

Pupil premium strategy statement

School overview

Metric	Data
School name	St George & St Martin Catholic Academy
Pupils in school	224
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£67,156
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2020
Statement authorised by	Dawn Farmer
Pupil premium lead	Jenna Griffiths
Governor lead	Mrs Smith

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 43% Writing 50% Maths 71% Combined 43%
Achieving high standard at KS2	Combined 7%

Strategy aims for disadvantaged pupils

Measure	Activity
Effective High Quality Teaching is firmly embedded across the whole school and is evidenced through monitoring.	EEF guide to support school planning for effective teaching for all is used by senior leaders to implement across the school.

	<p>Revisit a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p>Ensure strategies such as:-</p> <ul style="list-style-type: none"> - effective teaching, such as explicit teaching (clear explanations) - scaffolding, - flexible grouping - cognitive and metacognitive strategies <p>are firmly embedded in practice across the school.</p> <p>Evidence informed CPD for all relevant staff to deliver effective teaching including online streaming where necessary.</p>
<p>The curriculum and interventions in EYFS on developing communication and language has an impact on improving the percentage of disadvantaged children achieving the Early Learning Goals</p>	<p>Staff development of knowledge and expectations of the right strategies and help needed in EYFS to address those with communication needs avoiding going on to have reading difficulties later</p>
<p>Teachers have good knowledge of Phonics and the leaders provide effective support for the further development of phonics improving the % of disadvantaged children achieving the standard at the end of year 1.</p>	<p>Ensure all relevant staff have received training to deliver phonics to ensure catch up.</p> <p>Ensure there is a sharp focus on the teaching of phonics in EYFS, KS1 and year 3.</p> <p>Teaching of phonics is closely monitored</p>
<p>Targeted academic support is embedded across the school and effectively addresses any learning which has been lost and closes the gaps where identified.</p>	<p>Use of EEF evidence base which includes the use of the following researched strategies:</p> <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Structured interventions</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Daily reading - Inference and better reading. <p>Teacher-led targeted group teaching for targeted identified PP children.</p>
<p>The impact of embedding a curriculum that ensures that the PP children develop detailed knowledge and skills across the curriculum is in place ensures that the Pupil Premium children achieve well.</p>	<p>Embed The schools broad and balanced curriculum which was reviewed last academic year.</p> <p>Teaching across the curriculum is closely monitored</p> <p>Peer reviews of the curriculum are planned throughout the year.</p>

Targeted support to close gaps across the whole school for identified children from disadvantaged backgrounds that have been affected by school closure due to covid-19 impacts on accelerating their learning	A catch up programme timetable does not have an impact upon a broad and balanced curriculum for disadvantaged children is in place EEF COVID 19 guide research guide which identifies actions, which have been proven and has been complied by drawing on a wide range evidence from research and resources is used across the school.
Barriers to learning these priorities address	Staff knowledge, resources, resourcing catch up programme, individual assessments to analysis the gaps from lockdown and identifying starting points
Projected spending	£67,156

Teaching priorities for current academic year

Aim	Target	Target date
Ensure quality teaching across EYFS to ensure quality and consistency so that every child makes good progress.	By the end of reception, PP children achieve well, particularly those with lower starting points. By the end of reception children use their knowledge of phonics to read with increasing accuracy and speed. Most PP children achieve the early learning goals particularly mathematics and literacy.	July 2021
Phonics To ensure focused teaching is in place for disadvantaged pupils to reach the expected standard in phonics check in Year 2 and 3 (for children who didn't achieve in Year 1) in Autumn term and Year 1 in the summer term.	By the end of reception children use their knowledge of phonics to read with increasing accuracy and speed. PP children gain the phonics knowledge necessary to aid reading. Disadvantaged pupils achieve in line with national at the phonics check in years 1,2 and 3.	November 2020 June 2021
Attainment and progress in reading is at least in line with national at both standards at the end of EYFS, KS1 and ks2 for PP children.	A rigorous and sequential approach to the reading curriculum is in place, which develops pupils' fluency, confidence and enjoyment in reading. Disadvantaged children achieve national average or above attainment at end of EYFS, KS1 and KS2. Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0).	July 2021

Attainment and progress in writing is at least in line with national at both standards at the end of KS1 and ks2 for PP children.	Disadvantaged children achieve national average or above attainment at end of KS1 for PP children. Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0)	July 2021
To continue to ensure attainment and progress in Maths is at least in line with national at both standards at the end of KS1 and ks2 for PP children.	Disadvantaged children achieve national average or above attainment at end of KS1 for PP children. Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0)	July 2021
Consistent teaching in all Curriculum areas across the school leads to an improvement in results.	Curriculum is fully embedded, this impacts on improving results in ks2 for the disadvantaged children. Ensure all disadvantaged pupils have access to a broad and balanced curriculum.	July 21

Measure	Activity
Most disadvantaged children achieve the Early Learning Goals at the end of EYFS Most PP children with SEND progress well and achieve the best possible outcomes.	Allocation of staff to ensure the level of staffing is always in place within the EYFS to effectively implement and deliver the curriculum. Ensure quality and consistency in teaching through monitoring so that every child makes good progress and no child is left behind.
Teaching is monitored to ensure that effective high quality teaching of phonics is in place in EYFS, KS1 and Year 3, and as a result progress is good and attainment is in line with national.	Additional whole class teaching (at least 1 additional session in place per day for all pupils). Use synthetic phonics systematically throughout the school. KS1 reading lead developed a road map to identify and fill gaps. Appropriate CPD for all staff delivering phonics. Reading books connect closely to phonics knowledge pupils are taught.
Teaching is monitored to ensure that effective high quality teaching of phonics is in place in EYFS, KS1 and Year 3, and as a result progress is good and attainment is in line with national.	Additional whole class teaching (at least 1 additional session in place per day for all pupils). Use synthetic phonics systematically throughout the school. KS1 reading lead developed a road map to identify and fill gaps. Appropriate CPD for all staff delivering phonics.

	<p>Reading books connect closely to phonics knowledge pupils are taught.</p>
<p>Effective teaching of reading is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p>	<p>Ensure relevant staff training and CPD, monitoring timetable, learning reviews, reading interventions, Use of EEF communication and language approaches in EYFS and identified chn in KS1</p> <p>Use EEF report improving literacy in KS1 specifically reading and comprehension</p> <p>Use EEF guidance improving literacy in KS2 including reading workshop and comprehension</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>Reading attainment is assessed at all stages and gaps are addressed quickly and effectively.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading is rewarded across the school through the reader of the week awards.</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>Children are given time to read for pleasure in a comfortable reading area that is well stocked with high quality texts.</p>
<p>Effective teaching of writing is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p>	<p>Use EEF guidance on teaching of writing in KS1 and KS2</p> <p>Use of Comparative Marking' across the school.</p> <p>Quality first, effective teaching including: explicit input, modelling and scaffolding is in place to aid the development of writing and support pupil progress.</p> <p>Regular formative assessment of writing attainment to take place to ensure gaps are addressed quickly and effectively to ensure PP children are at age related expectations.</p> <p>Staff have access to appropriate CPD to develop their teaching of writing.</p> <p>In house training by Literacy co-ordinator to support staff.</p> <p>Use of comparative marking.</p>
<p>Effective teaching of maths is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p>	<p>Use the EEF early numeracy approaches in EYFS</p> <p>EEF guidance support for numeracy in KS2</p> <p>Relevant training from maths leader and CPD, monitoring timetable</p> <p>Regular formative assessment of maths attainment is in place to ensure gaps are addressed quickly and effectively to ensure PP children are at age related expectations.</p> <p>Ensure all relevant, identified staff have access to appropriate maths CPD to deliver maths effectively.</p> <p>Use of concrete, pictorial and abstract approach to support pupil progress.</p>

	Monitor quality and consistency in all year settings.
Consistent teaching in all Curriculum areas across the school leads to an improvement in results.	<ul style="list-style-type: none"> • Identify staff training for specific areas of the Curriculum • Ensure all staff apply knowledge gained • Amending Curriculum as necessary when and if improvements are needed. • Ensure that a catch up programme timetable does not have an impact upon a broad and balanced curriculum for disadvantaged children
Barriers to learning these priorities address	<p>Staff knowledge, catch up timetable taking time away from other resources, resourcing catch up programme</p> <p>Variations in home learning activities undertaken due to home circumstances.</p> <p>Children from disadvantaged backgrounds have been affected by school closure due to COVID 19.</p>
Projected spending	£3000 supply cover costs

Targeted academic support for current academic year

Measure	Activity
Consistent and effective interventions are maintained over a sustained period and there is evidence of their impact on attainment and progress.	<p>Establish small group interventions for disadvantaged pupils falling behind age related expectations in English and Mathematics</p> <p>Increase reading for pleasure</p>
Consistent and effective interventions are maintained over a sustained period and there is evidence of their impact on attainment and progress.	Establish small group phonics interventions for disadvantaged pupils falling behind age-related expectations
Catch Up timetable and strategy in place which supports Pupil Premium children enabling them to access targeted academic support in their identified areas of need.	Establish a catch up timetable, ensuring use of physical resources to address gaps that have opened up during lockdown
Barriers to learning these priorities address	<p>Staffing to deliver targeted academic support</p> <p>Timetabling of support to not take away from curriculum time</p> <p>Individual assessments to analysis the gaps from lockdown and identifying starting points</p>
Projected spending	<p>£32,750 (experienced teacher 50% of time as additional teacher to target groups in Key Stage 2)</p> <p>£25,106 (TLA support time in each class)</p>

Wider strategies for current academic year

Measure	Activity
Attendance for PP children is at least in line with the national average.	<p>Sustain attendance of disadvantaged pupils</p> <p>Communication with EWO</p> <p>Use of emotionally based school avoidance guidance from EP service</p> <p>Academic manager to support persistence absence</p> <p>Continue work to develop relationships with parents</p> <p>Use of breakfast club to support punctuality of disadvantaged chn</p>
Social and emotional learning is embedded across the school and is taught by all teachers.	<p>Supporting the emotional, social and mental health of pupils including CPD for staff to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties.</p> <p>Lessons aimed at promoting resilience and well being</p> <p>Support staff to be trained in mental health first aid</p>
The number of parents of disadvantaged children engaging with the school is increased	Targeted support for families, possibly come in to work with child, show strategies to support learning at home, support group
Barriers to learning these priorities address	<p>Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home</p> <p>Relationships with parents</p>
Projected spending	<p>£500 attendance prizes</p> <p>£2500 breakfast club costs</p> <p>£800 musical instrument tuition</p> <p>£2500 visits costs</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Ensure time for subject leaders to plan for staff professional development
Targeted support	<p>Ensuring enough time for school to support small groups and 1-1</p> <p>Consistently of delivery in support</p>	<p>Establish a timetable that does not impact on a broad and balanced curriculum for all pupils</p> <p>Use of EEF covid-19 support guide</p> <p>Same day in class interventions</p>

		<p>Use reading guides for pre-teaching with targeted support group</p> <p>Communicate reading guides with parents</p> <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent</p>
Wider strategies	Engaging the families facing most challenges	<p>Working closely the Newman EWO</p> <p>Forming support group for parents, targeted support for families, possibly come in to work with child, show strategies to support learning at home</p>

Review: last year's aims and outcomes

Aim	Outcome
Improve oral language skills for pupils eligible for PP children in Nursery and Reception	<p>OA project has a positive outcome supporting adults to teach strategies in class and put in referrals to S&L</p> <p>67% PP chn assessed to achieve expected standard in CLL</p> <p>Further emphasis on development on language in EYFS</p>
<p>PP children who did not achieve GLD accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 1.</p> <p>Those PP children who achieved expected, accelerate their progress to Greater Depth by the end of Key Stage 1</p>	<p>20% PP chn predicted to achieve expected standard at the end of key stage 1</p> <p>25% PP chn didn't achieve GLD achieved at key stage 1</p> <p>As a result of lockdown a catch up strategy is in place targeting chn that did not achieve accelerated progress at the end of key stage 1</p>
<p>PP children who did not achieve expected level in phonics are supported to meet the level by the end of Year 2.</p> <p>Support PP children to achieve the expected level in phonics in Year 1.</p>	<p>Phonics testing to take place in Autumn term, support provided this term to enable chn who did not achieve at the end of year 1. 67% of PP targeted to achieve this term.</p>
<p>PP children who did not meet the expected standard in Key Stage 1 accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 2.</p> <p>Those PP children who achieved</p>	<p>43% PP chn predicted to achieve reading at the end of key stage 2</p> <p>This is a dip from end of key stage 1 however there are two more PP chn in the current cohort</p>

<p>expected, accelerate their progress to Greater Depth by the end of Key Stage 2.</p>	<p>50% PP chn predicted to achieve expected standard in writing at the end of key stage 2</p> <p>This is a dip from end of key stage 1 however there are two more PP chn in the current cohort</p> <p>7% PPchn predicted to achieve greater depth in reading at the end of key stage 2</p> <p>71% PPchn predicted to achieve maths at the end of key stage 2</p> <p>PP child that achieved greater depth in key stage 1 has left the school</p> <p>As result of dip in PP, a focus on catch up in key stage 2.</p>
<p>High aspirations and expectations in place for all children.</p>	<p>Learning walk, book scans, learning review took place. Staff training took place. During lockdown, learning packs were available</p>