

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Mary's Catholic Primary Voluntary Academy
Pupils in school	185
Proportion of disadvantaged pupils	31 (16.8%)
Pupil premium allocation this academic year	£47385
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	James Leech
Pupil premium lead	James Leech
Governor lead	

## Disadvantaged pupil progress scores for last academic year (No results 2020)

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
Measure	Activity
Priority 1	Ensure all children access tailored phonics input, including appropriate intervention, so that the expected standard in phonics (and reading) is met.
Priority 2	Ensure maths teaching covers gaps in learning, alongside teaching current content, through following WRM planning and maintaining accurate assessments.
Barriers to learning these priorities address	Pupil barriers:

	<p>Phonics assessments (Sept 20) indicate areas of weakness and lack of practice during school partial closure.</p> <p>Reading assessments reveal lack of fluency and application of decoding skills in younger readers and lack of wider reading (during lockdown) for some pupils across KS2.</p> <p>Maths assessments highlight topics that have not been learned fully or understood when introduced as part of home learning.</p> <p>School barriers:</p> <p>Daily access to systematic synthetic phonics taught accurately, including via remote learning if required.</p> <p>Access to suitable reading materials, both on and offline, to ensure ARE in reading are sustained.</p>
Projected spending	<p>RWI resources, including online access: £500</p> <p>Small group phonics support : £2300</p> <p>Online access to decodable reading books (Bug Club): £1150</p> <p>Online access to maths programmes that complement White Rose Maths: £339 MYMATHS</p>

## Teaching priorities for current academic year

Aim	Target	Monitoring impact	Target date
Progress in Reading	Address gaps in early reading across KS1 and sustain progress across KS2 so National targets are met.	Reading band checks half termly. Reading progress data at 4 DCP through academic year.	July 21
Progress in Writing	Ensure early writing skills reflect awareness of phonetic strategies and National targets are met at the end of KS1 and KS2.	Book looks. Writing data collection points and EOY assessments.	July 21
Progress in Mathematics	Address gaps in learning identified post lockdown to ensure achievement remains in line with ARE and National targets.	Book looks. EOY progress data and 4 DCP through academic year.	July 21
Phonics	Ensure daily teaching of phonics reflects in progress made in both Year 1 and Year 2 Checks so National targets are met.	8 weekly phonics checks. Individual phonic progress along ability band. Y2 phonic screening (Nov 20)	June 21
Well-being and mental health	Provide support for pupils who are vulnerable to anxiety or other mental health needs.	Student voice, attendance and attainment of vulnerable cohorts.	July 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce a progressive and varied reading spine (SIP 4.3.2). Monitor, review and update the teaching of reading across the school (SIP 4.3.3).
Priority 2	Create intervention groups and support for identified groups and individuals (SIP 4.1.2). Recovery curriculum used for whole school to address missed learning from previous academic year (SIP 3.1.3).

Priority 3	Raise the standards of and attainment in language acquisition for PP pupils through targeted intervention in class.
Barriers to learning these priorities address	Develop reading fluency and confidence; encourage regular reading with access to a rich and varied choice of literature. Gaps in maths learning are identified, revisited and understood.
Projected spending	CPD for staff (with a focus on new members of staff) to ensure competence and confidence when teaching phonics and reading: £520 CPD for staff for identified PP support: £2000 Small group intervention work : £8000 Phonics and maths catch up tuition, in school, led by qualified teacher (link to COVID catch up funding): £0 Quality First Teaching : £26500

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure key members of staff are trained to support pupils' mental health and well-being.
Priority 2	Plan access to trained staff for children who need support with managing their thoughts, feelings and anxieties.
Priority 3	Ensuring wide access to enrichment activities (trips/ clubs).
Barriers to learning these priorities address	Pupil anxieties and concerns relating to home or school, including wider issues like COVID-19, can pose a barrier to effective learning through causing stress. Students with lower attendance are likely to have this as a greater barrier to their learning.
Projected spending	Well-being training and release time: £1000 Enrichment and Extra-curricular access : £2400 Attendance intervention: £2000 ELSA training: £575

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time to update staff CPD on developing reading spines,	Planned staff meeting time includes teaching reading and

	teaching comprehension skills (including VIPERS) and teaching RWI.	VIPERS in Advent. Revisit and refresh in Lent. Cover arranged for English lead to plan and resource reading spines.
Targeted support	Identifying pupils' gaps in maths and responding quickly to these within class and through intervention.	Regular maths assessments built in linked to WRM planning cycle. SLT monitor pupil progress and ensure interventions match need.
Wider strategies	Release time for key staff to support anxious or vulnerable pupils at the point of need.	Flexible timetabling enabled through internal cover arrangements. Specific well-being slots planned in advance for identified pupils.

## Review: last year's aims and outcomes 2019-2020

### PPG Spending 2019-2020

Number of Pupils and premium grant received	
Number of Pupils	189
Number of pupils eligible for PPG	24
Amount of PPG received per pupil	£1,320
Total amount received	£31,680
Nature of Support 2019-2020 - Actual Spend	
Small Group Phonics Teaching	£2,375
Quality First Teaching Support in class	£25,350
Lexia support	£2,340
Read Write Inc. phonics training	£1,250
Wrap around care support	£365

Identified barriers carried forward to 2020-21 due to 'Covid-19 Lockdown'.

Aim	Outcome
<ul style="list-style-type: none"> <li>All children have access to 'Quality First Teaching' on a daily basis. Less likelihood of children falling behind or the gap widening.</li> </ul>	With school partial closures since March 20 and remote learning replacing face-to-face classroom interaction, all children's learning has been disrupted, including those eligible for PP. A full review of learning gaps has taken place and this aim is still relevant linked to current COVID-19 circumstances.
<ul style="list-style-type: none"> <li>All staff will have training in synthetic phonics. Quality of phonics training is standardised across the school.</li> </ul>	All teaching and support staff have had RWI training and daily systematic synthetic phonics is taught now school has reopened (Sept 20). New members of staff access CPD on RWI. Quality of phonics delivery is monitored and training needs quickly identified. This is measured through

	internal training logs and reported to LGB every HT.
<ul style="list-style-type: none"> <li>Pupils will have sound phonological knowledge allowing them to decode and read. Being able to read will impact on all areas of the pupil's learning and life chances.</li> </ul>	Post lockdown assessments indicate weaknesses in EYFS/KS1 children's phonological knowledge, which impacts on early reading. This aim remains a priority.
<ul style="list-style-type: none"> <li>Children, including those in Year 6, will have access to an individualised reading programme.</li> </ul>	Current school improvement priorities include revitalising reading across school (including online access to materials) and introducing reading spines for each year group. This aim remains a priority.
<ul style="list-style-type: none"> <li>Families who need access to 'Wrap around' care will be provided for.</li> </ul>	Access to wrap around care continued during partial school closure and an adapted provision exists currently, which families in receipt of PP can access (with financial support).

**This strategy was reviewed in September 2020.**