



Primary Pupil Premium Strategy Statement

School Name : St Alphonsus' Catholic Primary School

2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Alphonsus' Catholic Primary School
Pupils in school	194 (Excluding Nursery)
Proportion of disadvantaged pupils	46.9%
Pupil premium allocation this academic year	£127,740
Academic year or years covered by statement	2020 - 2021
Publish date	2 October 2020
Review date	July 2021
Statement authorised by	
Pupil premium lead	Angela McCann
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

Measure	Activity
Priority 1 - To accelerate the progress of all PPG pupils so that the gap is closed between school and national progress measures.	<ul style="list-style-type: none"> ● PiXL resources to be used in the majority of year groups to positively impact on key marginal pupils ● Targeted booster support and catch up programmes for Pupil Premium pupils in order to enable vulnerable pupils to make progress including high attaining pupils ● Additional TA to support children not working at age related expectations from Reception – Year 6 ● Ensure that all Pupil Premium pupils read regularly to practice skills and improve fluency ● Provision of whole staff / bespoke CPD tailored to pupil needs

	<ul style="list-style-type: none"> ● Increase access to IT equipment / resources to aid access to digital learning ● IT programme licences to aid independent learning / intervention programmes ● TA CPD - how to respond to AFL when supporting PP pupils ● Identification / tracking of PP pupils - book labels ● Access to additional Reading and promote reading for pleasure ● Increased engagement with home learning eg homework, learning platform tasks ● Pupils have access to after school sessions which also gives them access to additional support. ● PPA cover - providing a consistent approach to delivery and the building of skills across the curriculum
<p>Priority 2 - To provide quality tailored intervention (including language support) to ensure pupils are able to bridge the gap and make accelerated progress in phonics, reading, writing and maths.</p>	<ul style="list-style-type: none"> ● Additional TA support deployed for interventions / small group work following lockdown (Y2 phonics Aut term) ● bespoke, targeted high quality, early interventions to be delivered following identification of need and o secure ARE for those PP pupils who were only just at expected or emerging standards ● Pupil targets in place to challenge previously exceeding children and accelerate the progress of pupils with potential ● targeted, early support for new starters to the school and country ● Use of Baseline assessments to direct additional targeted teaching to enable readiness for National Curriculum
<p>Barriers to learning these priorities address</p>	<p>Low on entry for some PPG pupils, particularly in communication, literacy and early language skills (slow reading progress in subsequent years).</p> <p>High ability pupils who are eligible for PPG do not achieve greater depth in at the end of KS2</p> <p>Generally, PPG pupils are less likely than their peers to meet ARE in reading, writing and maths combined in all year groups.</p> <p>Challenging home circumstances for some pupils which has detrimental effects on their academic progress, life aspirations and that of their peers.</p> <p>Reading at home is a challenge for some PPG children – poor literacy and/or English skills of some parents mean that they are unable to support their children.</p>

	<p>Limited experiences/opportunities beyond the school day and access to books/vocabulary for some pupils has a detrimental effect on outcomes/progress.</p> <p>Lack of school readiness. Poor attendance and punctuality of some PPG children.</p> <p>Some EAL pupils/families have limited language support to access the curriculum</p>
Projected spending	£75545

Teaching priorities for current academic year

Aim	Target	Target date
<p>Improve reading outcomes and progress for all pupils from Reception to Year 6.</p>	<p>Additional support for PP pupils in key year groups, particularly transition years to ensure they are closing the gap to their peers through booster clubs</p> <p>Embed and sustain a reading culture that ensures that all pupils read regularly and develop a 'love of books.' Pupils have access to high quality texts within guided reading</p> <p>Staff CPD: promote & support use of AR assessment tools to target reading intervention groups and specific children – remind of next steps on system.</p> <p>Guided reading CPD. CPD - promoting games in guided reading and across the Curriculum.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 1</p> <p>Autumn 2</p>
<p>Improve writing outcomes and progress for all pupils from Reception to Year 6</p>	<p>Additional support for PP pupils in key year groups, particularly transition years to ensure they are closing the gap to their peers through booster clubs</p> <p>New Dragon hunters writing intervention to be introduced in Y4 & Y5.</p> <p>CPD specific genres and use of key vocabulary (SPAG)</p>	<p>Ongoing</p> <p>Autumn 2 / Spring 1</p> <p>Spring 2</p>
<p>Improve Mathematics outcomes and progress for all pupils, Reception – Year 6</p>	<p>Additional support for PP pupils in key year groups, particularly transition years to ensure they are closing the gap to their peers through booster clubs</p> <p>Respond rapidly with targeted teaching for pupils at risk of underachieving</p> <p>Relaunch times tables challenges and basic skills for Y1/2.</p> <p>Opportunities for developing maths across the curriculum, clubs etc.</p> <p>Primary Maths Challenge</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 1</p> <p>Ongoing</p> <p>Autumn 2</p> <p>Spring term</p>

	<p>Maths specific CPD - based around 'challenge'. Memory and metacognition training refresher CPD for staff.</p> <p>Develop use of Apps, ICT provision for teaching and learning/intervention. SUMDOG maths online software renewal. Times Tables Rockstars.</p>	<p>Autumn 2</p> <p>Autumn 1</p>
<p>Develop and Improve phonics understanding for pupils in Key Stage 1 and targeted groups.</p> <p>Phonics support in key groups (Y1/2)</p>	<p>Additional support for PP pupils in key year groups, particularly transition years to ensure they are closing the gap to their peers through booster clubs</p> <p>To implement a catch up phonics curriculum in Year 1 & Year 2 to ensure as many children as possible pass the phonics screening checks in December/June.</p> <p>Audit of lower level phonics books for use by EYFS & Y1. Place order for more books ASAP.</p> <p>Daily phonics work in Y2 supported by additional HLTA each afternoon</p> <p>Targeted work in Y1 with children who are not at expected level at the end of FS</p>	<p>Ongoing</p> <p>Autumn 1</p> <p>Ongoing / Autumn 1</p> <p>Autumn term</p> <p>ongoing</p>
<p>Speech and language support in FS - impact on communication Language</p>	<p>TA supporting delivery of speech and language programmes</p>	<p>Daily</p>
<p>Implement a Recovery Curriculum</p>	<p>Recovery Curriculum tailored to AfL</p> <p>To provide a curriculum that ensures breadth and balance.</p>	<p>Autumn term</p> <p>Ongoing</p>
<p>Staff CPD</p>	<p>The delivery of high quality CPD for all staff including release time for staff to observe outstanding teaching both in school and other NPCAT partner schools</p>	<p>Ongoing</p>

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
Improve outcomes across the curriculum	<p>Employ sufficient teachers and TAs to ensure targeted interventions are delivered effectively. Small group interventions to be carried out in order to narrow gaps in specific areas.</p> <p>Employ professional services of an Educational Psychologist to assess identified pupils, providing next steps and support.</p>
Interventions and Strategies	<p>PiXL resources for English and Maths</p> <p>Phonic training</p> <p>Regular assessment and pupil progress meetings</p> <p>Monitoring by key subject leads (English and Maths)</p> <p>Maths concrete and pictorial CPD</p> <p>Maths mastery CPD</p>
Pupils new to English / country to be assessed on entry and intervention matched to need	<p>Induction procedures with parents and pupils will ensure a quick and efficient entry to school.</p> <p>Assessment on entry to any year group, tailored support.</p>
Intensive tuition in small groups will support those who are falling behind and will ensure effective progress of others. These sessions will also be used to teach challenging topics or skills.	<p>-Pupils will attend sessions. Pupil progress trackers will show that the pupils are making accelerated progress.</p> <p>-Additional intervention will be delivered at point of need.</p>
Barriers to learning these priorities address	<p>Low levels on entry for some PPG pupils, particularly in communication, literacy and early language skills. This slows reading progress in subsequent years. Also poor ability to solve mathematical problems and explain their reasoning.</p> <p>Some EAL pupils/families have limited language support to access the curriculum</p>

<p>Covid-19 impact on attainment and wellbeing of pupils and their families</p>	<p>Reading at home is a challenge for some PPG children – poor literacy and/or English skills of some parents mean that they are unable to support their children</p> <p>Generally, PPG pupils are less likely than their peers to meet ARE in reading, writing and maths combined in all year groups due to a combination of factors.</p> <p>Reduction in preschool impact on FS attainment</p> <p>Disruption to face-to-face teaching and access / support with home learning</p>
<p>Projected spending</p>	<p>£4635</p>

Wider strategies for current academic year

Measure	Activity
<p>To maintain and increase opportunities for participation in wider curriculum opportunities to engage, excite and enthuse</p>	<p>To continue to provide enrichment experiences for learning which pupils would not usually experience including local trips, visits to the theatre, residential trips and partners working with parents</p> <p>Enrichment opportunities across the school, including through Forest School (concrete experiences)</p>
<p>Continue to establish good attitudes to attendance and punctuality from EYFS onwards.</p> <p>Improve attendance for all pupils - raise the status of attendance and punctuality</p>	<p>Attendance support provided for all pupils with below expected attendance.</p> <p>Target persistent late arrivals.</p> <p>Raise the status of attendance and punctuality with termly featured Attendance Weeks.</p> <p>House tokens given to pupils who achieve 100% attendance each week. Half termly postcards sent to pupils who achieve 100% for the half term.</p> <p>Continue with termly awards for children who maintain 100% for whole school year.</p> <p>Reward for 100% attenders for whole school year</p>
<p>Improve the health and well-being of children so they are ready for learning</p>	<p>Develop the Thrive approach to identify barriers and approaches to learning.</p> <p>Provide social and emotional / counselling support for individual pupils</p> <p>PSA 25 Hours to give emotional support and well being to vulnerable families.</p>

	<p>Rainbows - effective easy of ensuring barriers to learning (bereavement / loss) are removed through access to programme</p> <p>Breakfast Club - support to encourage good attendance</p> <p>Staff CPD: attachment disorder, trauma, parents with mental health issues, parents with substance abuse</p>
Raise aspirations	To expose pupils to new opportunities, inspirational speakers and occupations in order to raise aspirations and broaden horizons.
<p>Barriers to learning these priorities address:</p> <p>Covid-19 impact on attainment and wellbeing of pupils and their families</p>	<p>Limited experiences/opportunities beyond the school day and access to books/vocabulary for some pupils has a detrimental effect on outcomes/progress and aspirations. Challenging home circumstances for some pupils are having detrimental effects on their academic progress and that of their peers.</p> <p>Pupil and parental anxiety. Impact on school attendance.</p>
Projected spending	47560

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Low level literacy skills, pupils new to English, range of interventions needed.</p> <p>Lack of parental support, low aspirations.</p>	<p>Subject book scrutinies.</p> <p>Continue new tracking system to books based on prior attainment/PP/EAL/SEN/ on track.</p> <p>Analyse end of term data and check pupil progress.</p> <p>Monitor the level of challenge for all children in maths lessons.</p> <p>Use pupil progress meetings to track children and ensure their needs are being met through.</p> <p>Track key marginal pupils.</p> <p>Share good practice.</p> <p>Impact of interventions (assess and review).</p> <p>Targets based on prior attainment shared with pupils and parents.</p>

Targeted support	Develop and improve Phonics understanding	Monitoring: Drop in session where possible, mock deep dive in Y1 / EYFS to interrogate reading standards, guided reading approach and impact on pupils learning
Wider strategies	<p>Increase Attendance in line with National / NPCAT expectations</p> <p>Support for families and children with social, emotional, behavioural difficulties</p>	<p>Daily reviews and support for pupils from the central attendance team. Analysis of data. Attendance procedures. Implement Rewards.</p> <p>Observation - assessment of improved behaviour, attitudes and attendance Implementation and monitoring, implementation of advice and strategies</p>

Review: last year's aims and outcomes

Aim	Outcome
Improve Reading outcomes for all pupils from reception to Y6.	<p>(Based on Predicted grades following Covid-19)</p> <p>Reception Pupil Premium reading outcomes 70%.</p> <p>Year 2 Pupil Premium reading outcomes EXS+ 46.2% Greater Depth 7.7%.</p> <p>Year 6 Pupil Premium reading outcomes EXS+ 79%</p> <p>Home Grown Pupil Premium pupils EXS+ 66.7%. Greater Depth 6.7%.</p> <p>Pupils in Year 2 – 6 actively engaging in Accelerated Reader. Impact showing improved engagement and enjoyment in reading. Accelerated for some individual pupils (see AR reports).</p>
Improve writing outcomes for all pupils from Reception to Y6.	<p>(Based on Predicted grades following Covid-19)</p> <p>In Reception Pupil Premium writing outcomes 70%.</p> <p>In Year 2 Pupil Premium writing outcomes 38.5%.</p> <p>Year 6 Pupil Premium writing outcomes 71%.</p> <p>Home grown Year 6 ExS+ - 73.3%</p>

	Mobility/new pupils impacting on the attainment of others
Develop and Improve phonics understanding for pupils in Key Stage 1 and targeted groups.	(Based on Predicted grades following Covid-19) Year 1 Pupil Premium pupil's phonic outcome 57%. Progress indicators from school assessment trackers show accelerated progress.
Improve Mathematics outcomes for pupils reception to Year 6	(Based on Predicted grades following Covid-19) In Reception Pupil Premium Maths outcomes 80%. In Year 2 Pupil Premium Maths outcomes 46%. Year 6 Pupil Premium Maths outcomes EXS+ 79%. Home grown Year 6 - 66.7% Mobility/new pupils impacting on the attainment of others
Improve outcomes across the Curriculum	A wide range of intervention programmes were delivered to a number of individual children with identified needs. Progress of individual pupils was assessed at the beginning and end of intervention period showing impact.
Improve parental engagement	During lockdown the vast majority of parents engaged with school during weekly / fortnightly welfare calls. Improved attendance at initial parents meetings. Engagement is continuing to improve – small steps.
Improve health and well-being of children who are ready for learning	Engagement in programmes in school available to support pupil's health and wellbeing are often over-subscribed due to popularity/need basis. Parents are beginning to engage more with school staff to support home issues.
Widen pupils' exposure to music in school	Nominated by Tees Valley Music Service to become a Music Mark school for the 2020/21 academic year. Some individual pupils/whole class engagement in music provision. Pupil talents able to be nurtured and developed.
Widen life experiences of children to support learning and improve outcomes.	Pupils are experiencing a wide range of study experiences, visits and visitors which in

	turn is impacting on creativity and outcomes across a range of subjects.
Improve Attendance for all pupils Raise the status of attendance and punctuality with termly featured Attendance Weeks and rewards	Whole school end of year attendance 96.26%. Much improved punctuality. The School and the EWO worked tirelessly to address constant attendance/punctuality issues. School staff continued to promote the benefits of attendance/punctuality on a daily basis.