

Pupil Premium Strategy

St. Katharine's C of E (VA) Primary School

School Overview

Metric	Data
School name	St Katharine's CE VA Primary School
Pupils in school	468
Proportion of disadvantaged pupils	6.8%
Pupil premium allocation this academic year	£48,280
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	October 2021
Statement authorised by	Sarah Richardson
Pupil premium lead	Denise Thomson and Sarah Richardson
Governor lead	Maureen Lawton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No overall data collected due to COVID19
Writing	No overall data collected due to COVID19
Maths	No overall data collected due to COVID19
Meeting expected standard at KS2	No data for 2020 due to COVID19.
Achieving high standard at KS2	No data for 2020 due to COVID19.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Progress and attainment in core subjects following school absence due to coronavirus pandemic.	To ensure disadvantaged children have access to quality first teaching in order to make progress and close gaps in Reading, Writing, Maths and Phonics following COVID-19.
Priority 2 Develop children's resilience and independence through social and emotional learning.	To ensure vulnerable children have the skills and strategies needed to become resilient and independent learners who can form healthy relationships and self-regulate.

Barriers to learning these priorities address	Attendance, Vocabulary, Access to technology, Access to books and learning materials/resources, Parental support/engagement
Projected spending	£47,298

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average scores in KS2 Reading.	July 2021
Progress in Writing	Achieve national average scores in KS2 Writing.	July 2021
Progress in Mathematics	Achieve national average scores in KS2 Maths.	July 2021
Phonics	Achieve national average expected score in PSC.	July 2021

Quality First Teaching Strategies for current academic year (impact on disadvantaged pupils)

Measure	Activity
<p>Priority 1</p> <p>To ensure disadvantaged children have access to quality first teaching in order to make progress and close gaps in Reading, Writing, Maths and Phonics following COVID-19.</p>	<ul style="list-style-type: none"> • Whole School focus on improving teaching and learning in the classroom through Rosenshine's principles of instruction. CPD opportunities to develop these strategies and skills. (£500) • Purchase of Tom Sherrington's book 'Renshine's Principles in Action' for all staff to support teaching strategies. (£210) • Joint Professional Development focusing on one principle (lesson study). (cost of supply £500) • Continued CPD for Teachers in the mastery maths approach. Three members of staff attend training and disseminate in whole school training. (£300) • Purchase of Dyslexia friendly books to support reading development of WT readers in Key Stage 2. (£600) • Continued CPD for the teaching of phonics through Lesley Clarke. (£500) • CPD opportunities for all staff, including TAs, to develop models in sentence structure to support writing composition. (cost covered internally)
<p>Priority 2</p> <p>To ensure vulnerable children have the skills and strategies needed to become resilient and independent learners who can form healthy relationships and self-regulate.</p>	<ul style="list-style-type: none"> • Continue to revisit and embed our school values and powerful learning attributes. (no cost) • Fit and fruity Friday themes across the year to develop children's skills to improve their own wellbeing. (no cost) • Continue to use SCARF resources with whole school themes for PSHE. (no cost)

Barriers to learning these priorities address	Reading fluency, cognition and long term memory, staff subject knowledge, healthy lifestyle choices, resilience and independence.
Projected spending	£2610

Targeted Support Strategies for the current academic year (impact on disadvantaged pupils)

Measure	Activity
<p>Priority 1</p> <p>To ensure disadvantaged children have access to quality first teaching in order to make progress and close gaps in Reading, Writing, Maths and Phonics following COVID-19.</p>	<ul style="list-style-type: none"> • Pupil Premium Champion to meet with all teachers once a term to set targets for children and monitor progress and impact. (cost of supply £500) • IDL intervention to monitor and track reading and spelling progress of dyslexic pupils. (£400) • IXL purchased for pupils to support home learning. Cost covered through Catch up premium. • 1:1 Tutoring for readers in Y1 – Y4 and maths in Y5 – Y6. Cost covered through Catch up premium.
<p>Priority 2</p> <p>To ensure vulnerable children have the skills and strategies needed to become resilient and independent learners who can form healthy relationships and self-regulate.</p>	<ul style="list-style-type: none"> • Cost of Family Support Worker + ELSA supervision (£21,563) • Cost of extra Teaching Assistant in Year 5 to support the needs of the year group. (£17,725) • Pastoral support worker to work with the teachers to identify the needs of PP children and provide small group and 1:1 support as needed. • TA's trained to deliver emotional and social support in year group bubbles. (cost covered internally) • Cost of training one other member of staff to be ELSA trained. (£500)
Barriers to learning these priorities address	Vocabulary, Access to technology, Access to books and learning materials/resources, Parental support/engagement
Projected spending	£40,688

Wider strategies for the current academic year (impact on disadvantaged pupils)

Measure	Activity
<p>Priority 1</p> <p>To ensure disadvantaged children have access to quality first teaching in order to make progress and close gaps in Reading, Writing, Maths and Phonics following COVID-19.</p>	<ul style="list-style-type: none"> Parental engagement re. Home learning – pastoral support for hard to reach , early intervention on pastoral care.
<p>Priority 2</p> <p>To target specific emotional needs of vulnerable children through 1:1 and small group work. (Families)</p>	<ul style="list-style-type: none"> Adoptive parent forum meetings (cost of supply £500) Parenting courses Support for school trips and residential trips and/or swimming lessons for year 3 and 4 children (£2000) <i>Families in receipt of the PP grant do not automatically qualify; this is at the school's discretion.</i> Laptops loaned to identified children who do not have access at home. (£1000) <i>Families in receipt of the PP grant do not automatically qualify; this is at the school's discretion.</i> Weighted blankets and other sensory resources (£500)
Barriers to learning these priorities address	Equality of access to educational visits, sporting events, music lessons, parental engagement
Projected spending	£4000

Money in reserve: £982

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Restriction of working in year group bubbles limits the degree to which we can collaborate and team teach to improve practice.</p> <p>Increased staff absence due to COVID.</p>	DHT and PP champion to monitor
Targeted support	Access to remote learning provision	Alternative ways to share learning. CGP books or hard copies.
Wider strategies	COVID restrictions	Look for alternative ways to share information with parents or signpost parents.

Review: last year's aims and outcomes

Aim	Outcome
Develop a positive reading culture and oral literacy.	<p>Early Reading</p> <p>New Reading Rockets Phonics books have been highly effective in developing decoding skills and fluency. Through re-reading the book, both at school and at home, children have shown greater confidence and accuracy in reading. Children have moved up the scheme successfully, showing that they have made progress.</p> <p>Teacher and TAs are highly effective in teaching phonics and ensuring all children have regular feedback to make progress. Phonics 'Letters and Sounds' Assessment is used each term to monitor progress and identify gaps to inform future teaching.</p> <p>Key Stage 2</p> <p>All children not yet able to read fluently have phonic books appropriate to their age. These have been successfully used in Years 4, 5, 6 to target off track pupils. They receive daily practice and feedback to aid their development. Monitoring of this has evidenced that staff are skilled in the teaching of phonics in Key Stage 2 and are able to support and stretch children through deeper discussion of the text, whilst focusing still on the decoding. Pupils have said that they enjoy being able to read a book successfully without hesitating or pausing.</p> <p>DUE TO COVID-19 WE WERE UNABLE TO FULLY MEASURE THE IMPACT OF THIS INTERVENTION AND WILL CONTINUE WITH THIS TARGET IN THE COMING YEAR.</p>
Accelerate attainment and progress in reading, writing and maths	<ul style="list-style-type: none"> Interventions are now recorded on our Insight tracking platform so that SENCo and teachers can work collaboratively together to evaluate impact of provision for individuals. Evidence from lesson observations and learning walks indicate that teachers and teaching assistants are working collaboratively to deliver high quality interventions. There are clear timetables for the day/week to ensure provision is being delivered. DUE TO COVID-19 WE WERE UNABLE TO FULLY MEASURE THE IMPACT OF THIS INTERVENTION AND WILL CONTINUE WITH THIS TARGET IN THE COMING YEAR. BIRMINGHAM TOOL KIT TRAINING TO BE DELIVERED TO SENCO PLUS PP CHAMPION AND 2 CLASS TEACHERS IN JANUARY 2021. THIS IS DESIGNED TO ENABLE TEACHERS TO MEASURE SMALL STEPS OF PROGRESS. <p>These were successful in the Autumn Term. Teachers met with PP champion – evidenced that the teachers knew the pupils well and were identifying key areas to work on in learning. PP champion had really good overview of all PP children and their next steps. This was followed up with classroom drops ins to see how children were supported in lessons.</p> <p>DUE TO COVID-19 WE WERE UNABLE TO FULLY MEASURE THE IMPACT OF THIS INTERVENTION AND WILL CONTINUE WITH THIS TARGET IN THE COMING YEAR.</p>
Children are able to self-regulate emotions and behaviour.	<p>The continued pastoral support for pupils and parents is a strength of the school. The provision for pupils and parents is well embedded within the school timetable. Lego therapy, Dolphin club and nurture group continue to help pupils learn the social and emotional skills needed in the classroom and their wider lives.</p> <p>This is evident in the comments we have received from parents and children about the positive impact of the pastoral support. Parent engagement with courses and support is high. Children make good progress with their learning as a result of their support with pastoral needs. This is seen through the number of children engaging in learning in the classroom.</p> <p>Playground and lunchtime incidents have reduced as children have watchful eye from a trusted adult who is able to guide the child to use self regulation techniques.</p>
Equality of access to educational visits, sporting	<p>Children of disadvantaged families have had costs of clubs and trips subsidised by PP Grant.</p>

events, music lessons	
Improved practice and provision in Nurture/ELSA/Pastoral Sessions	<p>Continued funding for ELSA support allowed the pastoral team to network and learn of new strategies or interventions that could be of benefit to our pupils at St. Katharine's.</p> <p>DUE TO COVID-19 WE WERE UNABLE TO ATTEND FURTHER TRAINING OPPORTUNITIES THIS YEAR. WE ARE EXPLORING ONLINE OPPORTUNITIES FOR THE ACADEMIC YEAR 2020-2021.</p>