

Our Lady and St Thomas RCVA Primary School

Pupil Premium Strategy Statement 2020-21 (Updated 30.09.20)

School Overview

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|---|------------------------------|
| Number of pupils in school (inc) Nursery) | 118 |
| Proportion of disadvantaged pupils (inc) Nursery) | 30% |
| Pupil premium allocation this academic year | £47,425 |
| Academic year or years covered by statement | 2020-21 |
| Publish Date | 8 th October 2020 |
| Review Date | October 2021 |
| Statement authorised by | Mrs R. M Veitch HT |
| Pupil Premium Lead | Mrs R.M Veitch |
| Governor Lead | Mrs J. Norman |

Rationale

Pupil Premium funding at Our Lady & St Thomas RC Primary School will be used to ensure that disadvantaged pupils are provided with opportunities to enable them to achieve the best that they can be (*CRC Article 29) and to ensure access to a high quality education (*CRC Article 28).

The spending of the Pupil Premium is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to our desired outcomes.

This statement is based on ***planned income and will be reviewed when each new funding tranche arrives on a termly basis.***

****CRC Article 28 – All children have the right to a good quality education.***

**** CRC Article 29 – All children have the right to be the best that they can be.***

Funding (per eligible pupil)

| | 2020 - 2021 |
|---|--------------|
| Early Years Pupil Premium | £0.53 / hour |
| Pupil Premium Reception – Y6 | £1,345 |
| **Pupil Premium+ (Looked after children) | £1,700 |
| Pupil Premium+ (Post Looked after children) | £2,345 |

*From April 2020

**Please note that looked after children are eligible to receive £2,345. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

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| Pupils eligible for PP funding | 35 |
| Number of eligible boys | 19 |
| Number of eligible girls | 14 |
| Pupils eligible for PP+ funding (LAC/ PLAC) | 1 |
| Total funding allocation | £47,425 |

OLST School Overview

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Whole School |
|-----------------------|------|--------|--------|--------|--------|--------|--------|--------------|
| Cohort Size | 11 | 19 | 17 | 18 | 16 | 18 | 19 | 118 |
| PP | 5 | 5 | 4 | 5 | 6 | 5 | 5 | 35 |
| PP+ | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| % of cohort PP | 45% | 26% | 24% | 28% | 38% | 28% | 26% | 30% |

OLST Pupil attainment 2019

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|--|----------------------|------------------------|-------------------|------------------------|--|--|--|--|
| Reception class All pupils 17 FSM pupils 1 (6%) | All pupils in school | | School FSM pupils | | National difference between outcomes for Free School Meals pupils and non FSM pupils | Difference between outcomes for school Free School Meals pupils and national outcomes for non FSM pupils | | |
| GLD | 82% | | 100% | | -19% | 25% | | |
| Year 1 All pupils 17 Dis pupils 4 (24%) | All pupils in school | | School dis pupils | | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | | |
| Phonics | 88% | | 50% | | -13% | -34% | | |
| Key stage 1 All pupils 16 Dis pupils 4 (25%) | All pupils in school | | School dis pupils | | Expected standard | | Greater depth standard | |
| | Expected standard | Greater Depth standard | Expected standard | Greater Depth standard | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| Reading | 94% | 6% | 100% | 0% | -16% | 22% | -14% | -28% |
| Writing | 88% | 0% | 100% | 0% | -18% | 27% | -10% | -17% |
| Maths | 88% | 6% | 75% | 0% | -16% | 21% | -12% | -24% |
| Key stage 2 All pupils 18 Dis pupils 4 (22%) | All pupils in school | | School dis pupils | | Expected standard | | Higher standard | |
| | Expected standard | Higher standard | Expected standard | Higher standard | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| Reading | 83% | 39% | 100% | 25% | -16% | 22% | -14% | -6% |
| Writing | 89% | 17% | 100% | 25% | -15% | 17% | -13% | 1% |
| Maths | 89% | 28% | 100% | 25% | -17% | 16% | -16% | -7% |
| Rd, Wri & Ma combined | 78% | 11% | 100% | 25% | -20% | 12% | -8% | 12% |

Pupil progress scores for 2019

| | School all pupils | School disadvantaged | National non-disadvantaged |
|---------|-------------------|----------------------|----------------------------|
| Reading | -0.2 | 1.8 | 0.3 |
| Writing | -1.1 | 0.8 | 0.3 |
| Maths | -0.7 | 1.3 | 0.4 |

Barriers to future attainment

| | | Barrier | Desired outcome |
|---------------------|---|---|---|
| Teaching priorities | A | <p>Covid 19 impact on pupils' learning and confidence levels.</p> <p>Varying baselines from Sept 2020 due to home learning experiences.</p> <p>Academic resilience – pupils are struggling to concentrate for a sustained period of time.</p> | <p>All staff trained in Growth Mind-set and implement this into our classrooms across the whole school. Pupil's confidence levels and self-esteem show a marked improvement.</p> <p>Curriculum gaps are identified and the Recovery Curriculum addresses this. A broad and balanced curriculum is taught.</p> <p>Lessons are shorter bursts to develop focus, concentration and success.</p> <p>Concentration and resilience is developed through the incremental increases in time on focused tasks.</p> |
| | B | Remote/Home Learning for all pupils. | <p>Staff are trained to use the Google Classroom and are able to teach effectively.</p> <p>Pupils are able to access their Google classroom and upload their work.</p> <p>Teachers provide deadlines, feedback and follow up pupils not engaging.</p> <p>All pupils have access to daily quality first teaching if self-isolating or in the event of a class bubble/school closure.</p> <p>Hard to reach families are identified and supported to be fully involved in child's learning.</p> |
| | C | Reading Outcomes – pupils baseline data Sept 20 indicates a proportion are behind their chronological reading age across the school. | <p>All pupils read to their teacher. Lowest 20% identified and targeted.</p> <p>Scheme books for KS2 and development of skills facilitated by class teachers. Reading for pleasure developed at home with active parental engagement.</p> <p>Fiction Express used as a reading platform, implemented into class life and accessed remotely.</p> |
| | D | Rapid phonics acquisition is needed in Y1, Y2 and Y3 as they were not priority year groups with access to school at all. | <p>Daily focused phonics focus ensures pupils make rapid gains.</p> <p>Phonics assessment data indicates that all PP pupils pass the expected standard.</p> <p>All pupils can read fluently by the time they leave KS1.</p> <p>Targeted support is directed towards those pupils who require further input and gaps addressed successfully. Booster Phonics.</p> <p>Y3 access to daily phonics for target group.</p> |

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| Targeted academic support | E | Speech and Language | Those requiring additional Speech and Language Support are identified and additional Mable credits are purchased to ensure they have access to a therapist and a block of support to address the issue. |
| | F | To improve Reading outcomes across the school, with a specific focus on GD proportions after Covid. | Comparison with GD proportion prior to lockdown indicate pupils are back on track to achieve GD standard. Targeted in class support. |
| | G | Greater depth proportions in Y3 are low – EYFS 0% exceeding | Cohort issue – Target 3 pupils including PP to achieve GD. Targeted in class support. |
| | H | R,W, M outcomes for PP pupils across the school. | Booster classes, pre-teaching and overlearning opportunities ensure PP pupils achieve the expected standard or better in the 2021 data. |
| Wider Strategies | I | Improve parental engagement in child's learning | Surveys of our families indicate an increase in our response rate and attendance at virtual workshops and meetings. Teachers communicate regularly via the class email with our families. Behaviour issues dealt with promptly alongside parental support. Website, Google Classroom and Social media are updated weekly. |
| | J | Lack of enrichment opportunities due to Covid restrictions. Personal Development opportunities. | Introduce a Tea Club where pupils can learn a new skill – sewing, collage, gardening, making a healthy tea, coding, model making, HITT fitness etc. Increased & sustained attendance of PP pupils at After School Clubs. Forest School access, music tuition and Shakespeare Project. |
| | K | Access to technology for disadvantaged pupils. | DFE and LA laptop scheme accessed to support home learning. Proportion of PP funds to buy further chrome books to loan to pupils on a contract basis to support class learning/homework. |
| | L | Emotional resilience of pupils varies with some extremes. High priority in all classes. | Mental Health and Well-being Programme All pupils are ready to start the day in a calm, focused and mindful state. Pupils are taught breathing, relaxation, reflection and mindfulness techniques. Journaling encouraged. All pupils to receive 6 sessions across the academic year focussing on as aspect of mental health and well-being. Relax Kids project measure. Pupil voice at termly intervals indicates that pupil's mental health and well-being is strong across the school. Standardised scale to be used from Zones of Regulation. OLST to be part of the Mental Health Trailblazer project. Mental Health Lead identified. |

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| | reading in each cohort. | | | | | | |
| D | Daily Booster Phonics for target groups. 1:1 for individual children. Additional focused Phonic session for all Y3 pupils. | Pupils make rapid gains from starting points. Y3 gaps in phonic knowledge is addressed. All pupils can read fluently by the time they leave KS1. | | | | AB & Early Years team JW/EP CH | <u>Autumn 2020</u> <u>Spring 2021</u> <u>Summer 2021</u> |

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

| Barrier | Action | Desired outcome | Evidence source Education Endowment Fund Teaching and Learning Toolkit: | Cost | Baseline data | Person responsible | Impact/ evaluation |
|---------|---|--|--|------------------------|---|--------------------|--|
| E | Purchase additional Speech and Language credits to provide 1:1 therapist support for targeted pupils. | Pupils are able to access their phonic session and can form the sounds correctly in order to blend and segment successfully. | | Mable cost | 4 pupils identified as being unable to form their sounds correctly. | AB | <u>Autumn 2019</u> <u>Spring 2021</u> <u>Summer 2021</u> |
| F | 1:1 Reading Intervention - lowest 20% of pupils in all cohorts as data indicates a high proportion of PP are in this group. | Reading Age data to show rapid gains in chronological age and reading age. | Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1) | General staffing costs | | RV/MF/JW | <u>Autumn 2019</u> <u>Spring 2021</u> <u>Summer 2021</u> |
| G | Purchasing of Comprehension X resources to trial in Y3. Target pupils. | Proportion of GD including PP pupils in Y3 for Reading. | Reading Comprehension Strategies (+8) Digital Technology (+4) | £2000 | | MF EP | <u>Autumn 2020</u> Comprehension X resources having positive impact on Y3 & 4 as demonstrated in pupils' books and Reading data analysis. |

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| | | | | | | | Spring 2021 Summer 2021 |
| H | PP focus for targeted in class support – pre teaching and daily intervention. | Post Covid R,W,M outcomes will include a proportion of GD for PP pupils. | Small Group Tuition (+4) Feedback (+8) | General staffing costs | | | Autumn 2020 Positive impact from Autumn Term data analysis. Spring 2021 Summer 2021 |

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

| Barrier | Action | Desired outcome | Evidence source Education Endowment Fund Teaching and Learning Toolkit: | Cost | Baseline data | Person responsible | Impact/ evaluation |
|---------|--|--|--|-----------------------------|----------------------|--------------------|--|
| I | Develop parental engagement in home learning and supporting their child. | Increase response rate/attendance at virtual workshops and meetings. Increased teacher communication. Parental surveys are positive. | | | | | Autumn 2020 Positive impact from Autumn Term data analysis. Spring 2021 Summer 2021 |
| J | Offer a Tea Club and a wider range of after school clubs to children. | Increased % attendance of PP pupils at After School Clubs. | | Funded clubs £ add costs | Add data comparisons | LB-HT | Autumn 2020 Increased after school club offer. Increased PP attendance at after school clubs. COLLATE FINAL FIGURES |

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| K | Technology for all Project. | All pupils regardless of their backgrounds are not disadvantaged when it comes to accessing digital technology. | | | | | |
| L | Mental Health Champion established and supported in developing this role in school. | <p>LG whole school leadership role developed through this project.</p> <p>Positive impact on identified SEMH pupils' emotional wellbeing.</p> | <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p> | | | | <p>Autumn 2020</p> <p>Teams Meeting attended to set up Mental Health Trailblazer Project. Linked to PM for LG.</p> |

Additional funding supporting provision

Shakespeare Project
Y6 Residential Visit or Activity Day (High Ropes Course/ kayaking/ surfing)
St John's Ambulance First Aid Training for Y6
BIG Award – re-accreditation for school Anti-bullying
Peripatetic Music Service
Access to Forest School
Additional Staff CPD
Holiday Club subsidised
Tea Club subsidised

Governance – monitoring the effectiveness of the Pupil Premium Strategy

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| Governors involved: Chair of Governors – Mrs A. Aisbitt Head Teacher – Mrs R. Veitch Pupil Premium Lead Governor: Mrs J. Norman |
| Committee meeting dates: Autumn: December 2020 Spring: March 2021 Summer: July 2021 |
| Autumn summary |
| Spring summary |
| Summer summary |

CATCH UP PREMIUM

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| Ideas | Provide targeted support, through an additional funded teacher, to close the gap for identified pupils. | Pupils achieve the expected standard by July 2021. | Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6) Small Group Tuition (+4) | Patrick – Spring Term MF | | PN/MF | |
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| Additional purchase of phonic decodable books that match our scheme of Read, Write, Inc. | EYFS and KS1 have an appropriately matched phonically decodable book bag book that links with our Read, Write, Inc programme. | Education Endowment Fund Teaching and Learning Toolkit: Phonics (+4) | | | | | <p>Autumn 2020 Positive impact from Autumn Term data analysis.</p> <p>Spring 2021</p> <p>Summer 2021</p> |
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| J | Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all | Positive impact on identified SEMH pupils' emotional wellbeing. | Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) | | | | <p>Autumn 2020 Zones of Regulation areas established in all classrooms Reception to Y6 following targeted CPD. Shared dialogue evident using Zones of Regulation.</p> |
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| | classrooms across the school. Mental Health Trailblazer CPD attended by Mental Health Champion - LG | | Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) | | | | |
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