



## St. Winefride's Catholic Primary Pupil Premium Strategy Statement – 2020/21

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Gap (PPG) was introduced by the government in April 2011 in order to help schools close the gap. Pupil premium is paid to schools by means of a specific grant based on each school's January census figures for pupils registered as eligible for Free School Meals (FSM) in reception to Year 6 and those who were eligible in any of the previous 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers,
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium,
- the annual reports for parents that schools are required to publish online.

<b>Summary</b>	
<b>Total Pupil Premium budget</b>	£49 730
<b>Number of pupils eligible for Pupil Premium</b>	39
<b>Review Date - September 2021</b>	

<b>Barriers to future attainment</b>	
<b>In-school barriers</b>	
<b>a.</b>	Reading and Comprehension Skills
<b>b.</b>	Poor basic Mathematical ability
<b>c.</b>	Confidence in own ability
<b>External barriers</b>	
<b>d.</b>	Poor attendance
<b>e.</b>	Poor oral language skills
<b>f.</b>	Family finances

Outcomes (Desired outcomes)		Success criteria (How the impact of Pupil Premium will be measured)
a.	DP children have made the same progress as their peers in Reading, particularly comprehension, writing and Maths - against national and in-house measures.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
b.	Targeted DP children will have mastered basic reading, writing and mathematical skills	All FP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
c.	Children with poor oral language skills will be identified and receive appropriate support or be referred to SALT (The school aims for early identification)	All children with poor oral language skills will be identified and will be receiving support to overcome their difficulties.
d.	DP children's attendance is at least in line with their peers.	DP children's attendance percentage is at least in line with their peers

## Action plan

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
To give EYFS best start in their education and provide early intervention	<ul style="list-style-type: none"> <li>Additional adult support</li> <li>Weekly intervention from teacher/TA to ensure development of spoken language (£2 760)</li> </ul>	<p><b>Early Years Intervention, including Oral Language Intervention</b> - to ensure children have a good start by providing them greater adult support.</p> <p>To enable EYFS staff to emphasise the importance of spoken language/verbal interaction</p>	<p>Through termly reports on pupil progress</p> <p>Through assessment through Wellcomm programme.</p>
To ensure that Year 1 disadvantaged children have made up the work that was missed during lockdown – particularly focusing on achieving EYFS learning goals.	Year 1 to have additional Teaching Assistant Support (£6 900)	<b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress, bridging gap in learning that widened during school shutdown.	Through termly reports on pupil progress.
To ensure that disadvantaged children in Year 2 have made up the work that was missed during lockdown and are back on track to achieve potential and, where possible, meet ARE.	Year 2 class to have additional Teaching Assistants Support Year 2 (£4 990)	<b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress, bridging gap in learning that widened during school shutdown.	Through termly reports on pupil progress.

Desired outcome	Chosen action/approach	Evidence and rational for this choice	How will school ensure that it is implemented well and measure impact
To provide disadvantaged children in years 2 - 5 with more targeted support to ensure that they have reduced gap in learning with peers and are back on track to achieve potential.	Children in year 3 - 5 to have additional Teaching Assistant Support <b>(£11 200)</b>	<b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress, bridging gap in learning that widened during school shutdown.	Through termly reports on pupil progress.
To provide disadvantaged Year 6 children with more targeted support to ensure that they have reduced gap in learning with peers and preparation for transition to high school.	Year 6 class to have additional Teaching Assistant Support/Learning Mentor <b>(£8 643)</b>	<b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress, bridging gap in learning that widened during school shutdown.	Through termly reports on pupil progress.
To ensure that any social, emotional or mental health barriers are removed/ supported to ensure that disadvantaged pupils are reaching their potential	Learning Mentor – provides regular sessions for pupils <b>(£4 788)</b>	<b>Social and Emotional Learning</b> – to overcome any barriers to learning, particularly after school lockdown due to COVID-19 pandemic.	Through regular 'Wishes and Feelings' sessions Through termly reports on pupil progress
To ensure that child with complex special needs is able to make progress appropriate to her ability	Full time TA to provide: • Individualised tuition • Small group activities - socialisation <b>(£2 000)</b>	<b>Individualised Instruction</b> <b>One-to-one tuition</b> <b>Small group Tuition</b>	Learning Mentor
To improve attendance of targeted DP children	<ul style="list-style-type: none"> <li>• Attendance Officer to focus upon pupils' attendance</li> <li>• Provide HT (+ Governors) with regular update on % absence</li> <li>• To analyse absence – focusing upon DP who are persistent absentees <b>(£2495)</b></li> </ul>	<b>Wider strategies</b> - to ensure that children and parents are aware of the importance of good attendance	Attendance of DP children has been increased and that DP children are not persistent absentees.
To ensure all children received their full entitlement of Free School Meals during lockdown	School purchased vouchers for local store, prior to government-run scheme being introduced. <b>£979</b>		

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
<p>To ensure that all children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. This will build their confidence and enhance their learning.</p>	<ul style="list-style-type: none"> <li>• Sports participation – after school clubs</li> <li>• Arts intervention – payment for artists to come into school and work with pupils or to pay for materials</li> <li>• Musical instrument tuition</li> <li>• Education visits and visitors throughout the school year</li> <li>• Residential Visits to Beeston in Year 4 and Conway in Y 6</li> </ul> <p>Some the premium will be used to fund whole class or school events (£5000)</p>	<p>To build up children’s self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through:</p> <ul style="list-style-type: none"> <li>• <b>Sports participation</b></li> <li>• <b>Collaborative learning</b></li> <li>• <b>Arts intervention</b></li> </ul>	<p>All children are taking part in full curriculum and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence. Through Pupil Voice Evidenced in growing self-confidence and self-esteem.</p>

### Review of expenditure – Previous Academic Year 2019-20

As all schools were closed to the majority of pupils from March 2020, tracking of pupils’ progress stopped at this point. The last set of termly assessments were carried out in December 2019. Therefore, it is not possible to fully assess the results of measures employed to achieve the outcomes. However, the progress of children across the school in receipt of Pupil Premium is generally in line with their peers. Interventions had been implemented for any pupils who were not on track. The impact of the lockdown upon children in receipt of Pupil Premium will be measured when pupils are assessed at the end of the autumn term 2020.

Up to March 2020, having moved through the higher absence winter months, attendance across the whole school was positive. The appointment of an Attendance Officer within the school to focus upon contacting and working with parents to improve their children’s attendance was proving effective. This is shown in the improved attendance of children across the school. Attendance across the school was at 96.2% for all children when school closed on March 20<sup>th</sup> with pupils in receipt of Pupil Premium only slightly behind on 95.6%. This meant that the school was on track to improve upon attendance for 2018-19, which was 94.2% for all children. However, figures for January 2020, showed that there was a slight gap in attendance between pupils in receipt of Pupil

Premium and their peers of less than 3%. This may have been further reduced if school had remained open for the rest of the year, as school had passed the winter months.

The purchase of more up-to-date books by popular authors for the new library, plus individual reading and class was proving effective as the new books were beginning to engage more children in reading. In addition, allowing Year 4 pupils, who were ready and able, to move off the reading scheme onto 'real books' has also helped to improve reading. However, lockdown in March was probably too early to gauge the full impact of this upon pupils' reading. This will be reviewed during academic year 2020-21.

Up to March 2020, all pupils took part in the educational visits, visitors to school and activities provided by the school, including residential visit to Conway. (Beeston was due to take place the week after the lockdown.) This ensured that all pupils were able to access the curriculum fully and enhance their learning but, more importantly, boost their confidence and provide pupils with more life experiences, including adventurous ones.

An artist was brought into school to design and create a permanent piece of artwork, based upon the environment. She worked with children from across the school, including pupils in receipt of Pupil Premium.

The continued development and more effective use of the school Learning Mentor (who is trained in emotional literacy) has proved to be extremely beneficial for many pupils, particularly those in receipt of Pupil Premium.