



St Mary's  
Catholic Primary School and Nursery

## PUPIL PREMIUM REPORT

### Coronavirus: flexibility in reporting requirements

The DfE accepts that due to coronavirus and school closures, it is not possible to evaluate the impact of Pupil Premium funding for the 2019/20 academic year. We will therefore monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021, and detail the grant's use and impact for the period between September 2019 and March 2021.

### Financial Information

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	July 2021
Total number of pupils:	549	Total pupil premium budget:	INCOME: September 2019 - August 2020 £112,843 September 2020 – March 2021 £76,084
Proportion of disadvantaged pupils:	15.85%	Amount of pupil premium received per child:	£1,345 Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) £2,345 Pupils who have ceased to be looked after by a local authority because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)

## STRATEGY STATEMENT

Despite the very unsettling and worrying time during the COVID 19 pandemic, St Mary's have made best efforts to provide continuity of education for all pupils, including disadvantaged pupils. We have taken measures to reduce the negative impact on achievement and progress by taking the following action:

**School opening for Key Worker Children** Since 23rd March 2020, in line with Government and scientific advice, St Mary's has remained open to vulnerable children and children who have a parent who is a critical/ essential worker.

**School Website** Staff have regularly updated online learning materials on the school website, which can be accessed by parents through designated class pages.

**Remote Learning** Staff have been working to provide hard copy versions of learning materials for their pupils as digital inequality has been highlighted since March 2020.

**Class Dojo System** the Online Class Dojo system has been used as an effective communication tool for parents and pupils during COVID 19.

**SMART CLUB** Before and after school provision has remained in operation both during term time and throughout all holiday periods.

**Safeguarding & CPOMs** The CPOMS system has continued to be used to record safeguarding issues, behaviour concerns and parental contact.

**Facebook** St Mary's Facebook has continually been a source of information, school news, signposting parents to Government and Local Authority information regarding school closure during COVID 19 as well as other links to support parents.

**Free School Meals** Food support in the form of Free School Meal vouchers have been supplied to parents from the first week of lockdown.

**Cared for Children** Pupil Premium funding has been issued to support the emotional well-being, social interaction and learning of our Cared for Pupils.

**Pastoral Calls** Throughout lockdown, staff have made pastoral phone calls to all families in their class to establish pupil well-being and engagement, pupil learning, mental health and any concerns. In addition, the pastoral team have been making weekly phone calls to all in the 'vulnerable' category (those with SEN, an assigned social worker or family support worker).

**Vouchers and Direct Food Aid** These continue to be arranged for families in need including those eligible for Pupil Premium.

**Bereavement Packs** for children who have experienced a bereavement (or multiple deaths in one case) a visit from the Learning Mentor has been undertaken and resources shared. Support has been given by telephone to grieving families.

**Community Liaison Officer** has continued to liaise with school during COVID 19 for essential matters involving our EAL and vulnerable families such as support with registering for High School and recommending families for food parcels.

**Counselling Sessions** Zoom and/or telephone counselling sessions have been arranged for the children who usually have counselling in school.

### Recovery Curriculum

This has been operational since September 2020. Our recovery curriculum focusses on the non-negotiable key concepts, knowledge and skills that all pupils need to understand. It focusses on the key concepts, gaps in learning and areas of learning that need to be consolidated where possible. Our recovery Curriculum prioritises the learning needs of all pupils including disadvantaged pupils and includes the catch up premium grant.

## Assessment Information

Due to coronavirus, assessment data for the 2019/20 academic year is not available. Instead we have used our school's internal data (e.g. from formative assessments) for the period between September 2019 and March 2020.

EYFS		
% making expected or better than expected progress	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy	66%	52%
Maths	66%	37.5%
Understanding the world	100%	68%
Expressive arts and design	83%	68%

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	50%	71%
% making expected or better than expected progress in writing	67%	75%
% making expected or better than expected progress in maths	67%	59%

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average

\* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the Autumn term in Year 2. These will be added once received at the end of the autumn term

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	48%	67%
% making expected or better than expected progress in writing	29%	56%
% making expected or better than expected progress in maths	48%	71%

### Barriers to Learning

We use the following data sources to help identify barriers to attainment in our school including:

- Internal assessment (Classroom Monitor and Tapestry)
- The Education Endowment Foundation (EEF)
- Staff, pupil and parent consultations
- Home-School Relationship
- Attendance records
- Proportion of pupils with English as an additional language
- School OFSTED report

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	In some cases, age related comparisons for pupil premium children is lower than their peers
B	Proportion of disadvantaged pupils whose first language is not English
C	Proportion of disadvantaged families unable to support a positive learning culture as they often lack access to learning resources and the appropriate environment to undertake home based tasks

## ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Due to COVID restrictions, space and staff to deliver small or groups interventions may be affected. Disruptions to teaching due to absences related to COVID 19 testing.
E	St Mary's is located in an area of high deprivation with a complex social and cultural context
F	Lack of engagement with school communication and remote learning opportunities.

STRATEGY AIMS FOR DISADVANTAGED PUPILS

MEASURE	ACTIVITY
Priority 1 Reading progress	To improve the attainment and progress of disadvantaged pupils in reading
Priority 2 Writing progress	To significantly improve the progress made by disadvantaged pupils in writing
Priority 3 Maths progress	To further improve the progress made by disadvantaged pupils in Maths
Priority 4 Phonics Check KS1 (EAL pupils)	To address the specific learning needs of EAL pupils in meeting the phonic expectations at KS1. In developing phonic skills, reading and writing progress for EAL pupils will improve
Priority 5 Attendance	To improve the attendance and punctuality of disadvantaged pupils ensuring that there are no missed learning opportunities and maximise learning outcomes. To ensure that any contextual issues are addressed which may be limiting personal or academic progress/ development
Priority 6 The Whole Child	To address aspects of inequality and maximize the ability to thrive
<b>Barriers to learning addressed by these priorities</b>	Access to the next stage of education Self-esteem/ self-worth/ well-being Motivation to succeed Improved communication for EAL pupils

TEACHING PRIORITIES FOR 2020 2021

TEACHING PRIORITIES FOR 2020 2021			
Measure		Activity	Target Date
1	To improve the attainment and progress of disadvantaged pupils in reading	Achieve national average progress scores at end KS2	July 2021
2	To significantly improve the progress made by disadvantaged pupils in writing	Achieve national average progress scores at end KS2	July 2021
3	To further improve the progress made by disadvantaged pupils in Maths	Achieve national average progress scores at end KS2	July 2021
4	To address the specific learning needs of EAL pupils in meeting the phonic expectations at KS1. In developing phonic skills, reading and writing progress for EAL pupils will improve	Year 2 EAL pupils achieve national average expected standard in phonics in Autumn Term 2020	Year 2- Autumn 2020 July 2021
5	To further improve attainment by ensuring regular attendance of disadvantaged pupils	Improve attendance of disadvantaged pupils to ensure attendance levels are in line with pupils not eligible for the Pupil Premium funding	July 2021
6	To tackle inequality of opportunity	Providing opportunities for personal development and growth to enhance mental, physical and emotional wellbeing.  Providing items of equipment to allow learning	July 2021

## TARGETED ACADEMIC SUPPORT

Action	Intended outcome	What is the evidence and rationale for this choice?	How do we make sure it is implemented well?	When will we review this?
To improve the attainment and progress of disadvantaged pupils in reading	Achieve national average progress scores at end KS2	<p>Literacy Counts Reading Programme Zoom CPD (Cheshire Local Authority initiative)</p> <p>EEF COVID 19 guide research guide which identifies actions, which have been proven and has been complied by drawing on a wide range evidence from research and resources is used across the school.</p>	<p>Tailored interventions – reading comprehension / inference Phonic teaching – targeted and additional to class Additional Reading comprehension support Speed Reading Additional Guided Reading session Phonic-linked reading materials</p> <p>Termly monitoring of progress in reading for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed</p>	July 2021
To significantly improve the progress made by disadvantaged pupils in writing	Achieve national average progress scores at end KS2	<p>Use of EEF evidence base which includes the use of the following researched strategies: Same-day intervention.</p> <p>Sessions are explicitly linked to daily lessons of Talk For Writing and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Structured interventions: Small group tuition One to one support Effective deployment of Teaching Assistants</p>	<p>Continue Talk for Write strategy Same day Interventions Overlearning – simple sentences Close marking gaps Spelling Shed Small group/ individual support</p> <p>Termly monitoring of progress in writing for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed Individual speech therapy support – oral rehearsal / clarity of thought</p>	July 2021

<p>To further improve the progress made by disadvantaged pupils in Maths</p>	<p>Achieve national average progress scores at end KS2</p>	<p>Use of EEF evidence base which includes the use of the following researched strategies: Same-day intervention.</p> <p>Sessions are explicitly linked to Power Maths maths daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled</p> <p>Structured interventions</p> <ul style="list-style-type: none"> <li>- Small group tuition- white rose</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants</li> <li>- Daily maths fluency and times tables</li> <li>- Addressing misconceptions and 1:1 'fixing' work.</li> </ul>	<p>White Rose catch up sessions Maths intervention groups established Same day Intervention and catch up Times table Rockstars Numbots Fluency and mastery scheme (Power Maths)- differentiated where needed Number bonds securely understood Application of number skills</p> <p>Termly monitoring of progress in maths for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed</p>	<p>July 2021</p>
<p>To address the specific learning needs of EAL pupils in meeting the phonic expectations at KS1. In developing phonic skills, reading and writing progress for EAL pupils will improve</p>	<p>Year 2 EAL pupils achieve national average expected standard in phonics in Autumn Term 2020</p>	<p>Literacy Counts Reading Programme Zoom CPD-linked to Early Reading and Phonics (Cheshire Local Authority initiative)</p> <p>Same-day in-class intervention. Phonic sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Small group additional support 1:1 support Reading interventions- reading linked to phonic stage (Jelly and Bean) Additional phonics Phonic assessment tracking</p>	<p>Year 2- Autumn 2020</p> <p>July 2021</p>
<p>To further improve attendance and punctuality of disadvantaged pupils</p>	<p>Attendance for PP pupils in line with their peers</p>	<p>EEF Pupil Premium evidence for wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support</p>	<p>Continue to use the BOXALL profile to monitor children's social, emotional and mental health.</p> <p>Use of the Learning Mentor (LM) to support children's well-being and attendance.</p> <p>Continue to work with EWO to monitor attendance closely (early help, letters home) – linked to a FSW</p>	<p>July 2021</p>

**Barriers to learning  
addressed by these  
priorities**

Encourage wider reading – identified area for improvement, particularly reading at home  
Improve quality of writing - identified area of significant weakness  
Provide catch up in reading writing and maths to meet ARE- post COVID and return to school  
Additional support for EAL pupils in phonics at KS1  
Improved attendance will improve progress and attainment  
Improved attendance will improve personal and social development  
Application of skills in reading writing and maths needed for next stage of education  
Opportunities for reading widely and for pleasure  
Vocabulary development  
Language acquisition  
Stamina for Reading

WIDER STRATEGIES FOR 2020 2021

MEASURE	ACTIVITY
Priority 1	Financial support for residential visits and wider cultural and learning opportunities (dependent on guidance during COVID)
Priority 2	Developing personal, social, health and well-being of disadvantaged pupils to develop sense of ambition and self-worth
<b>Barriers to learning addressed by these priorities</b>	Wider opportunities and access to experiences and activities Further develop self-esteem/ self-confidence / self-worth Preparation for the next stage of education Respect Course Residential Visits Learning Mentor intervention / pastoral support Counselling sessions Music tuition Uniform/ equipment STEM science/ Big Science Visit University SMART

## ADDITIONAL INFORMATION

In this section we can annex or refer to additional information which we've used to support the sections above.

Include:

- Internal assessment and reporting software
- Evidence from the Education Endowment Foundation (EEF)
- Results of staff and pupil consultation
- Home-School Relationship/Structured Conversations
- Analysis of attendance records
- Pupil Premium Maps