

Pupil premium strategy statement



1. Summary information						
School	St Martin de Porres Catholic Primary School					
Academic Year	20-21	Total PP budget	£111,910	Date of most recent PP Review	Sept 20	
Total number of pupils	451	Number of pupils eligible for PPF	78	Date for next internal review of this strategy	April 2021	
2. Attainment of Year 6						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
	2018	2019	2020	2018	2019	2020
% achieving ARE in reading, writing and maths	7/13 54%	5/11 46%		64%	65%	
% achieving ARE in reading	11/13 85%	9/11 82%	89% (Predicted from Mock SATs)	75%	73%	
% achieving ARE in writing	8/13 62%	5/11 46%	67% (Predicted from Mock SATs)	78%	78%	
% achieving ARE in maths	9/13 69%	7/11 64%	89% (Predicted from Mock SATs)	76%	79%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Historically children entitled to PPG funding have made less progress and their attainment is not in line with their peers.					
B.	Related to the barrier above, our PPG children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This means that our PPG children find it harder to relate to the wider curriculum and learn with as much confidence.					
C.	Due to the home experience of some of our PPG children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons and attendance at school.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Parents of PPG children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.					
4. Desired outcomes						

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve high standards of writing attainment and progress across the school. PPG Children will achieve more closely in line with their Peers (PPG children will close the gap) Data collated through the year will indicate that the gap is closing and more children will achieve in line with their peers.	Children will be able to write with greater confidence, use a wider vocabulary and draw on a range of experiences to inform their work. Increased percentage of PP children achieving ARE in writing.
B.	To improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1. PPG Children to achieve in line with all pupils.	Increased percentage of PP pupils to reach expected standard in the Phonics Screening at the end of KS1. Any current year 2 PP children not passing the check in Y1, to pass by the end of Y2. More confident and accurate letter and sound correspondence in reading and writing.
C.	To meet the social and emotional needs of all pupils.	The children will be more confident and-able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Anxieties around transition and change will be alleviated. Increased attendance Pupils will be more independent and resilient, with raised aspiration, motivation and engagement.

5. Planned expenditure

Academic year	2020 – 21
----------------------	------------------

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 & B	Mastery teaching approach used across the curriculum.	Attainment in writing is significantly below that in reading and mathematics.	Review and amend current planning to ensure opportunities for grammar to be applied in writing across all areas of the curriculum. Ensure teachers understand what elements in writing are required to achieve greater depth Activities given to deepen understanding. Use gap analysis of Autumn assessments to plan afternoon interventions for any missed learning due to Covid-19	MB/All Staff	Oct 2020 – July 2021

			<p>Half termly informal monitoring to support use of thesaurus and dictionary work.</p> <p>Collect agreed exemplars of expected and greater depth writing within the school.</p> <p>Moderate these exemplars at Trust level and other partnership schools.</p> <p>Each year group to moderate at the end of each unit of writing.</p> <p>Half termly moderation in school, between consecutive year groups.</p> <p>Training within the school following moderation outcomes.</p> <p>New writing moderation grids to bring these in line with KS1 and KS2 moderation tables.</p> <p>Family Learning (year 2 – English)</p>		
A	Plan opportunities for extended writing by reducing English writing units and extending breadth of knowledge within each unit.	More time is needed to have a deeper knowledge of each unit to be able to produce a higher quality of extended writing	Long, medium and short term planning. Edit first drafts and re-draft writing.	All Staff	Oct 2020 – July 2021
A	Opportunities for long writing tasks to be given across the curriculum.	Some children find that their knowledge, interest and understanding of other curriculum subjects give them more scope for quality extended writing.	Monitoring of pupils' work.	All Staff	Oct 2020 – July 2021
A	Through training, establish an agreed approach to the teaching of writing for each key stage. (Let's think in English)	The cognitive approach of Let's Think in English allows for more discussion, explicit thinking, use of language and logical reasoning, before writing takes place.	Training session by Michael Walsh – Cognitive Acceleration. Observation of Let's think in English lessons in use.	AB	Oct 2020 – July 2021
A	All classes to implement a daily grammar input (either starter or standalone lesson.)	Grammar skills need to be embedded to show in all pieces of writing.	Grammar starter to be shown at the beginning of each English lesson. Additional support for grammar training for identified staff. Implement grammar games as part of daily grammar practice. Staff to share grammar sites they are currently using.	All Ataff/AB	Oct 2020 – July 2021

A	Extra class in Year 6	Smaller class sizes allows more personalised learning.	Year 6 staff to plan and implement the curriculum effectively. Observation and book monitoring.	Year 6 staff	Oct 2020 – July 2021
A	Family learning for Year 6 Pupils - Maths	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes	Attendance of children (and parents) at appropriate sessions. Monitoring of PP plan (shows PP access to different opportunities)	Adult Learning Centre/Family Worker/ Year 6 Teacher	July 2021
B	Consistent approach to the teaching of Phonics in EYs and Year 1 to improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1.	Trust Peer Review (Dec 19) indicated an area of development for the school was to ensure EYS and KS1 are using the same scheme of work for the teaching of phonics. Lockdown has also had an impact in the children's learning of phonics, therefore gaps need to be identified and addressed.	Daily phonic lessons in EYs and Y1. All teachers following the same phonics scheme of work – Letters and Sounds. Signing is also used to support this. During the first seven weeks of entering the EYs, pupils also learn Jolly Phonics songs.		June 2021
A & B	Set up a book based curriculum in EYs,	Children's engagement and depth of understanding is increased.	Training by Jessica Archibald (Luton Curriculum Support) EYs lead to liaise with English lead.	GD/EYS Staff	Oct 2020 – July 2021
A & B	Bug club – To ensure bug club can be accessed by all pupils in EY's and KS1.	Bug club is a reading programme that can be accessed at school and at home. Parents can also support with this. Children are motivated to read, through online participation and incentives.	All children provided with passwords and EYs staff regularly monitor to ensure children are completing their reading. Allocate all teachers with bookmarks to enable them to give children new passwords to access bug club. Advise all teachers to allocate the correct reading level books to the children in the class. Advise all teachers that Bug Club is now easily manageable as it has an auto-allocate feature that does not require teachers to continually have to log on and assign books. Provide set up / how to guides in order for teachers / TA's to familiarise themselves with the programme. Set up a SEND class on Bug Club for highlighted pupils in KS2. Set up Teacher / TA accounts for new staff	EYS Staff	Oct 2020 – July 2021
Total budgeted cost					Est £85,000

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?
A & B	Children are scaffolded, where required, during lessons.	The mastery teaching approach enables all children to access the learning and reach their full potential. This includes providing scaffolding to support pupils who need it.	Scaffolding activities are identified on teachers' planning. Learning walks observe this being used. Attainment and progress of pupils are closely monitored by SLT/Subject team leaders and through pupil progress meetings and appraisals.	All staff/SLT Subject leaders.	Oct 2020 – July 2021
A	After school booster groups for Y6 pupils. SATs revision books used for homework. Revision pack provided over the Easter holiday. Friday ability grouped maths sessions.	SATs results continue to be above the national average.	Checking of half termly data. Booster teachers to identify gaps for their group from an initial assessment then plan the booster sessions accordingly. Analyse data half termly.	Year 6 staff	May 2021
B	Phonic intervention groups. Appointment of staff to deliver interventions. Daily ERR (Early Reading Recovery) intervention.	Children to be assessed and gaps identified in their learning of phonics. This is more profound than usual due to lockdown throughout the Pentecost term.	Phonic interventions to take place for both Year 1 and any children in Year 2 who have not passed the phonics screening in Year 1. (letters and Sounds – different phases and ERR) Review progress of Year 2 children who need to re sit phonic screening tests.	Phonics Team SENDCo	Oct 2020 – July 2021

C	Rainbows – support for bereavement.	Support for pupils through a vulnerable period ensures the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE). Previous participation showed positive results in child's self-esteem, confidence and general well-being.	FW/LM to liaise with Rainbows	Family Worker/Learning Mentor	July 2021
C	CHUMS Therapeutic Music Group CHUMS Tactics Programme	Support for pupils through a vulnerable period ensures the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE). Previous participation showed positive results in child's self-esteem, confidence and general well-being.	FW/LM to liaise with CHUMS	Family Worker/Learning Mentor	July 2021
C	1:1 support for PPG children with a Play Therapist	Support for pupils through a vulnerable period ensures the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE) Previous participation showed positive results in child's self-esteem, confidence and general well-being. EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills.	FW/LM to liaise with play therapist.	Family Worker/Learning Mentor	July 2021
Total budgeted cost					Est £15,000

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?
C	PSHE activities throughout the first two days back in school in September	DfE have provided a Guidance for Pastoral care in the curriculum through the document: how schools can provide additional emotional and pastoral support for	All teachers plan for these two days of PSHE activities.	All teachers	Oct 2020

		pupils when they return to school following the coronavirus (COVID-19) outbreak.			
C	Our Family Worker and Learning Mentor work with families and children to provide pastoral care.	Early intervention and support for families in need ensure the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE)	Pupils with additional needs supported through EHA. CPOMS used by all staff to record any safeguarding, behavioural or parental contact incidents.	Family Worker and Learning Mentor. All Staff	Oct 2020 – July 2021
C	Year 6 weekly transition group for vulnerable children – Pentecost 2. Transition school visits arranged for Year 6 PP pupils.	Has been successful in past to give the pupils more confidence and be ready for high school transition. Children are more emotionally high school ready.	Children are less anxious preparing for high school	Family Worker	July 2021
C	Bikeability - children have training by Luton Borough Council staff in bike safety and learn how to ride a bike on the road safely.	Pupils in Year 5 learn to ride their bike safely and with confidence. This year they will do it in year 6 as they missed this previously due to lockdown. Pupils gain road safety awareness. Disadvantaged pupils have the opportunity to receive a reconditioned bike to keep for future use.	Pupils' confidence and skills riding a bike and knowledge of road safety are increased.	LBC staff through bikeability	July 2021
C	Positions of responsibility: top table monitors, Peer Mentors (once able to do so re Covid 19)	An improved level of well-being and engagement in PPG children.	Preference will be given to PPG children.	Learning Mentor	July 2021
C	Subsidised school trips and extra-curricular activities where appropriate. Access to all after school clubs as priority. Luton Town Football Club provide lunchtime sports clubs: Multi-Skills, Basketball Football Clubs. Gym sessions before school. New Generation Youth Theatre provide: Dance Club and Musical Theatre Before and After school clubs subsidised.	An improved level of well-being and engagement in PPG children.	Preference will be given to PPG children.	Class Teachers/Office Staff/PE lead.	July 2021
C	Pupils to receive free music tuition for an instrument of their choice. Pupils in Year 3 and 5 have the opportunity to learn the recorder for a year; Pupils in Year 1 have the opportunity to learn percussion for a year.	An improved level of well-being and engagement in PPG children. Children's creativity often shown through music. Improves self-confidence at all levels.	Peripatetic music teachers to speak with all children and introduce them to the availability of instruments. PPG children encouraged by class teacher to complete application form.	Music Teacher/Class Teacher	July 2021

A & C	Provide School Uniform and PE kits Provide art materials to complete homework tasks	An improved level of well-being and engagement in PPG children.	Regular contact with vulnerable families by Family Worker. Teachers to identify if there are problems with children wearing uniform/PE kit (record on CPOMS). Teachers fully aware of PPG children.		Oct 20 – July 21
Total budgeted cost					Est £12.000

2. Review of expenditure			
i. Quality of teaching			
Action	Intended outcome	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)
ii. Targeted support			
iii. Other approaches			

