



# St. Bernadette's R.C. Primary School

## Pupil Premium Strategy 2020-2021

<b>1. Summary Information</b>					
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£62,040 (to date)	<b>Date of most recent PP Review</b>	Feb 2017
<b>Total number of pupils</b>	298 (+30Nursery)	<b>Number of pupils eligible for PP</b>	42 + 5 Service Children (in Sept)	<b>Date for next internal review of this strategy</b>	Sept 2021

<b>2.</b>		
<b>Based on 2019 results at the end of Key Stage 2</b>	<b><u>Pupils eligible for PP</u></b> <b><u>(school) [7]</u></b> <b><i>(emerging national average)</i></b>	<b><u>Pupils not eligible for PP</u></b> <b><u>(school) [37]</u></b> <b><i>(emerging national average)</i></b>
This is the most recent data due to the Covid-19 Pandemic		
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<b><u>71%</u></b> (51%)	<b><u>51%</u></b> (71%)
% achieving expected standard or above in reading	<b><u>71%</u></b> (64%)	<b><u>83%</u></b> (78%)
% achieving expected standard or above in writing	<b><u>86%</u></b> (68%)	<b><u>73%</u></b> (83%)
% achieving expected standard or above in grammar, punctuation and spelling	<b><u>86%</u></b> (67%)	<b><u>65%</u></b> (83%)
% achieving expected standard or above in maths	<b><u>100%</u></b> (67%)	<b><u>78%</u></b> (83%)



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### 3. 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)*

<b>1</b>	<b>School Context of Deprivation:</b> Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.20 (decile 4). We have an IMD of 4 (score: 22.2). 40% of our pupils live in decile 1-3 with 15% considered to be living in the most deprived areas nationally. Four fifths of our PP cohort live in deciles 1-3. Due to the current economic climate our proportion of children eligible for PP has increased by over 25%.
<b>2</b>	<b>Attaining at a greater depth:</b> Pupil Premium children do not achieve greater depth in the same proportions as Non-PP children across the school
<b>3</b>	<b>Attainment on Entry:</b> Data on entry to Nursery fluctuates each year with varying proportions of pupils entering school with knowledge and skills that are below those expected for their age. Each year, a small proportion of pupils enter Nursery with knowledge and skills which are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. We also have a large number of SALT referrals. Reception baseline this year suggests that two thirds of the PP eligible cohort are not at the expected standard in writing and maths.
<b>4</b>	<b>SEND:</b> 10% of our school are on the register for SEND because they have a current diagnosis or are being assessed by other agencies to receive a diagnosis. Of this cohort half are also eligible for Pupil Premium, which makes up a quarter of the children eligible for PP. As a school we are seeing an increasing number of children requiring referrals and support from external agencies.
<b>5</b>	<b>Gender Gap:</b> Although there is a gap in both PP and Non-PP cohorts across school, disadvantaged boys are performing in reading and writing than both girls in their cohort and Non-PP boys.

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

<b>6</b>	<b>Attendance:</b> Overall attendance from 2/9/2019 to 20/3/2020 for children eligible for FSM was 94.32%. Those not eligible for PP had an attendance for the same period was 97.20%.
<b>7</b>	<b>Covid-19:</b> Due to school closures in academic year 2019-20 and ongoing periods of self-isolation, children are and have missed a large amount of face-to-face teaching time. This has a direct and serious impact upon the academic and emotional progress of our children. Due to a high proportion of our children not having individual access to computers or internet, they are presented with a great barrier during these periods of non-contact, teacher time.



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<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<p>Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys</p> <p>SDP Priority 2● To develop a whole school approach to reading that supports pupils to read widely and often, with fluency and comprehension so that pupils make better progress in the different curriculum subjects, because they can read more proficiently</p>	<p>Pupils eligible for PP in all year groups make as good or better progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points. The gap between disadvantaged boys and their peers will be narrowed.</p>
<b>B.</b>	<p>Achievement data of pupils eligible for PP at key benchmark points across the school are as good or better than that of their peers within school and nationally with increased proportions of PP children working at a greater depth standard.</p> <p>SDP Priority 2● To develop a whole school approach to reading that supports pupils to read widely and often, with fluency and comprehension so that pupils make better progress in the different curriculum subjects, because they can read more proficiently</p>	<p>Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points. Proportions of PP children working at greater depth has increased to be more in-line with peers.</p>
<b>C.</b>	<p>Increase attendance for all PP children to ensure that they have the greatest exposure to teaching and learning.</p> <p>SDP Priority 4 To explore ways of providing rich, authentic experiences in a coherently planned way which considerably strengthens the school's offer for developing pupils personally, spiritually, morally and emotionally in a Covid secure setting.</p>	<p>PP attendance to be in line with school target, and in line with non PP children.</p>
<b>D.</b>	<p>Ensure that self-isolation does not widen the gap in achievement between PP and Non-PP children.</p> <p>SDP Priority 4 To explore ways of providing rich, authentic experiences in a coherently planned way which considerably strengthens the school's offer for developing pupils personally, spiritually, morally and emotionally in a Covid secure setting</p>	<p>The school should ensure that all PP children have access to the technology and resources to access remote learning.</p>



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### 5. Planned expenditure

**Academic year**

**2020-2021**

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 First Teaching

<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>
A. Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys	<p>Pupil Premium Champion enables the PP cohort to be closely monitor</p> <p>Focus on improving teaching and learning processes and methods</p>	<p>The differing cohort sizes of PP eligible children across the school means that effect sizes are increased when cohorts are small. The pupil premium champion would ensure that pupils are tracked closely to ensure that progress is made.</p> <p><b>EEF Toolkit – No evidence available</b></p>	<p>Use of Pupil Premium Profiles for pupil identification.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (DHT)</p> <p>Miss Kincaid Mrs McGuigan, Miss Rogers, Mrs Hall (Phase Leaders)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Regular Book Scrutinies</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2021 final review</p>



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<p>B. Achievement data of pupils eligible for PP at key benchmark points across the school are as good or better than that of their peers within school and nationally with increased proportions of PP children working at a greater depth standard.</p>	<p>Reduction of class sizes from January to May in Year 6 from 30 to 22.</p> <p>Deployment of 3 HLTA's in UKS2</p> <p>Deployment of 2 Grade 5 TAs in KS1</p> <p>Reception classes reduced to 16 and 17</p>	<p>In Key Stage 2 reading, writing and maths combined the PP cohort performed better in attainment than their peers and national PP children but not non-PP children nationally.</p> <p>The successes of the Key Stage 1 results for PP children need to be maintained with the new cohort.</p> <p>In EYFS the proportions of PP children achieving a GLD has decreased from the previous year.</p> <p><b>EEF Toolkit - +3 Months</b></p> <p><b>Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.</b></p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher and Pupil Premium Champion</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (Pupil Premium Champion and DH)</p> <p>Leadership Team</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2021 final review</p>
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<p>A. Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning,</p>	<p>Teaching over time is good as evidenced in pupils' books and the school's assessment information.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (DHT)</p> <p>Leadership Team</p> <p>All teaching and support staff</p>	<p>Termly monitoring calendar and T&amp;L impact summary</p> <p>Appraisal midterm reviews (March 2021)</p> <p>July 2021 final review</p>
<b><u>Total budgeted cost</u></b>					<b><u>£38,575</u></b>



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### ii. Targeted support

<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>C. The attendance and persistent absent proportions of PP children is in line with non PP children within school.</p>	<p>Continue to provide 1<sup>st</sup> day response via admin staff</p> <p>Support identified families through EHA process</p> <p>Identify pupils from 2018-19 who were PA by the end of the academic year and make staff aware of PA pupils from previous year</p> <p>Weekly monitoring in place for identifying pupils who fall into PA</p> <p>Invite all parents of PA pupils to a meeting at the end of the autumn term and establish an action plan of support</p>	<p>Overall attendance in 2018/2019 for children eligible for FSM was 95.3%. Those not eligible for PP had an attendance for the same period was 96.8%.</p> <p>15.6% of FSM6 pupil were Persistent Absence (PA) in 2018-2019 compared to 5% of non-PP pupils.</p> <p><b>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</b></p> <p><b>DfE, 2015</b></p>	<p>Focused Leadership and Management time for PP Lead to monitor absence for PP children</p> <p>EHAs in place for families who need support</p>	<p>Mrs Fallon (HT)</p> <p>PP Champion</p> <p>Leadership Team</p>	<p>Termly pupil progress reviews with Headteacher</p> <p>July 2021 final review</p>



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<b><u>Total budgeted cost</u></b>					<b><u>£2,735</u></b>
<b>iii. <u>Other approaches</u></b>					
<b><u>Desired outcome</u></b>	<b><u>Chosen action / approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>
<p>Ensure that self-isolation does not widen the gap in achievement between PP and Non-PP children.</p>	<p>Pupil Premium Champion to monitor self-isolation of PP children.</p> <p>PP Champion to audit PP children's access to technology</p> <p>Provide PP children with the resources and technology that they need in a period of self-isolation</p> <p>Ensure staff provide remote learning on platforms that PP children can access.</p> <p>Staff CPD around the EEF's School Planning Guide 2020-2021</p>	<p>Ensuring access to technology is key, particularly for disadvantaged pupils</p> <p>Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.</p> <p>Many reviews studied by the EEF identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</p> <p>Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.</p>	<p>Audit of PP remote learning engagement</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views and discussions.</p> <p>HT and DHT monitoring</p> <p>Staff CPD sessions</p> <p>Liaise with LA to ensure access to equipment for PP children.</p> <p>Monitoring of remote learning.</p>	<p>Mrs Fallon(HT)</p> <p>Mrs Milner (DHT)</p> <p>Leadership Team</p>	<p>Half termly reviews with HT and DHT</p> <p>July 2021 final review</p>



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<p><b>Subsidies for Trips and After School Club Milk Subsidy</b></p>	<p>Maintain and fully fund our free breakfast club.</p> <p>Maintain focused leadership and management time to continue to raise standards across the school.</p>	<p>Continue with a <u>free</u> breakfast club from 7.30am every morning for Pupil Premium FS1 to Y6 pupils. We have a growing attendance at breakfast club (on average 20% of the school with 37% of PP cohort attending) and as a result our punctuality across the school has significantly improved.</p> <p>EEF Research – Free breakfast clubs +2 months progress</p>	<p>Monitoring of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Weekly review of attendance.</p> <p>Regular review of attendance data, eg termly, disadvantaged pupils, PA.</p>	<p>Miss Coates (Breakfast Lead)</p> <p>Mrs Royle (Business Manager)</p>	<p>Regular meetings with Breakfast Club Lead</p> <p>July 2021 final review</p>
<b>Budgeted cost</b>					<b>£20,730</b>
<b>Overall Total Budgeted cost</b>					<b>£62,040</b>



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### 6. Additional detail

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

- **We will review our strategy for how we use the premium in July 2020 and will report to the full governing body and relevant committees throughout the year.**