

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Vincent's Catholic Primary
Pupils in school	680
Proportion of disadvantaged pupils	4.1%
Pupil premium allocation this academic year	£44,945
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Anita Harrop
Pupil premium lead	Sharon Tiernan
Governor lead	Alice Kilburn

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (TA)	Maths 88%; Reading 100%; Writing 100%
Achieving high standard at KS2 (TA)	Maths 38%; Reading 63%; Writing 0%
Measure	Activity
Priority 1	<p>To improve the progress and attainment of pupils in receipt of pupil premium in English and Maths, with a focus on diminishing the difference</p> <p>To ensure that pupils in receipt of pupil premium reach at least the expected standard in statutory assessments, with a focus on increasing percentages attaining greater depth</p> <p>To support the development of phonics in Reception and Year 1</p> <p>To provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life</p>
Priority 2	To provide counselling, nurturing, 1:1 tuition in order to support children's SEMH

	<p>Support for wellbeing at lunchtime (play leader)</p> <p>To provide workshops and sessions for parents on supporting their child's emotional wellbeing</p> <p>To deliver SEMH curriculum across the school to promote good emotional wellbeing</p> <p>To develop work with adopted families; to provide staff training on attachment and bereavement</p>
Priority 3	To develop and strengthen partnerships with parents and work towards achieving the LPPA Award (Leading Parent Partnership)
Priority 4	<p>Consideration is given to the following:</p> <p>To support children in their choice of after school sports clubs and other clubs</p> <p>To ensure that pupils have the opportunity to learn an instrument for a year</p>
Barriers to learning these priorities address	<p>Attainment and progress gaps between PP and non PP pupils in all year groups</p> <p>Social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance and punctuality)</p> <p>Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils</p> <p>The gap in attendance and punctuality rates between PP and non PP pupils</p>
Projected spending	£40,880

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)	Sept 21-July 22
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)	Sept 21-July 22
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics	Sept 21-July 22
Phonics	Achieve above national average expected standard in Phonics Screening Check in Y1 and Y2	Sept 21-July 22
Other	Monitor attendance of disadvantaged pupils	Sept 21-July 22

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	<p>To improve the progress and attainment of pupils in receipt of pupil premium in English and Maths, with a focus on diminishing the difference</p> <p>To ensure that pupils in receipt of pupil premium reach at least the expected standard in statutory assessments, with a focus on increasing percentages attaining greater depth</p> <p>To support the development of phonics in Reception and Year 1 and reading development across the school to include whole school training in phonics and the purchase of a phonics scheme from the DFE validated list</p>
Priority 2	<p>To implement high quality interventions in reading (BRSP) and maths (numicon intervention) in order to diminish the difference</p> <p>To ensure that pupils have the technology to enable them to access the curriculum remotely if needed, including online homework</p>
Barriers to learning these priorities address	<p>Attainment and progress gaps between PP and non PP pupils in all year groups</p> <p>Access to technology to support progress across the curriculum</p>
Projected spending	£29,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To provide counselling, nurturing, 1:1 tuition in order to support children's SEMH</p> <p>Support for wellbeing at lunchtime (play leader)</p> <p>To provide workshops and sessions for parents on supporting their child's emotional wellbeing</p> <p>To deliver SEMH curriculum across the school to promote good emotional wellbeing</p> <p>To develop work with adopted families; to provide training on attachment and bereavement</p>
Priority 2	To provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life
Barriers to learning these priorities address	<p>Social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance and punctuality)</p> <p>The gap in attendance and punctuality rates between PP and non PP pupils</p> <p>Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils</p>
Projected spending	£16,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure that following whole school phonics training and the introduction of a scheme that staff are confident in the delivery and implementation ensuring consistency of approach</p> <p>Reading approach/organisation ensuring that all pupils are heard read by the teacher each week and this is recorded in the reading record</p>	<p>Use of INSET days; monitoring schedule</p> <p>Monitoring of timetables and reading records; learning walks</p>
Targeted support	Ensure that intervention teachers are fully prepared to deliver the programme and have received any necessary training. Ensure that interventions are timetabled	<p>Meeting to discuss launch of interventions with NF/ST</p> <p>Monitoring of interventions by SLT</p>
Wider strategies	<p>Role of the play leader – ensure this is focused on developing play opportunities</p> <p>Follow up training on attachment and zones of regulation</p>	Develop the role of the play leader to support pupils at playtime

Review: last year's aims and outcomes

Aim	Outcome
<p>Curriculum – COVID Recovery</p> <p>Overview: assess pupils' starting points; addressing the gaps in knowledge and skills,</p>	Baseline/entry assessment administered for all year groups in October to determine level of attainment and any losses.

<p>making effective use of regular formative assessment</p> <p>Resources: Post- Covid recovery plans; PP action plan; PP lead teacher</p> <p>Overview: To use the PASS (Pupil Attitudes to School and Self) survey to determine a baseline on return to education for PP eligible pupils</p> <p>To deliver PASS interventions following analysis of individual pupil results from the survey</p> <p>Resources: GL PASS survey; PASS interventions</p> <p>Overview: Determine what needs to be done to close attainment gap for pupils in receipt of pupil premium with a focus on achieving at least ARE in statutory assessments</p> <p>Resources: Teacher 2 x days</p>	<p>Covid recovery interventions took place and robust recovery plans implemented</p> <p>PASS assessment used to determine attitudes to self and school in readiness for learning.</p> <p>Pupil Premium teacher delivered sessions following PASS analysis</p> <p>Results July 2021 Y1-Y6</p> <p>Expected standard: Maths 68%; Reading 67%; Writing 65%</p> <p>Higher standard: Maths 26%; Reading 38%; Writing 19%</p>
<p>Curriculum – Access to the curriculum for all</p> <p>Overview: Develop remote education so that it is integrated into school curriculum planning in the case of a local lockdown.</p>	<p>Devices loaned and pupils in receipt of pupil premium prioritised for loan of devices. Parents supported via phone calls and teams/zoom calls and tutorials to access home learning.</p> <p>Pupils prioritised for places in keyworker/vulnerable pupil provision.</p>
<p>Curriculum</p> <p>Overview: to provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life</p> <p>Resources: visiting speakers; trips, resources – We are Adventurers forest school sessions; Z Arts Partnership; cookery club with TA</p>	<p>Forest School activities delivered throughout the year linked to curriculum areas.</p> <p>Z Arts Partnership refunded as it could not go ahead due to restrictions.</p> <p>Cookery Club to run from September 21 due to bubbles and restrictions previously.</p> <p>Children in receipt of PP prioritised for after school clubs.</p>
<p>SEMH</p> <p>COVID Recovery</p> <p>Support pupils' wellbeing and emotional and mental health; focus on peer support, stress, fear and trauma and bereavement.</p> <p>Behaviour focus and training linked to trauma and times of stress</p> <p>Overview: To provide access to workshops and sessions for parents on supporting their child's emotional wellbeing following lockdown</p> <p>Signpost parents to links to 'Just Psychology' online sessions</p>	<p>Pastoral Team continued to deliver parents workshops and fortnightly drop-ins</p> <p>Behaviour Training for whole school staff led by Nicola S Morgan</p> <p>Behaviour module purchased and training for SLT</p> <p>SENDCos attended training for Wellbeing for Return to Education</p> <p>Continued to signpost parents to Just Psychology sessions</p>
<p>Extra-Curricular Clubs</p> <p>Overview: Monies available to support children in their choice of after school sports clubs and other clubs; music tuition; trips</p>	<p>Support given where possible and priority given to children in receipt of PP.</p>
<p>Overview: Ensure ongoing excellent attainment and progress of pupils</p>	<p>Attainment has remained high with continued monitoring of progress of pupils in receipt of PP</p>