

# Pupil Premium Strategy Statement

## St Catherine's C of E School (ADMAT)

| 1. Summary information   |   |  |         |  |           |
|--|---|--|---------|--|-----------|
| School   | St Catherine's C of E School  |  |         |  |           |
| Academic Year  | 2020-21   | Total PP budget  | £58,080 | Date of most recent PP Review  | Sept 2020 |
| Total number of pupils   | 206   | Number of pupils eligible for PP   | 43      | Date for next internal review of this strategy   | Jan 2021  |
| 2. Current attainment  |   |  |         |  |           |
|  |   | <i>Pupils eligible for PP (your school)</i>  |         | <i>Pupils not eligible for PP (national average)</i>   |           |
| % achieving in reading, writing and maths  |   | Due to the COVID-19 Pandemic school closures no formal assessments took place at the end of the 19-20 academic year.   |         | Due to the COVID-19 Pandemic School Closures, there are no national statistics available for the academic year 19-20 |           |
| % making progress in reading   |   | During this initial period of schools re-opening (Sept 20), teachers are currently carrying out assessments to determine pupils' current levels of attainment and the impact of the school closures on pupils' attainment. |         |  |           |
| % making progress in writing   |   |  |         |  |           |
| % making progress in maths   |   |  |         |  |           |
| EYFS GLD + Phonics   |   |  |         |  |           |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |   |  |         |  |           |
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |   |  |         |  |           |
| A.   | % of pp pupils attaining ARE/GDS is lower in most year groups than non-pp pupils and this group has been disproportionately impacted by school closures.  |  |         |  |           |
| B.   | % of pp pupils completing home learning tasks is lower than non-pp pupils - pupils uptake of home-learning during the pandemic was lower than some other pupils<br>Pupil resilience in challenging learning has also been impacted. |  |         |  |           |

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

**C.** Covid-19 Pandemic – Lockdown - attendance

**4. Desired outcomes**

|           | <i>Desired outcomes and how they will be measured</i>                               | <i>Success criteria</i>  |
|-----------|---|--|
| <b>A.</b> | Raise attainment of pp pupils in maths, reading and writing                         | % of pupils attaining ARE/GDS is in line with non-pp pupils            |
| <b>B.</b> | Improve in class resilience in learning and home learning uptake by pp pupils       | % of pupils completing home learning that supports progress is raised. |
| <b>C.</b> | Attendance levels of pp pupils is improved to be in line with national expectations | PP pupils % attendance levels are in line with national expectations   |

| 5. Planned expenditure   |  |  |  |   |   |
|--|--|--|--|---|---|
| Academic year  | £58,080  |  |  |   |   |
| 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?  |
| A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development.  | <p>Focus teaching on PP pupils through questioning and feedback .</p> <p>Specifically timetabled sessions daily for reading – reading for pleasure, reading independently.</p> <p>Improved reading resources in school including reading programme – Accelerated Reader – to support in the teaching of reading and monitoring of progress at KS2.</p> <p>Targeted deployment of in class TA support and catch-up interventions.</p> | <p>Pupils eligible for PP are making less progress than other pupils in Key Stage 2.</p> <p>In addition, this has been impacted by the school closures.</p> <p>We want to ensure that PP pupils can achieve ARE and make better than expected progress.</p> <p>We want to train teachers in practices to provide stretch and ensure engagement for these pupils.</p> | <p>English subject leader to deliver CPD on reading engagement, reading for pleasure and guided reading.</p> <p>Experienced teachers to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver training.</p> <p>Peer observation of each other's classes after the course, to embed learning.</p> <p>English lead to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. English lead to monitor reading across the school with a focus on year groups where significant groups of pupils are below age related reading expectations.</p> <p>Improvement focus to be on ensuring all pupils can read fluently and on the acquisition of vocabulary to support progress and attainment improvements in all subject.</p> <p>Set up and use of Accelerated reading to improve monitoring of progress and focus on reading teaching, specifically in KS2.</p> <p>Continue to use Babcock library services to support in improving areas of identified gaps and weaknesses in reading resources provision.</p> | <p><b>English lead LR)</b></p> <p><b>HoS PW</b></p> | <p>1 pm release for English lead covered by HLTA £1598</p> <p>1 pm release for HoS covered by HLTA £1743</p> <p>Estimated: £4000</p> <p>£3000</p> |
| <b>Total budgeted cost</b>   |  |  |  |   | <b>£11,794</b>  |

**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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
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|   |  |   |   |   |   |
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| A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development. | TIS support for pp pupils<br><br>1:1 support for targeted pupils<br><br>In class TA support where high need has been identified. | Some of the students need targeted support to catch up.<br><br>This is a programme which has been independently evaluated and shown to be effective in other schools.<br><br>TA deployment guides from EEF used to support effective practice.<br><br>Evaluated catch-up programmes used – eg. Catch-up Literacy, Precision Teach | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.<br><br>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment<br><br>1:1 support specifically targeted to identified pp pupils under-performing.<br><br>Class teachers to deploy TAs to support pp groups in class – planning to reflect his. TAs to support with questioning and feedback.<br><br>Interventions used for pupils who are significantly behind. | HoS PW<br><br>EHT/PP Lead LH<br><br>English and Maths Leads LR and LP | 2 TIS practioners – 1 pm each £3341<br><br>2 pm each of release covered by HLTAs £3341<br><br>Class TA costs £ 27,000 |
|---|--|---|---|---|---|

|                            |  |  |  |  |                |
|----------------------------|--|--|--|--|----------------|
| <b>Total budgeted cost</b> |  |  |  |  | <b>£33,682</b> |
|----------------------------|--|--|--|--|----------------|

**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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
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| <p>B. Improved resilience in class learning and uptake of home learning</p> <p>C. Increased attendance rates</p> | <p>VL strategies employed and each ability focused on each week.</p> <p>Capabilities curriculum assessments and planning used to tackle identified weaknesses.</p> <p>Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.</p> | <p>VL strategies have proved effective previously and were commented on positively in our Ofsted April 2019. The long period of home-learning has led to a slip back for some pupils in their resilience and stamina when challenged in their learning. This is supported through EEF research results.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>Teachers to refocus pupils on VL 5Rs through regular activity in the class.</p> <p>VL Twilight refresher and extension training booked for Autumn term with Trust VL lead DS.</p> <p>VL introduction training booked for new staff.</p> <p>VL coach to monitor impact and support staff/groups as needed.</p> <p>Capabilities Curriculum to be used to support planning of activities that support developing the capabilities identified through assessment as weaker – ie. communication, confidence, resilience, problem solving, etc</p> <p>Thorough briefing of support worker about existing absence issues. EHT/PP coordinator, support worker, head of School etc. will collaborate to ensure provision and standard school processes work smoothly together.</p> | <p><b>EHT/ PP Lead LH</b></p> <p><b>VL coach LP</b></p> <p><b>Capabilities Curriculum Lead RB</b></p> | <p>2 PSAs – 1 pm each £3341</p> <p>£ EWO</p> |
|  | <p>Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins.</p> <p>Longer parent meeting sessions.</p>  | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.</p>   | <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>  | <p><b>SENDCo TL</b></p> <p><b>TIS and PSA Practitioners TGr/CT/KF</b></p>                             | <p>2 TIS practioners – 1 pm each £3341</p>   |

|                                 |  |   |  |                         |                           |
|---------------------------------|--|---|--|-------------------------|---------------------------|
| <p>All barriers to learning</p> | <p>Specifically targeted pp pupils with learning or behaviour difficulties to receive educational therapy from specialist – SF</p> <p>Pupils who have experienced trauma or difficulties during lockdown to receive support to re-engage with learning.</p> <p>Curriculum enrichment</p> | <p>Attainment cannot be improved for some pupils unless they are 'ready to learn'. Some pupils have experienced extreme trauma and need specialist support which is on a long waiting list within Cornwall.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas</p> | <p>SF provides monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.</p> <p>Alternative approaches to curriculum enrichment to be considered if trips and residential cannot take place.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> | <p><b>SENDCo TL</b></p> | <p>£4000</p> <p>£1000</p> |
| <b>Total budgeted cost</b>      |  |   |  |                         | <b>£11,682</b>            |
| <b>Total budgeted cost</b>      |  |   |  |                         | <b>£57,158</b>            |

| 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     |
| A. Improved progress and attainment for pp pupils | Focus teaching on PP pupils through questioning and feedback – live marking – including targeted deployment of in class TA support | <p>Pupils eligible for PP have been disproportionately impacted by the COVID-19 pandemic and Lockdown.</p> <p>To counteract this staff provided additional support through home-learning packs and regular home contact.</p> | <p>Ensure that home-learning is prepared for PP pupils should another lockdown occur.</p> <p>Consider resourcing IT equipment and Internet access for pupils who will struggle at home.</p> <p>Interventions and tutoring are being planned for any pupils in need using government and Trust catch-up funds.</p> | £2986.80 |
| B. Improved progress for high attaining pupils    | <p>CPD on providing stretch for high attaining pupils.</p> <p>Targeted deployment of in-class TA support</p>                       | <p>The impact initially was effective in achieving this for some PP pupils. Again, Lockdown meant that setting challenging learning was tricky and pupils struggled to access this at home.</p>                              | <p>Consider how catch-up funding and PP funding can be used to provide additional support for potential high achieving disadvantaged pupils.</p>  |          |
| 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     |

|  |   |   |   |  |
|--|---|---|---|--|
| <p>C. Improved homework uptake for PP pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>A. Improved % of pp pupils achieving ARE</p> | <p>TIS support for pp pupils</p> <p>1:1 support for targeted pupils</p> <p>In class TA support for yr 6 fulltime</p> <p>Morning TA support all classes</p>                    | <p>TIS support and external educational therapist support has proved effective in improving pupil behaviours and readiness for learning.</p> <p>During the COVID-19 pandemic lockdown, our teachers and TIS practitioners were proactive in maintaining work with disadvantaged pupils and the impact was an improved uptake of home learning and a more successful, smoother return to school during the September opening.</p>  | <p>Increased free time in TIS practitioners' timetables to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Continue to fund and support update training and TIS/PSA TAs</p> <p>Continue to ensure all classes have morning TAs. Consider deployment of TAs in this academic year in light of COVID restrictions and how they can be most effectively deployed to support rapid catch-up for disadvantaged pupils.</p> | <p>£51,456.75</p>  |
| <p>D. Increased attendance rates</p>   | <p>Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.</p> | <p><i>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p>Attendance was initially improving through close work with target families.</p> <p>However, this progress was halted and this target could not be tackled through the COVID-19 pandemic school closures.</p> <p>Teachers and PSAs were proactive about engaging disadvantaged pupils with home learning, specifically ensuring those with limited IT and Internet access were given paper learning packs and delivering those to the home. The impact of this is that there has been less of a drop back in learning than otherwise expected for this group of pupils.</p> | <p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure provision and standard school processes work smoothly together.</p>  | <p>Cost of PSA TA 2pms a week<br/><b>£5341.78</b></p> <p>%EWO cost</p> |
| <p><b>iii. Other approaches</b></p>  |   |   |   |  |
| <p><b>Desired outcome</b></p>  | <p><b>Chosen action/approach</b></p>  | <p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>  | <p><b>Lessons learned</b><br/>(and whether you will continue with this approach)</p>  | <p><b>Cost</b></p>   |

|   |   |  |  |   |
|---|---|--|--|---|
| <p>C. Problem learning behaviour/pupil and parent engagement in school/uptake of homework</p> | <p>Identify a targeted intervention for identified students. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours. Longer parent meeting sessions</p> | <p>Strategies that had proved successful in the initial part of the academic year, were:</p> <ul style="list-style-type: none"> <li>• Longer parent meetings. Teachers reported better engagement with parents, better uptake of home-learning and support for behaviour whilst also gaining a greater insight to family issues.</li> <li>• Behaviour strategies were effective and there were no exclusions last year and behaviour across the school was good.</li> </ul> <p>The impact of COVID Lockdown:</p> <ul style="list-style-type: none"> <li>• Parental engagement has been good generally through the use of Class Dojo which allowed good access and communication between parents and teachers/TAs</li> <li>• TIS practitioners supported vulnerable pupils and families during this time and they and teachers were very proactive in tackling 'quiet' families who were not engaging with the home learning set.</li> <li>• However, it cannot be ignored that it was more often the disadvantaged pupils who were likely to be the disengaged.</li> </ul> | <p>Prepare contingency plans for possible school closures and consider ways to support disadvantaged families who may have to isolate or who may have limited IT resource in the home.</p> <p>Identify children who have fallen behind during lockdown or who may have suffered trauma during this time away from school and focus support in autumn on these groups.</p>                                | <p>(Cost of TIS TA 1pm a week)</p> <p>(Cost of PSA TA 1pm a week)</p> <p>Cost of HLTA cover 2x days x 7 classes</p> |
| <p>All barriers to learning</p>   | <p>Specifically targeted pp pupils with extreme learning or behaviour difficulties to receive educational therapy from specialist – SF (12 hrs per pupil)</p> <p>Curriculum enrichment</p>  | <p>SF provides monthly updates on progress towards pupils achieving personal targets. Through monitoring in class behaviour the impact was clear that this support is invaluable for pupils.</p> <p>During lockdown, extremely vulnerable pupils who were struggling were offered remote 'virtual' therapy sessions to maintain contact and support.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas was successful in the initial part of the year, however, lockdown meant that our residential trips were cancelled this year.</p>  | <p>During COVID , some pupils have experienced trauma and need specialist support (Local Authority SEN support has a very long waiting list therefore it will be crucial to maintain our own in-house support for vulnerable and disadvantaged pupils.</p> <p>Consider alternative ways to support developing aspiration this year whilst trips and residentials are harder to achieve and plan for.</p> | <p>£3,000</p> <p>£1,000</p>   |

## 7. Additional detail

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

**Significant impact has been caused in both the implementation of this plan and on disadvantaged pupils through the COVID-19 Pandemic disruption and school closures. The challenge for the 20-21 plan is to ensure that the best possible approaches are employed to ensure that these pupils are not further disadvantaged through continued disruption.**

See full PPG provision map for 2019-20 on our website.

[https://www.stcatherinescofe.co.uk/web/pupil\\_premium/416846](https://www.stcatherinescofe.co.uk/web/pupil_premium/416846)