maths.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	PP pupils in EYFS make better than expected progress in reading and writing.	Increased numbers of PP pupils will achieve GLD.
B.	PP pupils achieve the expected standard at least in line with non PP pupils in reading, writing and maths. (Combined Score.)	80% of PP pupils achieve the expected standard in R,W,M
C.	PP pupils achieve the expected standard at least in line with non PP pupils in writing	85% of PP pupils achieve expected standard in writing. (17 pupils)
D.	Attendance for PP pupils will be in line with the whole school average of 97%	85% of PP pupils have attendance of 97% (17 pupils.)

5. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff to access English and Maths hub to improve quality First teaching.	15 PP pupils achieve expected standard in R,W,,M	Impact of support from maths hub has been positive with Mastery training being used across the school to improve standards in maths. The combined score for PP pupils 5/20, 25%. Whole school combined score is 45%, with no PP pupils reaching GD combined.	Impact of Lockdown in particular in EYFS/Yr1. This will need to be a focus. As a result Yr2 (Sep 21) will not be part of a mixed age class profile to allow targeted focus on learning, (4 PP pupils in this cohort.) Contacted the English Hub to investigate further support for EYFS and KS 1 for Literacy. At the end of KS 2 - 4 PP pupils, non achieved a combined RWM score, 1 PP pupil with complex SEND/EHCP tripled her score in SPAG and doubled her score in maths. The area where pupils did not achieve was in Reading. This would indicate a greater focus needed on reading in Yr6 is required for PP pupils. This will be addressed in focused reading time and challenges for Yr6 and targeted support for PP reading.	Supply Cover X 5 days

<p>The new curriculum plan will impact attainment by identifying PP pupils on teacher planning to ensure that the adults are aware of and target this group for learning support in every lesson</p>	<p>15 PP pupils achieve expected standard in R,W,,M</p>	<p>The new curriculum plan has been reviewed a further time to reduce and improve coverage in Humanities following Section 5 Monitoring visit.</p>	<p>All staff aware of vulnerable groups and have identified interventions for these pupils.</p> <p>18/20 PP pupils attended school during Lockdown 2.</p>	
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Accelerated reader will be implemented in Key Stage 2</p>	<p>15 out of 19 pupils achieve the expected standard in Reading 5 out of 7 PP pupils achieve expected standard in Reading who have not previously.</p> <p>15 out of 19 pupils achieve the expected standard in Reading. 5 out of 7 of PP will increase their STAR standardised score when tested who did not progress previously.</p> <p>All PP pupils demonstrate increased frequency of reading showing they are more motivated to read</p>	<p>Whole school PP: Data from AR. May 21 Reading: 60%</p> <p>In KS1 and Yr 3 100% of PP are at ARE in R,W and M. (8 pupils)The attainment in KS 2 is less consistent, with Yr 5 PP 100% (1 pupil). PP performance needs to improve in Yr 4 and Yr6. (9 Pupils) where 3 pupils reached ARE in reading, 2 reached ARE in writing and 6 in maths. These are also the year groups with SEND and PP numbers and EHCP and PP pupils at the highest across the school.</p> <p>15 pupils have achieved expected or better in reading. 6 PP achieved accelerated reading progress as assessed by AR reading data,</p> <p>Data from SIMS indicates 65% of PP pupils reached ARE June 21. 13/20</p> <p>Pupil voice in English shows that AR is recognised by pupils as making a positive impact upon their reading and reading frequency.</p>	<p>Greater Depth Yr 2 pupils must be accessing the system from start of Spring term to enable good progress to be made. This will enable 2 full terms rather than 1 term of access.</p> <p>Progress of PP reading in EYFS and Yr 1 is a concern. This may be linked to the quality of reading material and should be audited.</p> <p>Staff need to be more independent in interrogating reading data following additional training.</p>	<p>£1,500</p>

<p>Explicit teaching of reading comprehension will be implemented in KS2 at least 3 times a week in small groups or whole class and in KS1 daily</p>	<p>15 out of 19 pupils achieve the expected standard in Reading 5 out of 7 PP pupils achieve expected standard in Reading who have not previously. 5 out of 7 PP increase their STAR score when tested.</p>	<p>There are 20 PP pupils. 12 are KS 2 pupils who access Accelerated reader. Student Growth Percentile data compared to national progress shows that PP are making an average of 67.5 percentile points. This falls into the accelerated progress range. From the 12 PP in school, only 1 PP pupil made less than expected progress. 7 made accelerated progress. This is progress in 5 months.</p> <p>When considering the SS score data 7 PP pupils increased the SS score by over 100 points in 5 months. In KS1 and Year 3 100% of PP pupils reached ARE in reading with 2 GD. 12 out of 20 PP pupils are at ARE in reading- 60% Reading with 2 at GD. The 8 pupils not reaching ARE, 2 are EYFS both receiving additional support, the other 6 pupils across KS 2 are also pupil with additional learning needs, where pupils are receiving external support from SALTS or the EP.</p> <p>Oral reading fluency for all PP pupils has improved due to guided reading sessions, reading time in class daily and regular reading quizzes- all PP pupils have made progress. In KS 2 PP reading fluency and comprehension progress on average increased by 44 points. (AR ORF reading) 1 PP pupil increased by 127 points.</p>	<p>Impact in Yr 6 for PP pupils has not been secured at SATS, ¼ did not attain the exp at Reading. Therefore the impact of guided reading in this year group needs to be reviewed with consideration of comprehension resources considered.</p>	<p>Additional TA hours in every year group</p>
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<p>Staff to provide improved targeted feedback in writing and maths from EYFS to Yr 6. Staff will have dedicated release time to conference deep marking and pupil targets. Staff will be allowed release time on a rota during assembly time.</p> <p>Staff should deep mark 1 piece of work per child weekly. Conferencing should address marking feedback and improvements in</p>	<p>15 PP pupils achieve expected standard in W,,M</p>	<p>SLT reviews indicate quality of feedback in marking needs to improve. Deep marking needs to be improved. New method of reviewing pupils learning in maths being trailed to improve progress and pupil understanding in maths and teacher assessment. Identifying procedure, conceptual and deepening tasks for pupils following sessions. The impact of conferencing in writing has not been as expected due to impact of lockdown.</p> <p>Writing outcomes are below for the whole school and PP pupils.</p>	<p>Feedback remains an area of focus for staff and pupils. Further input required on metacognition and feedback using learning journals for reflection, conferencing and targets.</p> <p>Continued implementation of new marking and feedback systems in Maths and maths planning for Powermaths.</p> <p>Whole school training in the Write Stuff approach to teaching of writing from EYFS to Yr6 to affect writing standards.</p>	<p>Additional TA hours in every year group</p>
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Reading catch up.</p> <ul style="list-style-type: none"> Daily reading. Dorset Reading Partners. Accelerated reader <p>Teachers to give priority to reading catch up interventions</p>	<p>15 PP pupils will achieve expected standard in Reading.</p> <p>15 PP will increase their STAR Reading score when tested.</p>	<p>15 pupils have achieved expected or better in reading. 6 PP achieved accelerated reading progress as assessed by AR reading data,</p> <p>Dorset Reading partners did not attend due to COVID</p>	<p>Impact of Reading focus has been seen across the school, however the progress in EYFS and Yr1 has been less positive and this needs to be a focus in 21-22.</p>	<p>Additional TA hours in every year group</p>

Precision Teach: TA's to have training to deliver this daily intervention.	15 PP pupils will achieve expected standard in Reading. 15 PP will increase their STAR Reading score when tested.	15 pupils have achieved expected or better in reading. 6 PP achieved accelerated reading progress as assessed by AR reading data,	Impact of Reading focus has been seen across the school, however the progress in EYFS and Yr1 has been less positive and this needs to be a focus in 21-22. Writing progress and attainment remains a concern, The Write Stuff Programme will be implemented 21-22 across school to improve writing outcomes. SENCO plans for further CPD in supporting Literacy.
Forest schools Lunchtime and after school Forest school club priority given to PP pupils with good levels of attendance	15 PP pupils achieve expected standard in R,W,,M PP attendance is in line with non PP peers.	PP attendance has improved compared to last year when PP attendance was 90%. 5 PP across the school achieved a combined RWM score.	Pupil voice indicates high levels of engagement with Forest schools and positive SEMH outcomes for PP pupils across the school.

6. Planned expenditure

Academic year

2021-2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff will use The Write Stuff methodology and CPD to improve outcomes in writing.	15 PP pupils will achieve expected in writing with increased PP pupils reaching GD in writing	Evidence from The Learning Space document "Intended design and impact of The Write Stuff" provides research-based evidence on the variety of ways in which this programme supports Learning Science.	5 full days of online CPD prior to Sep 2021 Full INSET session for planning in Sep 21 Planning review by English Lead. Weekly drop ins and planned book looks No more \marking moderation and internal writing moderation.	ST All staff	Half termly reviews of pupil progress in addition to weekly learning walks.

Learning journals will be used with all pupil groups- additional focus sessions for PP pupils. Journals will be used to develop pupil's awareness of their learning, areas to develop across of the curriculum.	15 PP pupils will achieve RWM expected combined.	Conferencing and Metacognition interventions show good to moderate impact on pupil outcomes (EEF +4-7mths progress)	Teachers will have planned time to conference with pupils. Learning journals will be moderated and reviewed and used as the focus for parents' evenings. Conferencing will be linked to pupil progress reviews with staff.	ST/LB All staff	Performance reviews with teachers. Moderation of learning journals in staff meeting sessions.
The implementation of mastery teaching across the curriculum	15 pupils will achieve at least expected in writing and maths	Mastery teaching evidence suggests moderate impact upon pupil outcomes. (EEF). The implementation of Powermaths scheme supports the implementation of mastery in maths. (EEF suggests +4 months progress)	All teachers will use maths mastery to improve outcomes in maths, observed in weekly learning walks. Mastery teaching skills will be used in all curriculum teaching in learning walks.	ST/LB	Half termly reviews of pupil progress in addition to weekly learning walks.
Total budgeted cost					£1299 The Write Stuff £1000 The Write Stuff teaching resources

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
9 PP pupils identified require focus support to improve handwriting skills.	9 pupils will achieve expected in writing.	The EEF states " a fluent writing supports writing composition because pupils cognitive resources are freed from focusing upon handwriting"	The handwriting intervention will be completed daily by identified TA. TA performance management with LB.	SENCO/LB	Evidence will be seen in pupils writing. TA performance management
All PP pupils in EYFS and YR1 to improve language skills through access to the NELI language intervention	All PP pupil attain expected levels of development in speaking and listening.	The EEF have recognised that the Nuffield Early language intervention as a promising project when completed over 30 weeks.	Linked to EYFS/Yr1 teachers performance management. Groups identified and linked to TA performance management.	EYFS leader	Reviews according to the intervention programme outline.
PP pupils in Yr2/3 access daily streamed phonics. All PP pupils reach the required standard by the end of Year 1	All PP pupils in Yr2 and Yr 3 will access phonic catch up intervention. Streamed daily phonics using all KS 1 staff .	The EEF is due to publish an assessment of data following assessment of this support. School based data 2020-2021 indicates that consistent streamed teaching can effect good phonic progress- in this year all pupils in Yr 2 who retook achieved the required standard.	Identified in Yr2/Yr3 teachers performance management. Monitored by Early Reading lead.	ST/RT	Phonics learning walks by English lead. Half termly phonic assessment RWinC. Termly moderation using previous phonic tests.

Reading catch up. <ul style="list-style-type: none"> Daily reading. Dorset Reading Partners. 	17 PP pupils will achieve the expected standard in Reading.	Targeted support for reading 1:1 can improve reading progress	Identified PP pupils in Yr1/Yr2/Yr6 to work 1:1 with a reading volunteer in school	ST	Progress reviewed with Dorset Reading Partners
Total budgeted cost					RWinc staff training for Yr2: £1200 Handwriting Intervention: £ 100 TA support: NELI intervention- Supply for training 5 days teacher supply Dorset Reading Partner cost per £150 X3 volunteer and parent training sessions.
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Forest schools Lunchtime and after school Forest school club priority given to PP pupils with good levels of attendance.	15 PP pupils achieve expected standard in R,W,,M PP attendance is in line with non PP peers.	EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.	Pupil and parent feedback.	PC	Termly reviews with external provider. Planning shared by Forest school lead.
Parental Engagement All staff to use a structured conversation model to provide focused feedback to PP pupils and parents at parents evening	15 PP pupils achieve at least expected in RWM. All PP parents attend parents evening and know how to support pupils learning.	EEF evidence indicates that Parental engagement projects have moderate impact on pupil outcomes. (=3 months.)	A recording sheet will be used by teachers at parents evening to record teacher and parent targets and planned strategies to support pupils	ST	Feedback sheets will be collected after parents evening sessions for review. Sheets can be included in PP pupils learning journals which will also be shared with parents.
Total budgeted cost					Forest School £5000 TA Support per class

7. Additional detail

Awaiting Literacy Hub audit to assess school position for further funding for Early Years literacy.

