

Star of the Sea R.C. Primary School

Pupil Premium Strategy Statement 2020-2021

1. Summary Information					
School	Star of the Sea RC Primary School				
Academic Year	2020 - 2021	Total PP budget	58,455	Date of most recent PP Review	July 2019
Total number of pupils	397	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2021
Pupils eligible for Free School Meals	43	Looked After Children Post LAC (Adopted)	3	Service Children	1

2. Current Attainment		
Based on 2019 results at the end of Key Stage 2	<i>Pupils eligible for PP (school)</i> <i>(national average)</i>	<i>Pupils not eligible for PP (school)</i> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>13%</u>	<u>72%</u>
% achieving expected standard or above in reading	<u>38%</u>	<u>80%</u>
% achieving expected standard or above in writing	<u>75%</u>	<u>95%</u>
% achieving expected standard or above in grammar, punctuation and spelling	<u>63%</u>	<u>88%</u>
% achieving expected standard or above in maths	<u>38%</u>	<u>82%</u>

3. Current Attainment

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Based on 2019 results at the end of Key Stage 1	<i><u>Pupils eligible for PP (school)</u></i> <i>(national average)</i>	<i><u>Pupils not eligible for PP (school)</u></i> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>71%</u>	<u>69%</u>
% achieving expected standard or above in reading	<u>86%</u>	<u>78%</u>
% achieving expected standard or above in writing	<u>71%</u>	<u>75%</u>
% achieving expected standard or above in maths	<u>86%</u>	<u>78%</u>

4. Barriers to Future Attainment (for pupils eligible for PP including high ability)

In-School Barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Reading: lower reading standards in both KS1 and KS2 since last year. Standards only just above National in KS1. |
| B. | Maths: lower standards in maths |
| C. | Mental Health: focused and timetabled support in school to encourage emotional wellbeing and resilience amongst pupils. |

External Barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Attendance: Attendance and punctuality for PP pupils is lower than for other pupils in school which limits their teaching time |
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5. Outcomes

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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading results throughout school	Y2/Y6 Reading results are higher than summer 2019
B.	Improved maths results throughout school	B. Improved maths results throughout school That the Y6 data from 2019 reflects a narrowing of the gap between PP pupils and non PP in maths
C.	More resilience and improved emotional wellbeing throughout school supported by targeted strategies in class.	C. More resilience and improved emotional wellbeing throughout school supported by targeted strategies in class. That pupils show a stronger sense of resilience and emotional wellbeing in all areas of their school life and a positive impact on behaviour. With the impact of Covid 19 on disadvantaged families being great, targeted support for PP pupils is vital.
D.	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups.

6. Planned expenditure

Academic year	2020- 2021
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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

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
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<p>A. To raise standards in reading across the school</p>	<p>To ensure teaching staff know the level their PP pupils are at in reading. That staff use reading scores from the beginning of the year alongside their teacher assessment to ensure PP pupils are grouped and taught appropriately.</p> <p>Appropriate interventions are in place for identified PP pupils and TA's are timetabled for support. This includes any catch up sessions required due to the impact of Covid 19 on pupils learning.</p> <p>The embedding of Read Write Inc Phonics teaching across Early Years and Key Stage 1. Resources and training have been purchased.</p>	<p>2019 KS1/2 data Ensuring consistency of approach in all areas of reading including how often children are heard read and by whom and the focused teaching of comprehension skills.</p> <p>Conduct an audit of reading resources and purchase additional books to ensure all year groups are adequately resourced. The purchase of class sets of novels to foster a love of books, improve the quality of guided reading and develop of higher order comprehension skills.</p> <p>Alongside this, all staff will be mindful of the need for neater presentation in all books which remains a focus across school. The purchase of Nelson online handwriting resources and the introduction of handwriting workbooks for Reception to support this.</p> <p>Read Write Inc has an excellent track record in raising standards in Phonics and reading.</p>	<p>Monitoring within school, which will be organised by the PP champion, – including book scrutinies, observations, learning walks and using pupil voice. Reading Audit to be carried out by SLT and English Coordinator and results discussed and acted upon. Staff meetings will focus on this and experiences will be shared Pupil progress meetings with PP and reading focus each term.</p>	<p>SLT English Coordinator T&L lead PP lead</p>	<p>Ongoing</p> <p>Data will be analysed at the end of each term.</p>
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<p>B. That maths results throughout the school are improved and pupils make accelerated progress in this subject.</p>	<p>Provision of high quality teaching and effective assessing of children's abilities are embedded throughout the school.</p> <p>All year groups to attend NT maths training. Staff meetings to be held to disseminate information about the Mastery programme.</p> <p>Mastery resources have been purchased – White Rose Premium resources as well as the use of NCTEM materials. These resources offer a coverage which takes into account any objectives missed due to Covid 19.</p>	<p>2019 KS1/ KS2 data Consistent, effective and accurate assessments carried out regularly to enable staff to understand the needs of individual pupils and measure impact.</p> <p>CPD for all staff and TA's. Targeted interventions to clarify misconceptions and aid rapid progress.</p>	<p>Monitoring within school – including book scrutinies, observations, learning walks and using pupil voice.</p> <p>Maths audit to be carried out by Maths Coordinator.</p> <p>Pupil progress meetings.</p> <p>Staff meetings to discuss impact.</p> <p>CPD will be offered to all staff –individual and whole school including TA's.</p>	<p>SLT Maths Coordinator PP lead T&L lead</p>	<p>Ongoing</p>
<p>C. Continued support of the emotional well being of pupils in school.</p> <p>D. Promoting a culture of resilience</p>	<p>This area to be part of each year group's timetable.</p> <p>High quality strategies and interventions will be offered to the children by teachers and teaching assistants</p>	<p>Both nationally and within our own setting, the emotional wellbeing of children is one of the most important factors of achievement.</p> <p>Research shows building on pupil's self-esteem, self-worth and confidence impacts positively on academic achievement and attitudes to learning. The impact of Covid 19 on disadvantaged communities means that ensuring emotional wellbeing for di pupils is essential</p>	<p>Pupils voice, monitoring of all activities linked to this (see below)</p> <p>Staff meetings to discuss impact</p> <p>Pupils progress meetings</p>	<p>SLT Well being Coordinator PP lead T&L lead</p>	<p>Ongoing</p>
<p><u>Total budgeted cost</u></p>					<p>£30000</p>

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ii. <u>Targeted support</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
That reading standards improve and that the Y6 results for PP children are at least in line with non PP children.	Y6 booster classes will take place in Spring and Summer terms. A consistent approach to reading to be agreed and set out in a reading policy. Speech and Language support will be offered where necessary. Targeted TA and teacher support.	Small targeted reading groups to increase fluency, comprehension and higher order reading skills. Research shows that small group work supports and aids learning, addresses misconceptions and can have a positive effect on learners	Monitoring – see above	SLT Y6 teachers	Ongoing
That maths results throughout the school are improved	High quality teaching and learning using a mastery approach. Opportunities for all children to access reasoning and problem solving activities with	As already stated, 1;1 and small focus group sessions are important for many pupils. Research has also shown from the EEF Toolkit, that high quality feedback for pupils is an effective way to improve attainment.	Monitoring within school – including book scrutinies, observations, learning walks and using pupil	SLT and Maths coordinator.	Termly

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	<p>children encouraged to discuss their mathematical thinking using appropriate mathematical vocabulary. Teachers and TAs identify pupils who need support through summative and formative assessment with instant intervention given where possible.</p> <p>Times tables workbooks purchased for KS2.</p> <p>Year 4 timetabled daily times tables practise sessions on the ipads in preparation for times tables assessment.</p> <p>Interventions and mop up sessions for maths throughout the school, Nursery to year 6, will take place regularly and this will be robustly monitored. This will ensure any gaps in learning for PP children will be filled.</p> <p>Year 6 booster classes Maths Mastery CPD</p>	<p>Booster classes do impact positively on pupil learning and is a time for reflection and addressing misconceptions</p>	<p>voice. CPD will be offered to all staff – individual and whole school.</p>		
<p>Pupils to be supported with emotional wellbeing and a 'can do' culture of resilience to be promoted.</p>	<p>Rainbows groups Attendance at the Rainbows conference Friendship groups 1:1 support time where appropriate Group work with adults on a regular basis. Mindfulness sessions and daily time for reflection to be built into all timetables.</p> <p>Friendship Week will take</p>	<p>As a staff we know one of the most important things for all children is good mental health and wellbeing. Research shows this impacts positively on learning, social interactions and relationships. All staff to be familiar with the updated 2019 guidance on teaching about mental health and emotional wellbeing through PSHE education.</p>	<p>Pupil voice will be used and careful monitoring by all staff at pupil progress meetings, feeding back to each other so we gain a full understanding of the whole child and their</p>	<p>HT, SLT PSHE coordinator</p>	<p>Termly</p>

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	<p>place in the Autumn term (formerly known as antibullying week).</p> <p>Support will be given to children as and when required particularly in light of the stresses with Covid 19.</p> <p>School will continue to engage with and seek help from outside agencies to support children with mental health and well being needs.</p>		<p>emotional needs.</p> <p>Circle Time sessions</p> <p>Mindfulness and reflection time built into the school day</p> <p>Massage</p> <p>Rainbows</p> <p>School Council</p> <p>PSHE curriculum will inform this.</p>		
<u>Total budgeted cost</u>					£25000
iii. <u>Other approaches</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<p>Providing enrichment activities inside and outside of school eg. sports clubs, access coaching, dance clubs, french club, theatre trips, educational visits.</p> <p>Curriculum to be engaging and exciting encompassing the whole child and their education.</p> <p>Weekly, termly and end of year attendance awards.</p>	<p>By providing enrichment, exciting and engaging activities throughout the school day and before and after school children will want to come to school and be more involved in the wider school community.</p> <p>By liaising with attendance officers in school and outside of school we can offer bespoke support for pupils who have attendance issues. (Please</p>	<p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views and discussions.</p> <p>Weekly review of</p>	<p>Mrs K DiMambro (HT)</p> <p>Mr Hall (DHT)</p> <p>SLT</p>	<p>4 weekly attendance meetings will look at attendance figures as well as discuss strategies for improving attendance for certain pupils.</p>

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	Liaison with attendance officers for LEA and local High School	refer to additional information)	attendance. Regular review of attendance data, eg termly, disadvantaged pupils, PA.		
<u>Total budgeted cost</u>					£4000

7. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		2018/19 PLEASE REFER TO ADDITIONAL DETAIL NOTES BELOW		
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
ii. Targeted support				

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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
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

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.
Due to the impact of Covid 19 on schools there is no data to analyse the impact of the strategies in place for the previous year and consequently some of these strategies are still in place. Please refer to the Pupil Premium Strategy Statement 2019 – 2020.