

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St. Philip Neri with St. Bede Catholic Voluntary Academy				
Academic Year	2020-21	Total PP budget (based on Oct 2019 census)	£74,905	Date of most recent PP Review	Oct 2020
Total number of pupils	464 are PP)	Number of pupils eligible for PP	71 (15%)	Date for next internal review of this strategy	Apr 2021

2. Current attainment 2019-20		
<i>Due to COVID-19, there is no pupil data from the academic year 2019/2020</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2018 data</i>

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low self-esteem, combined with difficulty in managing emotions and behaviour impacts on pupils and the progress being made. Attitudes to learning are sometimes challenging.
B.	Progress in Writing was slower than in Reading at the end of KS2.
C.	Progress of PPG pupils in Mathematics was less than non-PPG pupils' progress.

D.	Communication and language difficulties for children who begin school in Foundation Stage impacts on their ability to express their wants and needs, re-tell events or develop the imaginative and creative aspects required for Writing. Pupils' vocabulary is restricted.	
E.	Pupils can often demonstrate they have understood a concept during a lesson, but require further support to ensure the skill is embedded in order to move on to the next aspect of learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.	
G.	Removal of Faith School Transport has meant that pupils from surrounding areas would be unable to access Catholic education.	
H.	Attendance of disadvantaged pupils is below 96%.	
4. Desired outcomes (<i>Desired outcomes and how they will be</i>		Success criteria
A.	Improved self-esteem and ability to manage emotions in challenging situations.	<p>Children are able to identify strategies to deal with challenging situations.</p> <p>Tracking using Boxall Profile confirms improvements in pupils' emotional well-being.</p> <p>Pupils are able to access learning as emotional barriers have been removed; they are ready to learn.</p> <p>Two members of staff trained as ELSAs so that they can deliver emotional support. Children are identified and assessed/ baselined using ELSA entry/exit documents.</p> <p>Training of all staff to ensures the development of whole school ethos of strengthening emotional literacy.</p>

<p>B.</p>	<p>Improved progress in Writing for all pupils throughout school.</p>	<p>Progress in Writing for disadvantaged pupils is nearer to 0. Progress in writing for all pupils is nearer to 0.</p> <p>The proportion of pupils working at age-related expectations throughout school is in line with National figures in most year groups.</p> <p>Teacher assessment identifies and addresses gaps in knowledge. Interventions are planned to meet the needs of all pupils.</p> <p>The successful implementation of Rainbow Grammar and Writing Clusters training will ensure the teaching of writing improves.</p>
<p>C.</p>	<p>Improved progress in Maths, particularly for PPG pupils.</p>	<p>End of Term Cornerstones Assessments used to identify gaps and knowledge. Interventions are planned to meet the needs of pupils.</p> <p>The introduction of Pre-Learning tasks will ensure pupils receive teaching that matches their next steps in learning.</p> <p>Interventions will successful address any identified gaps in knowledge.</p> <p>The proportion of disadvantaged pupils working at age-related expectations is broadly in line with national outcomes for other pupils in most classes.</p>

<p>D.</p>	<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p> <p>Pupils' develop an increasingly expanded vocabulary.</p>	<p>All FS staff will have completed SALT Let's Interact training so that adults know how to develop pupils' communication and language. Teacher assessment will confirm that pupils make gains in communication and language, particularly in EYFS.</p> <p>Pupils receiving NELI intervention will make significant gains in their communication and language development in EYFS.</p> <p>The successful implementation of Tales Toolkit in FS2 will confirm that pupils' have made significant gains in their oral retelling of events/stories.</p> <p>Scrutiny of pupils' writing will confirm that a wider range of increasingly adventurous vocabulary is being used from FS2 to Year 6.</p> <p>The proportion of pupils working at or above age-related expectations in Writing will increase and progress scores at the end of KS2 will be nearer to 0 for disadvantaged pupils.</p>
<p>E.</p>	<p>Learning is embedded and concepts are re-visited to enable children to embed knowledge and skills.</p>	<p>Work scrutiny confirms that learning does not move on unless a good understanding has been demonstrated by the pupils.</p> <p>Work scrutiny confirms that IMPACT sessions and the follow up lesson lead to pupils embedding skills and concepts taught; thus, barriers to learning are addressed prior to the next lesson.</p> <p>English and Maths lessons will be re-structured to enable pupils to revisit previously taught concepts so prior learning is embedded and built upon.</p>

<p>F.</p>	<p>Pupils have positive role models for reading, developing a greater enjoyment of a range of books.</p>	<p>Pupil interviews confirm a greater enjoyment of reading.</p> <p>Increase in proportion of pupils working at age related expectations in reading.</p> <p>Progress scores at the end of KS2 continue to be above 0 for disadvantaged pupils.</p> <p>The introduction of Epic! will aim to motivate reluctant readers who prefer to read on-screen.</p>
<p>G.</p>	<p>Disadvantaged pupils from the school's surrounding areas are able to access Catholic education.</p>	<p>Disadvantaged pupils from the school's surrounding areas (between 2 and 20 miles from school) access Catholic education despite removal of Faith School Transport.</p>
<p>H.</p>	<p>Attendance of disadvantaged pupils to be closer to the attendance of all pupils.</p>	<p>Attendance of disadvantaged pupils is at least 96%.</p>

5. Planned expenditure

Academic year 2020-21

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved outcomes in writing for all pupils throughout school.</p> <p>Progress in writing at the end of KS2 is nearer to 0.</p>	<p>Provide Rainbow Grammar training for all teachers so that there is a consistent method of teaching grammar from Y1 to Y6.</p> <p>Strengthening the teaching of writing by adopting a 'Writing Clusters' approach.</p>	<p>Improving Literacy in KS2 report from EEF identifies that effective writers should be taught to use a number of strategies to support each component of the writing process; these strategies should be described and modelled.</p>	<p>Rainbow Grammar and Writing Clusters training will be provided for all teachers. This will then be followed by developing agreed protocols.</p> <p>Monitoring through lesson observation, work scrutiny and data analysis.</p> <p>Writing Subject Leaders will begin to forge a Writing progression document to ensure that children are taught writing skills at an age and development appropriate level.</p>	<p>M. Burmiston M. Armson</p>	<p>Termly</p>

<p>Improved outcomes in Maths for all pupils throughout school.</p> <p>Progress of PPG pupils in Maths is nearer to 0, and similar to Non-PPG pupils.</p>	<p>Pre-Learning tasks will ensure all pupils begin to receive teaching that matches their next steps in learning.</p> <p>CPD will strengthen teachers' knowledge of how pupils should progress from Fluency, to Reasoning then Problem Solving, complete with modelled examples.</p> <p>NTP tutoring provided for identified PPG pupils in Y5.</p>	<p>Improving Mathematics in the EY and KS1 report from the EEF recognises that it is important to assess what children do, and do not, know in order to extend learning for all children. The Improving Mathematics Document for KS2 goes on to say that this [assessment] should inform the planning of future lessons and the focus of targeted support.</p>	<p>Pre-Learning training will be provided for all teachers. This will then be followed by developing an agreed protocol of how these are produced.</p> <p>Training to explicitly specify the progression from fluency, to reasoning and then problem solving to be provided.</p> <p>Monitoring through work scrutiny, learning walk and pupil interviews.</p> <p>Maths subject leaders to update Calculation Policy to ensure methods continue to be progressive.</p> <p>Weekly small-group tutoring to be implemented.</p>	<p>V. Dickie Z. Jefferies</p>	<p>Termly</p>
Total budgeted cost					£18600

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved self-esteem and ability to manage emotions in challenging situations.	Anger Gremlins, Anxiety Gremlins, Box Full of Feelings, Nurture support from identified TA, ELSA, Forest School provision. Child & Family Support Worker	The EEF Toolkit identifies that Social and Emotional Learning Interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average).	Observations of intervention sessions. Monitoring of Provision Mapping to ensure interventions are planned for. Tracking through entry and exit data using Boxall Profiles to base line pupils.	J. Phillips K. Wheatley	Half termly

<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p>	<p>1:1 and small group provision from NELI, Let's Interact, Tales Toolkit</p>	<p>Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>Some pupils require targeted support to catch up. NELI is a recognised programme, which key members of staff have received training to deliver.</p> <p>EEF Toolkit identifies small group tuition is effective when targeted at pupils' specific needs. (Four months additional progress on average).</p>	<p>Observations of interventions.</p> <p>Learning Walks to observe adults using Let's Interact strategies.</p> <p>Analysis of NELI assessment data.</p> <p>Monitoring of progress resulting from Tales Toolkit.</p>	<p>T. Graham</p>	<p>Termly</p>
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<p>Pupils develop improved fluency skills in Mathematics.</p>	<p>Every Child a Counter interventions: Numbers Count, Number Sense, Success at Arithmetic.</p>	<p>Evidence shows that, on average, children's number age gains 12 months in just 3.3 months when enrolled on the Every Child A Counter interventions. This is over three times the expected progress.</p> <p>93% pupils showed more confidence and interest in learning Mathematics in class after 1st Class@Number.</p>	<p>Assessments using Sandwell and/or Puma tests will identify entry levels. This will be followed by observation of interventions and exit data.</p>	<p>J. Phillips K. Wheatley</p>	<p>Termly</p>
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<p>Learning is embedded and any barriers removed before the next lesson.</p>	<p>IMPACT sessions</p> <p>NTP for Bottom 20% and PPG pupils of Year 6 21-22 Cohort</p>	<p>The EEF identifies that the impact Teaching Assistants have on learning is high when TAs actively support learning rather than managing tasks. This is provided through our IMPACT sessions that typically take place daily and focus on the teaching which has already occurred, ensuring this learning has become embedded.</p> <p>Small group tuition is effective when targeted at specific children's needs. (4 months impact).</p>	<p>Precise AfL within lessons.</p> <p>1 x 60 minute Tutoring for 15 weeks.</p> <p>IMPACT session daily, focusing on disadvantaged pupils.</p> <p>Observation of IMPACT sessions.</p> <p>Work scrutiny.</p>	<p>D. Steele</p>	<p>Half-termly</p>
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<p>Pupils have positive role models for reading, developing a greater enjoyment of a range of books.</p> <p>Improved rates of pupil progress in reading, combined with greater levels of pupil engagement.</p>	<p>Workshops for Parents.</p> <p>Regular communication to parents that shows how they can support their child with reading and the benefits of doing so.</p> <p>Assessment data will identify gaps; Provision Maps will ensure these plans are in place to overcome these.</p>	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socio-economic status. (2002).</p> <p>On average, reading comprehension approaches improve reading by an additional 5 months progress over a year. These approaches appear to be particularly effective for older readers (aged 8+) who are not making expected progress.</p>	<p>Liaison between Class Teacher and TAs – shared planning.</p> <p>Star Assessments will ensure that gaps in reading are identified and targets are precise.</p> <p>Provision Mapping confirms that gaps have been identified and planned for, and the impact of this provision.</p>	<p>R. Annia</p>	<p>Termly</p>
Total budgeted cost					<p>£39,580</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of disadvantaged pupils to above 96% and closer to that of other pupils.	Attendance rewards Attendance Panel meetings with parents. Child & Family Support Worker involvement. Attendance messages and letters sent home when this drops below 96%. Employ Child & Family Support Worker.	EEF Toolkit identifies parental involvement adds an additional 3 months impact.	Attendance data analysis Child & Family Support Worker to work with vulnerable families to explore reasons for non-attendance and support parents to improve this.	D. Steele K. Davidson	Half termly
Total budgeted cost					£16,725

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Low self-esteem and lack of aspiration from pupils has a detrimental impact on self-control, behaviour and social inclusion.	<p>Dojo points used daily throughout the school.</p> <p>Positive reinforcement.</p> <p>Celebration assembly every fortnight to focus on achievements.</p> <p>A focus on resilience and self-esteem during our mental health week (spring & summer)</p> <p>Implement Take Five.</p>	<p>Dojos are used throughout school, which has led to an improvement in pupils' self-esteem and behaviour. This is part of school's move towards positive reinforcement. All staff fully on-board and committed to using and applying positive reinforcement. This was successful in that staff were able to focus more on the positives and less on the negatives. In turn, this promoted pupils' self-esteem and so had a desire to achieve.</p> <p>Celebration Assembly continue to be extremely popular with children and parents. In order to promote self-control and behaviour, teachers reward pupils who are making gains in these areas, not just children's academic performance.</p> <p>Mental health was prioritised as pupils in EYFS, Year 1 and Year 6 returned to school; as a consequence of this, the very large majority of pupils were happy to be back and school and parents reported improvements in their mood and attitude.</p>	<p>This approach would be further strengthened by introducing an agreed protocol so that the number of Dojos being awarded for certain actions/behaviours are consistent across the school.</p> <p>This approach [Celebration Assembly] will continue during the next academic year.</p> <p>Mental Health, resilience and self-esteem will continue to focused on in the next academic year but with a tighter focus.</p> <p>This approach will not be continued due to insufficient evidence of its impact.</p>	£2000

<p>To raise the progress of reading throughout the school.</p>	<p>Parent workshop re: the importance of reading.</p> <p>Readathon in the summer term.</p> <p>Accelerated Reader implemented to ensure pupils' texts are matched more precisely to their reading ability.</p> <p>In order to ensure texts are matched more precisely to the reading ability of children, the library has been reorganised and re-categorised.</p>	<p>Accelerated Reader was presented to the parents of KS2. This was to inform parents of the importance of reading and the direct link between reading often and a child's reading age. The Accelerated Reader program was shared so parents had an understanding of Star Assessments and how they informed teachers of a child's reading age.</p> <p>Pupils' engagement in books improved. The Books Fayres chosen offered half price texts; this enable lower income families to purchase texts for their child.</p> <p>Accelerated Reader has been implemented effectively resulting in pupils' reading books being precisely matched to their reading ability.</p> <p>The reorganisation and re-categorisation of the school library has been completed. As a consequence, the children are able to easily locate texts from their assigned category. The library has also been re-designed, which has led to children showing a greater interest in reading.</p>	<p>Positive impact: this approach will be continued next year as it raised parents' awareness of the importance of comprehension as well as how the information is used to ensure children are given a text that is pitched accurately.</p> <p>This approach is appropriate and effective and will continue next year. However, further staff training will be required to ensure all KS2 staff know how to use the programme effectively and that the Star Assessments are completed in the same way throughout school.</p> <p>This approach has had a very positive impact on ensuring that children's books are matched precisely to their reading ability.</p>	<p>£3743.91</p>
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<p>To increase understanding of mathematical concepts.</p>	<p>Ensure all pupils are receiving mathematical teaching that is more effectively matched to their precise needs.</p> <p>Developing greater opportunities for pupils to apply fluency to reasoning and problem solving tasks.</p>	<p>Where teachers had adopted the use of Pre-Learning tasks following training in December, work scrutiny confirms that in these classes, teaching because more effectively matched to pupils' precise needs.</p> <p>Work scrutiny confirms that some teachers are beginning to develop greater opportunities for reasoning and problem solving. In the classes where this happens, pupils are consequently developing a greater understanding of mathematics.</p>	<p>This approach was impacted by school closure so will need to be an area of focus for the next academic year.</p> <p>This approach was impacted by school closure so will need to be an area of focus for the next academic year.</p>	<p>£1500</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	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
Improved self-esteem and a desire to aspire from pupils.	<p>Social and emotional nurture groups using a range of resources including: Box Full of Feelings, Nurture Time and Anxiety Gremlins.</p> <p>ELSA support for identified pupils.</p>	<p>Pupil interviews and reports from class teachers confirms that pupils' will low self-esteem and aspirations made good progress as a result of these interventions being provided.</p> <p>The impact of ELSA support has been significant in support pupils to develop self-help strategies and to develop their emotional literacy.</p>	<p>Although this approach was successful, it is difficult to measure the success without entry/exit information. As a result, this approach will continue next year but school will subscribe to Boxall Profile so staff have clear entry/exit information.</p> <p>Thus approach has had an extremely positive impact and will continue next year.</p>	£32,000

<p>To increase understanding of mathematical concepts.</p>	<p>Numicon First Class @ Number Success @ Arithmetic Pre Teaching provided to groups before beginning a new unit of work.</p>	<p>Work scrutiny shows that the majority of pupils have a strong understanding of fluency in Maths. Where teachers had adopted the use of Pre-Learning tasks following training in December, work scrutiny confirms that in these classes, teaching became more effectively matched to pupils' precise needs.</p>	<p>This approach has proven to be successful and will continue next year. Further training will be provided so TAs working with Y1 – Y4 are able to deliver the intervention. This approach was impacted by school closure so will need to be an area of focus for the next academic year.</p>	<p>£16,736.09</p>
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<p>To improve oral skills and vocabulary throughout the school, particularly focusing on FS and KS1.</p>	<p>Accurate modelling by all adults within school.</p> <p>Word aware programme/More than words/ Talkability (All recommended by the Speech & Language Therapist). Talkboost No pen days (summer term).</p>	<p>Foundation Stage staff learned the importance of using appropriate vocabulary/speech with young children. This has provided a consistent approach to developing children's language through accurate modelling.</p> <p>Because children have heard the use of standard English reflected back to them by staff, they have more successfully been able to self-correct their sounds and words.</p> <p>Staff in the Foundation Stage Unit completed 6 hours of 'Let's Talk' training and then successfully engaged with children in richer conversations which further enhanced their speech and language development.</p> <p>The support of a Speech and Language Therapist in school and some recommended programmes has allowed children with more severe language development to be targeted earlier with a more focused support.</p> <p>Talk Boost has been used for pupils in FS2 and has proved to be an effective way supporting children needing support with their speech and language.</p> <p>No pen days did not take place but will be highlighted for the following year.</p>	<p>Staff will continue to model appropriate language for pupils following Talkability Programme strategies.</p> <p>This approach will continue. All staff must continue to use standard in English at all times. This will involve repeating correctly to children phrases and words they have used incorrectly and allowing time for children to self-correct.</p> <p>Quick referrals to Speech and Language need to be continued to allow for support to be targeted early on as this gives more time for interventions to be successful.</p> <p>Continue to use Talk Boost to support identified children to accelerate their speech and language capabilities as this is a very effective intervention.</p>	<p>£9100</p>
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iii. Other approaches				
Desired outcome	Chosen action / approach	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
To access extra-curricular activities, school trips, residential trips and music lessons.	Children will be given the opportunity to access after school clubs and music lessons. Also, school trips and residential trips will be accessible.	Until March 2020, all pupils were provided with the opportunity to access after school clubs and music lessons. This had a positive impact on their engagement and self- esteem.	This approach had a positive impact on pupils and will continue next year.	£5060
Total				£70,140

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.