

# Pupil Premium Strategy Statement

## 2020-2021

St Mary's RC Primary, Bacup

| 1. Contextual information:          |                                       |   |
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| 1. Pupil Premium Lead: C Mills      | 6. PP allocation: £151,985            | 11. Overall progress 2019: R 2.0 W 2.1 M 1.5  |
| 2. Governor Lead: F Mcllwaine       | 7. Total no. of pupils in school: 150 | 12. DP progress: -  |
| 3. Statement authorised by: C Mills | 8. % of DP: 80%                       | 13. Overall achievement: R 77% W 82% M 82% Comb. 73%<br>H/S: R 32% W 23% M 27% Comb. 9% |
| 4. Publish date: 10/02/2021         | 9. Whole-school attendance: 96.3%     |   |
| 5. Review date: 8/02/2021           | 10. DP attendance: 96.5%              | 14. DP achievement: R 82% W 82% M 82% Comb -<br>H/S: R 41% W 24% M 29% Comb -           |
|                                     |                                       | 15. PSC: 2019 – 83% 2020 – Y2 75%   |

| 2. Aims: |  |
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| 1        | To support children's mental health and wellbeing on returning to school and through the COVID pandemic.   |
| 2        | To identify and provide effective interventions to enable pupils to catch up on their learning.  |
| 3        | To provide high quality first teaching for pupils.   |
| 4        | To create an enriching environment for children to access a range of educational opportunities, to increase interest in learning and to help raise aspirations for the future. |
| 5        | To increase parental engagement in children's learning.  |

| 3. In school and external Barriers to learning: |   |
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|   | <ul style="list-style-type: none"> <li>• Children begin school (Nursery and Reception) at lower starting points, particularly in communication and language skills;</li> <li>• Negative impact of school closure on pupils' access to education – some households with little parental engagement in supporting learning;</li> <li>• 21% of disadvantaged pupils have SEND including SEMH difficulties;</li> <li>• Some behavioural issues with pupils adjusting to returning to school, having a detrimental effect on educational achievement;</li> <li>• High percentage of DP working at below age related expectations;</li> <li>• Less or limited life experiences, educational and cultural opportunities to draw upon in learning;</li> <li>• Some appointments with outside agencies/medical appointments are not kept;</li> <li>• Continuum of support - 13% of pupils accessing CAF/TAF/CIN/CP/LAC – this fluctuates each term;</li> <li>• ACE's experienced in home lives leading to social, emotional and behavioural difficulties for some pupil premium children;</li> <li>• Pupil mobility – pupils leave and join the school regularly;</li> </ul> |

| 4. Teaching Priorities   |   |   |
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| Priority   | Activity  | Intended outcome  |
| Professional development planned to support teachers and TA's in delivering high quality teaching to pupils. | <p>Staff training and meetings about delivering reading, writing and maths through effective questioning, challenge and use of Rosenshine's Principles to develop positive learning behaviours, resilience and collaboration. (£540)</p> <p>Staff training/meetings about Rosenshine's Principles<br/>Staff training/meetings – new PSHE scheme<br/>Participation in local cluster of schools for maths and literacy updates<br/>Participation in maths hub group and courses for maths mastery teaching<br/>Courses for intervention training, growth mindset, remote learning, effective questioning.</p> <p>AHT out of class in order to support identification of pupils' needs, behaviour support, and monitoring of teaching and learning alongside HT in re-establishing curriculum and delivery (£20,490)</p> | <p>Staff confident in using strategies to raise pupils' interest in learning.<br/>Staff deliver high quality teaching and learning experiences for pupils.<br/>Children develop positive learning behaviours.</p> <p>Regular monitoring and feedback to raise standards in teaching and learning.</p> |
| To provide high quality level of remote learning for pupils isolating or learning from home.                 | <p>Purchase home learning workbooks and resources for each year group to support phonics, reading, writing, maths and science learning.<br/>Resources from CGP – funded from COVID Catch Up Premium<br/>Phonics based resources – (£100)</p> <p>Setting up TEAMS for Y2-Y6 pupils to access remote learning live lessons.</p> <p>Teachers to update class website pages regularly with current planning and activities to enable pupils self-isolating to join in class activities whilst at home.</p> <p>Regular phone calls home to pupils self-isolating by the teacher/TA and office staff to support families.</p>   | <p>Children self-isolating at home are able to access education and support from school staff in a range of ways. Parents are encouraged to support their children's learning and parental involvement increases.<br/>Improved communication between school and families.</p>                         |
| Increase % of PP children achieving age related expectations.  | <p>Needs of disadvantaged pupils are identified and addressed in core subjects of reading, phonics, writing and maths through carefully planned lessons and targeted interventions.</p> <p>Extra SENCO support to identify and assess needs of PP children – provision maps in place; SENCO advisor delivering training on supporting assessment of pupils with SEND needs.<br/>TA's trained to support in phonics teaching and maths – LR and SB to provide extra sessions;</p>  | <p>PP children make progress towards achieving age related expectations in core subjects.</p> <p>PP SEN pupils are supported to make progress in their learning.</p> <p>TA's more confident with supporting pupils in their learning.</p>   |

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|   | <p>Participation in NELI scheme for Reception children to develop oral and communication skills (COVID catch-up strategy);</p> <p>Improve reading progress through explicit teaching of reading skills and whole class guided reading sessions; engage with Scholastic Book Fair as a whole school incentive; purchase books to excite pupils about reading for pleasure and books which link to topic themes; subscription to Library (£1,650) and Museums Loan Service (£380); creation of a reading calendar to promote reading opportunities throughout the year; purchase of reading books as gifts for all children in school (£308); focus on development and understanding of language and vocabulary to enrich learning.</p> | <p>All pupils make progress in their reading skills and are more engaged in their own reading progress. Parents encouraged to be involved with children's reading development.</p>                        |
| <p>Establish assessment schemes throughout the school to monitor progress from pupils' starting points.</p> | <p>Reception Baselines carried out at beginning and end of academic year (£250).</p> <p>Whole school Headstart assessment scheme bought in to regularly test reading comprehension, Grammar and Maths knowledge (£1,080)</p> <p>Testbase (£260)</p> <p>Target Tracker (£1,000)</p> <p>Regular reviews of provision, progress and tracking of pupils (£2,000)</p>  | <p>More accurate monitoring of progress so that further intervention for specific groups of pupils can be identified and implemented.</p> <p>Assessments show increased progress throughout the year.</p> |
| <b>Total spending:</b>  | £28,058   |   |

| <b>5. Targeted Academic Support Priorities</b>  |  |  |
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| <b>Priority</b>   | <b>Activity</b>  | <b>Intended outcome</b>  |
| <p>To identify and provide targeted interventions for a range of groups of pupils to enable catch up.</p> | <p>Employ intervention teacher for 3 days a week to provide range of interventions including extra phonics teaching for Y2, writing group for Y4, reading comprehensions, guided reading, Fast Forward to Grammar and arithmetic groups for Y5 and Y6. Interventions to be reviewed and updated termly. (£10,750)</p> <p>Groups identified for TA's support in each class.<br/>           Eg. Reception – NELI programme run by TA<br/>           Y1 – Phonics and reading interventions<br/>           Y2 – phonics and writing<br/>           Y3 – writing and multiplication<br/>           Y4 – writing and multiplication<br/>           Y5 – reading comprehension, writing, grammar, maths<br/>           Y6 – reading comprehension, writing, maths – arithmetic and reasoning</p> | <p>PP children make progress in the core subjects and begin to close the gaps in their learning.</p> |

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|   | Extra TA support in Y5/6 to support with interventions and behaviour.<br>Additional TA support this year (£17,410).   |  |
| To support children's mental health and well-being especially those affected by the COVID pandemic. | Family support worker in place with full nurture timetable, providing a range of interventions to children in need. (£25,550)<br>Play/LEGO therapy, Circle of Friends, Time to Talk.<br><br>Weekly PSHE sessions where staff can identify any concerns regarding pupils.<br><br>2 x SLT trained as DSLs to support higher level of safeguarding within school. (£100) | Children feel supported and ready to learn due to nurture time and opportunities for talking.<br><br>Early help and support provided for identified pupils and their families. |
| <b>Total spending:</b>  | £53,810   |  |

| <b>6. Wider Strategies</b>   |   |   |
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| <b>Priority</b>  | <b>Activity</b>   | <b>Intended outcome</b>   |
| Establish strict timetables and routines to help pupils readjust to school life.       | Timetables and rotas organised and reviewed half termly.<br>TA's employed in all classes to support teachers with promoting positive behaviour, carrying out interventions, providing nurture support (£64,500)   | Pupils readjust to school routines so they are ready to learn.<br><br>Teachers and TA's work closely together to plan and deliver best support for pupils.  |
| Increase attendance rates for specific pupil groups.                                   | Intervention of family worker to visit homes of persistent absenteeism;<br>Risk assessments regularly reviewed and updated to ensure COVID concerns are addressed and parents supported with issues;<br>Whole school initiative implemented to raise attendance – re-establish Attendance Board in hall and promote on school newsletter. | Increased attendance figures for PP children.<br>Parents feel supported with any concerns about children attending school.  |
| Develop whole school THRIVE approach to nurture, wellbeing and positive mental health. | Staff training INSET – whole school positive behaviour handling (£895)<br>THRIVE training package undertaken by SENCO/AHT and TA over two years (£3,050).<br>Establish a THRIVE room for interventions and support.<br>Reduce behaviour incidents and FTE's.  | Pupils develop positive behaviours for learning, resilience and collaboration through adoption of THRIVE approach combined with learning strategies promoted through Rosenshine's Principles.<br><br>All staff understand and implement whole school approach, this is shared with parents.<br><br>Children have higher expectations of themselves and their abilities. |

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| Support disadvantaged pupils affected by pandemic.  | <p>Additional family support – provision of school uniforms and PE kits (£500)<br/>         Help with food banks/household items and clothing;<br/>         Subsidised breakfast and after school club (£5,500)<br/>         Subsidised trips (£1,000)<br/>         Opportunities eg virtual pantomime</p> <p>Facilitate virtual or actual meetings with agencies to support parents in attending appointments.</p> | Barriers to learning and success are reduced so all children have equal opportunities.      |
| Offer extra-curricular opportunities to DP.   | Group of children identified for possible music provision and tuition (£1,000)  | PP children have had the chance to experience new opportunities.                            |
| Ensure homework is completed regularly.   | <p>Set up a homework club to ensure pupils have the opportunity to complete homework.<br/>         Identify those pupils needing to complete homework more often.<br/>         Reward systems for those completing homework.<br/>         Produce guides for parents/workshops to promote importance of homework and how parents can help at home.</p>  | More children complete homework and understand its importance.                              |
| Engage with outside agencies to support children’s learning, awareness and mental well-being. | <p>Local dentist in to talk to children about oral hygiene;<br/>         Local police in to talk to children about anti-social behaviour and community responsibility;<br/>         Scholastic Book Fair;<br/>         Promote involvement of food bank schemes/clothing to support families.</p>   | Pupils participate in community initiatives and awareness is raised regarding local issues. |
| <b>Total spending:</b>  | £76,445   |   |