

St Charles Catholic Primary School - Pupil premium strategy statement

1. Summary information					
School	St Charles Catholic Primary School				
Academic Year	20/01	Total PP budget	Estimated £135,000		
Total number of pupils	260 Inc Nursery	Number of pupils eligible for PP	100	% of pupils eligible for PP	39%

2. Current attainment		
	<i>Pupils eligible for PP (school) 2019 figures</i>	<i>Pupils not eligible for PP (national average) 2019 figures</i>
Phonics		
% of pupils passing the phonics screening	71%	84%
KS1		
% achieved expected standard or above in Reading, Writing and Maths	73%	65%
% achieving high level of attainment in Reading, Writing and Maths	13%	12%
KS2		
% achieved expected standard or above in Reading, Writing and Maths KS2	80%	71%
Average progress in reading	4.2	0.3
Average progress in writing	0.4	0.3
Average progress in maths	2.9	0.4
Average scaled score in reading	109.3	105.5
Average scaled score in maths	108.6	106.1
% achieving high level of attainment in Reading, Writing and Maths	5%	13%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Communication skills in EYFS are lower for pupils eligible for PPG pupils than for those not in receipt of PPG. They are also more than 10 percentage points below the national average. This impacts on all other areas of learning, including phonics and slows progress in subsequent years. This is being particularly felt in KS1.
B.	The percentage of PPG pupils at the end of KS2 achieving the expected standard in English and Maths is likely to be lower than their peers. This has been exacerbated by the Covid-19 lockdown.
C.	The proportion of PPG pupils passing the Phonics Screening test is significantly lower than their non-PP peers despite improvements in the number of pupils passing the screening overall. The Covid-19 lockdown may have impacted on pupil progress in phonics particularly for children joining year 1 who missed a large proportion of teaching in Reception.
D.	Low self-esteem and emotional distress amongst some PPG pupils is impeding progress and achievement for these pupils. This continues to be exacerbated by the Grenfell tragedy and, more recently by the lockdown. Children have lost confidence and resilience during the lockdown.
E.	Lack of engagement from the parents of some PPG pupils is affecting academic progress and attainment. This is particularly true for PP pupils who are also WB. The digital divide is also likely to widen gaps and affect engagement as a number of PPG pupils do not have access to the technology needed to access remote learning.
F.	There is a gap in attainment between PPG pupils and their peers in some years (1,3,4,5). Again, this has widened as a result of lockdown.
G.	Increase the proportion of PPG pupils achieving greater depth and challenge for more able pupils.
H.	A number of PPG children are significantly behind their peers and lack basic skills. These gaps have widened following the lockdown and lack of access to This is affecting their ability to fully access the curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
I.	Average attendance for PP pupils is below 96% and percentage of unauthorised absence is above the school average. For some PPG pupils, attendance is below 90%.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved Communication outcomes for PPG pupils in EYFS and also in KS1.	Gap narrows Improved listening, speaking and understanding at EYFS Improved outcomes in Reading and Writing and Understanding of the World Improved outcomes at KS1
B.	Increase % of PPG achieving the expected standard in RWM	To be in line with or above national average circa 65% Average scaled scores to be in line with national average 104/105
C.	Increase % of PPG pupils passing Phonics Screening to be in line with national figures and close to non-PPG peers Children in Year 1 catch up with lost phonics teaching due to Covid-19	Gap narrowed with peers Year 1 pupils achieve in line with national figures Year 2 who did not take the screen in summer 20 achieve in line with national figures
D.	PP pupils show increased self- confidence and resilience. They show engagement with learning	Gauged through surveys and impact on learning/ Impact of Recovery Curriculum, Mind Up programme/ELSA and therapy groups
E.	Improved engagement from parents of PP pupils Improved access to technology to access remote learning	Parents better support children Children able to access remote learning
F.	Attainment gaps will be closed in all year groups	Gap narrowed with peers. Lower gaps compared to last year
G.	Greater proportion of PPG pupils achieving greater depth. Pupils who achieved GD at KS2 achieve GD at KS2. Challenge built into all lessons.	More PPG pupils achieve higher standard. PPG children maintain higher standard throughout KS1 and KS2. Consistently observed in lessons

H.	Acquisition of basic skills in reading and maths improved which allows those PPG children who are falling behind to access the curriculum and be ready for the next stage of their education. Gaps that have arisen through Covid-19 are closed	Improved reading skills. Improved maths skills. Children able to access curriculum for their year group. Gaps from previous year's learning are closed
I.	Attendance improves for PP pupils	Gap narrows with school average/ Reduction in persistent absence Engagement with parents to improve attendance

5. Planned Action with 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 teaching for all	
Action, planned approach and desired outcomes	Expenditure
Fund Achievement for All programme in the school to raise outcomes for most vulnerable. To improve leadership, teacher skills and wider opportunities. Focus on Emotional Coaching for all staff	£1,350
Resources to allow structured conversations to help engage parents of most vulnerable	£800
Cover for Pupil Progress meetings to ensure pupils are on track	£1,400
Consultants to deliver CPD and support development of teacher skills (EYFS, maths, writing, etc)	£2,000
Consultant support for School Improvement	£1,250
Phonics CPD for new staff and teaching assistants	£1,500
Cover for co-ordinator and other key staff to work with English Hub project to improve teaching of phonics and Early reading (lesson observations, action planning, CPD)	£2,000
Release time for staff to participate in Maths Hub mastery project and CPD for staff	£2,000
CPD for staff to improve subject knowledge and teaching; attendance at Assessment and PP conferences	£5,000

ii. Targeted support	
Action, planned approach and desired outcomes	Expenditure
Breakfast skills groups to improve key skills for pupils	£5,000
Boosters for Years 6 and 2 to support pupils to achieve better than expected standard in all subjects	£2,500
Funding play therapist to provide emotional support to pupils	£7,500
Cover to allow teachers to attend CPD for Nuffield Early Language Intervention (NELI) and cover for TAs to deliver intervention. Project aims to close gaps in language particularly relating to Covid-19	£2,000
TA support in KS2 to work with vulnerable pupils in Maths and English	£25,000
SEN assistant support to deliver interventions to raise attainment and close gaps	£15,700
Training to improve Speech and Language outcomes in EYFS	£1,000
ELSA and ELKLAN and Mind up to provide emotional support to pupils and remove barriers to learning	£3,500
Support for EAL learners to close gaps and improve language acquisition	£2,000
Additional support for PP and SEND pupils from Educational Psychologist. EdPsych to work with families and pupils to improve outcomes	£2,000
Learning mentor to work with vulnerable pupils to help remove barriers to learning, support learning, improve behaviour and improve attendance	£6,500
iii. Whole school strategies	
Action, planned approach and desired outcomes	Expenditure
Support with uniform, school journey, breakfast and club fees for PP pupils	£2,100
SENDCo and Assistant Head to monitor outcomes, plan interventions and support teachers to raise standards	£39,000
Lunchtime play support	£4,000

Technology support for PPG families to access remote learning. Provision of work for pupils in isolation or lockdown	£1,000
Support for families affected by Grenfell Tower fire	£1,000
Total budgeted cost	£135,100

6. Review of previous year

Academic year	2019/20
<p>Due to the Covid-19 pandemic, the school was closed for the majority of pupils from 20th March 2020. Consequently, progress against priorities for 2019/20 was limited. PPG grant was used to cover other expenditure.</p>	

i. Quality of teaching for all

Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
<p>Fund Achievement for All programme in the school to raise outcomes for most vulnerable. To improve leadership, teacher skills and wider opportunities. Focus on Emotional Coaching for all staff</p> <p>Resources to allow structured conversations to help engage parents of</p>	<p>Programme was suspended as a result of lockdown. However, most of support was delivered including Emotion Coaching training which proved to be crucial in light of pandemic and particularly, following the full reopening of school to support staff. The school continued to target disadvantaged pupils through the programme and to support parents via Structured Conversations. Two structured conversations were held before lockdown. Support for PPG and vulnerable pupils was provided during lockdown both at school and for children at home. Work was provided to ensure children did not fall behind.</p>	£2,100
<p>Cover for Pupil Progress meetings to ensure pupils are on track</p>	<p>Pupil progress meetings took place in Autumn with some follow up in Spring before lockdown. They allowed senior leaders to monitor progress and attainment of all pupils, plan interventions and to take action where necessary to ensure standards were maintained.</p>	£700

<p>Consultants to deliver CPD and support development of teacher skills (EYFS, maths, writing, etc)</p> <p>Consultant support for School Improvement</p>	<p>Consultants supported the school in English, Early Years, Maths, RE, subject management and school improvement work. English consultant highlighted issues with writing which were acted on and which then formed part of the school's monitoring programme. Maths consultant continued to work on equipping teachers to develop reasoning in pupils. EYFS consultant reviewed and worked with EYFS to ensure provision met needs of all key groups and improving observations. RE consultant provided training on the new framework for assessing which would support all pupils and particularly PPG by using driver words which clarify what pupils need to do. Consultant also worked with middle leaders and SLT to improve subject leadership and ensure the priorities of the new Ofsted framework were being implemented. It is not possible to assess the full impact of the support in the longer term because of the lockdown which meant that many actions planned could not be implemented.</p>	<p>£3,000</p>
<p>Cover for co-ordinator and other key staff to work with English Hub project to improve teaching of phonics and Early reading (lesson observations, action planning, CPD)</p> <p>Phonics CPD for new staff and teaching assistants</p>	<p>Support from the English Hub had begun to transform phonics teaching in EYFS and KS1. Programme for teaching phonics was redesigned to ensure all pupils received the targeted teaching they needed and that teaching was consistent across all years. Phonics was streamed by stage. Assessments before lockdown suggested phonics pass rate was due to increase and that pupils were making excellent progress.</p> <p>Unfortunately, teaching was interrupted by lockdown. Current assessments however still show pupils will be able to pass the screening in autumn 2.</p>	<p>£3,500</p>
<p>Release time for staff to participate in Maths Hub mastery project and CPD for staff</p>	<p>Identified staff were able to participate in the Maths Hub mastery project for part of the year. Teacher subject knowledge and confidence grew as a result of taking part. Consequently, pupils' progress was strong.</p> <p>Project will continue this year.</p>	<p>£1,500</p>
<p>CPD for staff to improve subject knowledge and teaching;</p>	<p>CPD was interrupted during lockdown. However, the CPD programme was redirected towards remote learning and the use of Google Classroom and other platforms to support pupils while they were at home. Staff also attend the SEN conference which helped to bring back resources and good practice to the school to support pupils with SEND. Subject leaders attended subject specific training to improve planning and delivery in their subjects. DSLs attended regular training which helped to support the most vulnerable pupils in the school. TAs received Precision training which helped close specific gaps identified in pupils. Attendance at emotion coaching and other training for TAs was also provided.</p>	<p>£7,000</p>

ii. Targeted support		
Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Breakfast skills groups to improve key skills for pupils Boosters for Years 6 and 2 to support pupils to achieve better than expected standard in all subjects	These were cut short when the school went into lockdown. However, evidence before that these were having an impact on pupils, improving fluency, skills and consolidating learning in class. These sessions will be crucial in the coming year as we aim to close gaps that have arisen from children not being at school.	£4,500
Funding play therapist to provide emotional support to pupils	The need for play therapy continues to outstrip availability. Our pupils need support due to family circumstances and the ongoing fallout from Grenfell. Their needs impact on their ability to access the curriculum. Play therapy was provided to children until lockdown and some was able to continue to help children during the pandemic. Going forward, we foresee that there will continue to be a great need for play and art therapy to support the emotional and mental welfare of pupils.	£7,500
TA support in KS2 to work with vulnerable pupils in Maths and English	TAs support was in place until lockdown, supporting learning and helping children to develop resilience. After lockdown, these members of staff were redeployed to lead groups of vulnerable pupils attending school.	£12,000
SEN assistant support to raise attainment and close gaps	SEN assistants worked with the most disadvantaged pupils across the school, many of whom are PPG and SEND, until lockdown. They have provided tailored programmes for these children which support them to meet the targets in their Passports to Learning. In EYFS, their focus was on language development and phonics. The implemented Language for Thinking, Five minute Box and other interventions to support language and comprehension. Pre and post intervention data shows excellent progress by pupils. After lockdown, these assistants were redeployed to lead bubbles of vulnerable and key workers.	£10,000
ELSA, ELKLAN and Mind Up to provide emotional support to pupils and remove barriers to learning	Interventions were provided short-term emotional support for pupils who were struggling to cope with learning or friendships. Careful monitoring shows the progress pupils have made across the intervention and the almost immediate help it provides. These interventions have proved to be very flexible and the school has been able to deploy them quickly as soon as need is identified. Mind Up as a whole school focus, has given all children and staff an understanding of how the brain works which again has helped children to control their emotions. These interventions continued until lockdown. Mind UP was delivered to pupils who attend school from March 2020	£2,500

Additional support for PP and SEND pupils from Educational Psychologist	The Educational Psychologist provided support until lockdown. With her support the school was able to secure EHCPs for 3 children.	£2,700
Volunteer readers	Reading volunteers have helped to raise attainment of pupils in reading. Offered to both PP and non-PP pupils. Impact scores post intervention are very high.	£1,000
Leaning mentor to work with vulnerable pupils to help remove barriers to learning, improve behaviour and improve attendance	Attendance for targeted pupils improved. Pupils supported by LM made progress either academically or emotionally or both. This year the LM supported children with issues of family break up, helped them to build effective relationships and build resilience. During lockdown LM planned learning and delivered lessons to vulnerable and key worker children bubbles.	£5,000
iii. Whole School Strategies and Other Approaches		
Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Support with uniform, school journey and club fees for PP pupils Provision of food and other necessities to pupils shielding or adversely affected by lockdown	Provided for PP pupils and other vulnerable pupils. Improved access to wider opportunities/clubs. During lockdown, many of our pupils experience acute financial need. We have supported a number of families who were struggling by providing food, technology, clothes and other necessity. Some of these families were not entitled to FSM vouchers issued by the Government or could not survive even with these vouchers.	£6,500
SENDCo and Assistant Head to monitor outcomes, plan interventions and support teachers to raise standards	Regular monitoring allowed the school to identify underperformance and tackle it promptly across the school until lockdown. As a result pockets of underperformance were quickly addressed and outcomes maintained for all pupils, especially the most vulnerable. They led on AfA and championed the needs of PP pupils. Deliver CPD for new and existing staff. During lockdown, these members of staff, who are both DSLs, ensured the safeguarding of pupils, delivering food, learning, clothes, etc to families. They also carried out strategic planning to allow the safe partial reopening of the school.	£40,000

Lunchtime play support	Improved provision at lunchtime gives opportunities to PPG to maintain a healthy lifestyle and interpersonal skills. It helped to reduce behaviour incidents during lunchtime. Also included here was additional adult support to allow PP/SEND pupils to access swimming and after school sports clubs before lockdown and to access the full range of activities during lockdown when these pupils attend school.		£3,500
Funding towards Into University programme to raise aspirations among less advantaged pupils	The Autumn and Spring programmes were delivered to raise academic standards for pupils in years 5 and 6. This support is given as our PPG rate is significantly above the national average. The programme also helped with social mobility and delivering cultural capital to the vulnerable in those year groups. Transition support was not able to go ahead due to lockdown.		£500
RBKC FSM/PP checking service	This has allowed us to keep our records up-to-date and to check the eligibility of pupils to PPG. This was important during lockdown as many families needed additional support. Some claimed benefits for the first time. The time and support given by the business support officer to check eligibility, order FSM vouchers and liaise with families about vouchers was substantial. This support was essential to ensure our families had the sufficient support they needed during lockdown.		£2,300
Support for families affected by Grenfell Tower fire	Our pupils continue to be affected by the fallout from the Grenfell Tower tragedy. The school has supported pupils financially and emotionally and continued to monitor any pupils who were showing difficulties even some time after the event.		£750
TA support to lead vulnerable and key worker bubbles	TAs successfully led bubbles and provided cover for teachers so they could provide remote learning for pupils and so they could carry out safeguarding activities to support children who were at home. Pupils who attended these bubbles were helped to develop key skills. For many, the support given allowed them to develop confidence and get targeted help.		£25,750
Total Budget	£150,400	Total Expenditure	£151,800