

St Modwen's Catholic Primary School



Pupil Premium Strategy Statement (2020 - 2021)

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding	No of FSM pupils (SCC Resource Allocation Sheet)	Pupil Premium Rate p/pupil	% of Pupil Premium children on roll in school	No of Looked after children eligible for Pupils Premium	No of service children eligible for Pupils Premium	No of Pupils on Roll - start of Academic Year
2018-19	£42,240	32	£1,320.00	9.8%	0	0	328
2019-20	£35,640	27	£1,320.00	7.0%	0	0	385
2020-21	£39,005	29	£1,345.00	7.7%	0	0	375

School Priorities

SCHOOL PRIORITY 1	To enhance the provision of Catholic Education, providing high quality, inclusive education
SCHOOL PRIORITY 2	To embed the distributed Leadership model to secure accountability at all levels
SCHOOL PRIORITY 3	To embed a knowledge and skills-based thematic curriculum that is distinctively Catholic
SCHOOL PRIORITY 4	To raise standards in reading, writing and maths following the Covid-19 Pandemic

12 areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupils progress slows, intervention are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Governors are trained on PP.

Rationale for the approach to the use of Pupil Premium Funding

The approach adopted by St Modwen's Catholic Primary is based on the principals and guidance of Marc Rowland, Deputy Director of the National Education Trust documented in the NET publication; *'An updated Practical Guide to The Pupil Premium'*, Marc Rowland, 2015.

'One of the best measures of an advanced education system is how it treats pupils who are on the margins. Great schools are a cradle for resilient, effective and confident learners regardless of their socio-economic background. In his role as Deputy Director of the National Education Trust, Marc Rowland visited more than 100 schools across the country to discuss and review how they are using the Pupil Premium grant to improve outcomes for disadvantaged learners.'

Strategy outline Pupil Premium spend

Presenting issue and/or Main Barriers	Primary Area of Child Development need	Approximated costing	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2021
1. Consistency in exposure to quality first teaching and a continued drive to outstanding teaching across the school	Education	£13,005	SLT/ Lead Practitioners NLE	<p>With staff new to roles staff need high quality CPD to support their teaching.</p> <p>Link with Catch-up Strategy of increased Teaching support 20/21.</p> <p>Currently 90% of teachers are good or above (not including SDS) SLT to deliver quality in-house specific support and CPD. Support 1 x SDS teacher.</p>	All teachers will be graded at least good or outstanding in all aspects of teaching including specialist areas.	
2. Progress and attainment gaps between attainment of Pupil premium and non- Pupil Premium children	Education	£8,000	SLT/ PP Lead/Lead Practitioners	<p>Leadership to analyse and monitor data closely throughout the year ensuring that relevant provision is put into place to support the attainment and progress of the pupils.</p> <p>Data analysis will display any gaps in learning that can be filled through therapies, interventions and support to enable all children to make progress</p>	<p>Data will show that disadvantaged children are individually meeting their progress measure of 0.</p> <p>Attainment differences will begin to narrow in all year groups. Higher quality interventions</p>	

				<p>from previous key stage and narrow the difference between disadvantaged and non-disadvantaged children in attainment.</p> <p>Use specialised teaching and training to support staff in enabling children to succeed.</p> <p>RWI training to ensure that staff teaching early reading have been professionally trained in the RWI programme to enhance early reading opportunities.</p> <p>Use of Pixl for high quality therapies to be delivered- £1,861.31.</p>	<p>and support give to children by all staff will impact on attainment and progress.</p>	
<p>3. Low aspirations/ low expectations Education not valued</p>	<p>Education</p>	<p>£0</p>	<p>SLT and PP champions</p>	<p>Children are to be given the opportunity to be inspired, to aspire to be more and have an opportunity to celebrate their achievements on a grand scale across the St Modwen's Catholic Primary.</p> <p>Planned work cancelled – covid-19 Government restrictions in school</p>	<p>Aspirations are more prevalent in children which will be measured through pupil voice. Children will have built up their self-confidence and social skills working in group situations.</p>	

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<p>4. Poor attendance and punctuality affect learning and unsettles the start of the day.</p>	<p>Education</p>	<p><u>£10,000</u></p>	<p>Pastoral Lead/PP Lead/SLT/Attendance Officer</p>	<p>St Modwen's Catholic Primary Attendance Officer monitors and actions lates/absences and supports families to ensure that the children are inschool. Pastoral lead works with families to overcome barriers that deter this.</p>	<p>Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community.</p> <p>Data analysis.</p>	

Presenting issue and/or Main Barriers	Primary area of Child Development need	Approximated costing	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2021
<p>5. Lack of parental support at home and lack of parental engagement with the school.</p>	<p>Education</p>	<p><u>£500</u></p>	<p>PP Lead/SLT/ Pastoral Lead/PP Champions</p>	<p>Children do not have the support at home: homework isn't completed and their support from home is not assisting them to make progress.</p> <p>Home ICT Loan scheme in place from Spring term 2 – narrow the gap for access to ICT in the home.</p> <p>Positive phone calls home/contact with parents of PP children</p>	<p>Attainment and progress will be improved due to additional opportunities for support.</p> <p>Parents will feel more positive about the school coming into school and will increase the relationships between school, pupil and parents.</p>	

Presenting issue and/or Main Barriers	Primary area of Child Development need	Approximated costing	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2021
6. Lack of vocabulary inhibiting learning opportunities and prohibiting progress	SLCN	£0	PP Lead and SLT	<p>Strategies to be implemented across school focusing on improving the vocabulary use and understanding of our disadvantaged children.</p> <p>Planned work cancelled – covid-19 Government restrictions in school</p>	<p>Children will be able to access more of the curriculum with a wide and varied vocabulary bank.</p> <p>English results across all year groups will rise.</p>	
7. Speech and Language needs and SEND	SLCN	£0	SENCO/PP Lead/SLT/External providers	<p>Professionals to assess and work with pupils-targeting children with difficulties with speech and language, behavioural/emotional needs, working with staff and parents to support their children at home.</p> <p>Planned work cancelled – covid-19 Government restrictions in school</p>	<p>Improved interventions across the school; early intervention ensures children come off the programmes quickly, staff are supported with providing appropriate targets and parents feel supported.</p>	

Presenting issue and/or Main Barriers	Primary area of Child Development need	Approximated costing	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2021
8. Limited English language. Restricted vocabulary	SLCN	<u>£300</u>	PP Lead/SLT/SENCO	Support for all Polish children in the school to enable them to grow in confidence with the English language; targeting intervention and translation of school letters and policies in order to support families.	Children feel supported with their language; children make improved progress in language, permeating to all curriculum areas.	

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<p>9. External narrow opportunities</p> <p>Some children lack creative opportunities outside of school, so need enrichment in school from a specialist.</p>	Social & Emotional	£0	PP Lead and SLT Forest School Lead	<p>Qualified professionals to teach pupils how to play a musical instrument. Opportunities for children to experience the arts, sports and culture throughout the school day and beyond.</p> <p>Plans cancelled due to covid-19 Government restrictions</p>	<p>More children will have experienced a variety of extra-curricular activities which will have built self-esteem. Pupil/Staff Voice to corroborate this.</p>	
<p>10. Low income causing narrow opportunities with residential and school trips.</p>	Social & Emotional	£2,000	PP Lead/SLT/ Business Manager	<p>Subsidise residential trips up to - Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences. This will extend to other trips in all year groups and visitors to school contributions to ensure that all children have equal opportunities.</p> <p>Support for parents to pay for trips and any other cost based activity through school including uniform/bags.</p>	<p>Pupil/Staff voice will be able to iterate the benefits of the residential trips with improvements being made to their self-esteem, self-confidence and social skills.</p> <p>Opportunities to improve life skills will be evident</p>	

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<p>11. Lack of self-esteem and self confidence</p>	<p>Social & Emotional</p>	<p><u>£2,000</u></p>	<p>Pastoral Lead/SLT/ PP Lead/Thrive practitioners</p>	<p>Interventions and small group work focusing on the individual children's needs will support them with their confidence issues.</p> <p>Some children display some behaviour issues which need to be supported by the pastoral lead.</p> <p>ELSA training delivered by Learning Support staff – children's emotional well-being</p>	<p>Building up children's self-esteem and confidence will enable them to engage fully with their learning and will allow them to have the confidence to succeed. Less behaviour incidents will be recorded due to strategies that are put in place to support the children.</p>	

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<p>12. Poor nutrition and lack of food has a detrimental effect on concentration and well-being.</p> <p>Some children need to be able to provide food for themselves and other family members.</p>	<p>Health & Well-being</p>	<p><u>£1,000</u></p>	<p>Pastoral Lead PP Lead SLT</p>	<p>Food Bank parcel deliveries available for disadvantaged families if they are isolating.</p> <p>Free School meals/Breaksales for pupils attending school Summer term 2020.</p> <p>Food Vouchers for FSM children if they are isolating.</p> <p>FSM voucher scheme SCC for FSM pupils during half-term holiday period (funded from SCC Winter Allowance scheme)</p> <p>Breakfast club to restart and target disadvantaged pupils once guidelines allow</p>	<p>Children will be more alert and ready to learn which will benefit their ability to learn and concentrate.</p> <p>Children have gained more life skills and have assisted with financial support and meals for low-income families.</p>	

<p>13. Wellbeing and Mental Health negatively impacted due to COVID 19</p>	<p>Health & Well-being</p>	<p><u>£2,200</u></p>	<p>PP Lead</p>	<p>SBM/Early Help Lead trained as an accredited Mental Health First Aider to offer additional support to disadvantaged pupils & families whose wellbeing and mental health has been negatively impacted due to COVID 19 and wider circumstances Interventions and wellbeing sessions Implemented</p> <p>Welfare calls to continue if families are self isolating, including doorstep visits if necessary.</p>	<p>Children feel their wellbeing and mental health is supported; children engage fully with their learning;</p>	
<p>Approximate Total</p>		<p><u>£39,005</u></p>				