

Pupil premium strategy statement

School overview

Metric	Data
School name	Keyham Barton Catholic Primary
Pupils in school	149
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£92,150
Academic year or years covered by statement	20-21
Publish date	30/9/20
Review dates	Half-term (full mid-year review 2/21)
Statement authorised by	Rachael Riley
Pupil premium lead	Fiona Quick
Governor lead	Alaine Cocker

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.56
Writing	4.37
Maths	5.57

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	71%
Achieving high standard at KS2	13%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Identify and diminish the gap between pupil premium and non-pupil premium children through targeted support and interventions.
Priority 2	Raise the attainment in writing through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Areas of weakness in group's and individual's knowledge and understanding of KPIs that prevent them from making progress and reaching their potential across the curriculum. 2. Many children are unable to demonstrate their true level of understanding (as shown orally) through their written responses across the curriculum. Accurate assessment will help to better identify next steps allowing pupils to make accelerated progress through more targeted teaching.
Projected spending	<p>Writing training / preparation £8000</p> <p>10 days PP champions release £1600@£160 supply</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or better KS2 progress scores.	Sep 21
Progress in Writing	Achieve national average or better KS2 progress scores.	Sep 21
Progress in Mathematics	Achieve national average or better KS2 progress scores.	Sep 21
Phonics	Achieve national expected standard in the PSC.	Sep 21
Other	Ensure all pupils continue to access their learning if we need to return to online/blended learning.	Sep 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Fixed term cover for teachers to be released from class to work with disadvantaged individuals and groups in order to identify and address significant gaps in their knowledge and understanding of KPIs across the curriculum.
Priority 2	All teachers to be trained in and use 'No More Marking' to ensure consistent and accurate assessment of writing across the school and more targeted teaching in response to pupils' weaknesses.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Areas of weakness in group's and individual's knowledge and understanding of KPIs that prevent them from making progress and reaching their potential across the curriculum. 2. Many children are unable to demonstrate their true level of understanding (as shown orally) through their written responses across the curriculum. Accurate assessment will help to better identify next steps allowing pupils to make accelerated progress through more targeted teaching.
Projected spending	£16,000 0.5 teacher £4,500 HLTA

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to provide funded breakfast, after school club, clubs, trips/visits, music tuition and loans of IT equipment for disadvantaged pupils. These pupils will continue to benefit from their small group interventions using online platforms if the bubble or school needs to close.
Priority 2	HLTA and SENDCo working as a pastoral support worker with pupils and their families who need additional support with their social, emotional health. This can continue over the phone and online should we need to return to online learning.
Barriers to learning these priorities address	Ensuring that all children are able to access every part of school life and come to school ready and able to learn.
Projected spending	BC/AFC/Trips £5000 IT £3000 IT Software £1000 LM - £4600 Nurture provision £20,000 MAST £8000 SENDCO £25.050

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teachers accurately plan units of learning that target the gaps identified from 'No More Marking'.	English lead and SLT monitoring of planning and teaching.
Targeted support	Ensuring that gaps are accurately identified and targeted support given to close these rapidly.	Make sure all staff are aware of KPIs for core subjects. Share good practice and provide opportunities for subject leads to check in with the provisions being provided/offer alternatives and advice.
Wider strategies	Positively engaging the families with the most challenges especially if a return to online learning is needed.	Pastoral support worker to have regular phone conversations with parents and meetings with pupils to establish positive

	<p>Support cultural capital through subsidised music/PE provision.</p> <p>Free breakfast and after-school club for PP families who need it.</p> <p>IT provision for blended learning</p> <p>Nurture provision for high needs and doubly disadvantaged children.</p> <p>MAST</p>	<p>relationships. Support given over the phone or doorstep visits to ensure that these children can access online learning, especially live intervention sessions.</p> <p>Music tuition /AFC available targeting disadvantaged children to enable life experiences.</p> <p>Supporting single and low income parents and ensuring children have a good breakfast</p> <p>So children can access learning in a lockdown situation.</p> <p>Tailored 1:1 learning support to those who are doubly disadvantaged with a view to transitioning them back into school.</p>
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Review: last year's aims and outcomes

Aim	Outcome
PP and doubly disadvantaged children to make better or expected progress in reading, writing and maths.	Progress was variable across classes and across subjects before lockdown in March. Children were all baselined in reading, writing and maths in the first two weeks of September to identify their gaps. This has determined which areas will be the focus of this year's strategy.
The attendance of PP to rise and fall in line with Non-PP.	Attendance for all started to rapidly decrease as lockdown approached. The Year 6 cohort which contained the majority of our persistent absentees have now moved on to secondary schools.
The attainment gap between PP and Non-PP to diminish.	Attainment was also variable across classes and across subjects before lockdown in March. Children were all baselined in reading, writing and maths in the first two weeks of September to identify their gaps. This has determined which areas will be the focus of this year's strategy.