



Pupil Premium Strategy Statement: St. Paul's Catholic Academy

| 1. Summary Information | | | | | |
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| School | St Paul's Catholic Primary | | | | |
| Academic Year | 2020/21 | Total PP Budget | £18,389 | Date of most recent PP Review | July 2020 |
| Total number of Pupils | 208 | Number of pupils eligible for PP | 15 | Date for next internal review of this strategy | January 2021 |
| | | Breakdown: | FSM/Ever6 x 9 @ £1345 CYPIOC/Post x3 @£2345 Ever 6 Service children/forces x 3 @ £310 | | |

| 2. Current attainment – carried forward from 2019 cohort | | |
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| Primary Accountability Measures: | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving at least the expected standard for CRWM | 43% | 83% (65%) |
| % achieving at least the expected standard in Reading | 57% | 83% (73%) |
| % achieving at least the expected standard in Writing | 71% | 91% (78%) |
| % achieving at least the expected standard in Maths | 57% | 96% (79%) |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| A | Lack of home reading having an impact on oral language skills in EYFS and hindering progress in fluency and comprehension in KS2. |
| B | Poor social and emotional resilience having an impact on relationships with peers and adults. |
| C | Lack of engagement in online learning and limited extra-curricular opportunities and inadequate physical activity |
| D | Attendance rates for pupils eligible for PP are % (below the target for all children of 96%). This reduces their school hours and causes them to fall behind their peers. |



| 4. Outcomes | | |
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| | Desired outcomes and how they will be measured | Success Criteria |
| A | Improved oral language skills in EYFS and greater progress in KS1 & 2 in reading skills. The gap between PP and non-PP will be narrowed. End of Key stages will show increased outcomes in age-related expectations. | All pupils make rapid progress showing they achieve age related expectations. A language rich environment promoting a love of books. Use of high quality texts and an emphasis on vocabulary and comprehension. |
| B | Improved social and emotional resilience showing positive relationships with peers and adults. Progress and attainment will improve. | Pupils will feel supported, socially, emotionally and academically. Pupil voice will reflect a positive attitude to learning. Pupils will be more resilient, independent and develop a 'can do' mindset. Pupils from the Support Base will have greater access to mainstream lessons. Pupils will feel emotionally prepared for their next phase of education. |
| C | An exciting and comprehensive online learning platform to engage all learners. Extensive and engaging extra-curricular opportunities for all children. Attendance at clubs/activities will include PP and non-PP children. | Children will access the curriculum either at home or in school. Children enjoying taking part in the physical activity of different clubs/events. Pupil voice will demonstrate their enjoyment. Greater resilience and improved relationships between peers. A love of fitness and exercise, improved stamina and overall wellbeing. |
| D | Attendance rates for all pupils are monitored carefully Low attendance reduces their school hours and causes them to fall behind their peers. | Improved attendance for all pupils. Any cases of absence are carefully monitored and followed up in accordance with the attendance policy. |



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. Universal Provision

| 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 implement action? |
|--|--|--|---|---|--|
| <p>A. Improved oral language skills in EYFS</p> <p>A. Greater progress in reading skills in KS1/ 2</p> | <p>Quality first teaching across all key stages.</p> <p>Effective use of TA's</p> <p>Quality CPD for teachers and staff.</p> <p>Engagement of parents in their child's reading expectations.</p> <p>Read, Write, Inc resource to support phonic teaching.</p> <p>EYFS story-telling sessions.</p> <p>Subscription to Reading Eggs.</p> <p>Subscription to Reading Plus.</p> <p>Purchase of First News newspaper and related web resources.</p> | <p>EEF research indicates that accelerated reading adds +5 months for PP children.</p> <p>EEF research into the effective use of teaching assistants shows that they should add value to what the teacher does and if used to deliver high quality 1:1 and small group support there could be an impact on attainment of approximately 3-4 months progress.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>EEF promotes that effective parental engagement can lead to learning gains of three months over the course of a year.</p> <p>Enthusiasm for First News and other web-based resources – Pupil Views.</p> | <p>Whole school data analysis.</p> <p>Pupil progress meetings.</p> <p>Carefully selected CPD for staff appropriate to school needs.</p> <p>Monitoring of online learning platform including parental engagement</p> <p>Consistent approach to delivery of resources across the school – RWI, Reading Eggs, Reading Plus etc.</p> <p>Book studies, learning walks.</p> <p>Designated reading area within the classroom. Weekly visit to school library.</p> <p>Sharing of resources from Curriculum leads.</p> | <p>S Sinclair</p> <p>ML Peacock</p> <p>V Wilson</p> <p>R Miller</p> | <p>January 21</p> |



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| <p>B. Improved social and emotional resilience</p> | <p>Opportunities to talk to supportive adults in school. Daily Meet and Greet from HT/DHT Adult role models to demonstrate positive mindset. Regular communication with parents to discuss any concerns. Well-managed transitions between phases including extensive dialogue between staff, parents and other professionals. Structured areas of play across lunchtime to encourage children to develop positive play skills – designated areas and equipment. Dining Hall rules to ensure a calm, safe and pleasant social experience for all.</p> | <p>EEF promotes building an ongoing, holistic understanding of our pupils and their needs. EEF research shows the need for positive parental engagement, good communication and a better understanding of pupils’ behaviour at home. Jenny Mosely – Promoting Positive playtimes and Calm Dining Halls training demonstrates the need for boundaries and high expectations for children to experience positive interactions. Jenny Mosely structure also supports the PSHE curriculum and British Values of democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.</p> | <p>Children will interact successfully with other peers and tolerate difference. Progress and attainment will improve. Pupils will feel supported, socially, emotionally and academically. – Pupil Voice. Pupils will build a ‘can do’ mindset. Pupils will feel emotionally prepared for their next phase of education. Qualified Mental Health First Aider – Mental health England Teach Well Alliance Gold Award for managing the Coronavirus pandemic in school. Awareness and promotion of KOOTH and QWEL for the wellbeing of pupils and staff. Attendance at Personal Development Network meetings and the review of the Health and Well-Being Resilience Framework.</p> | <p>S Sinclair ML Peacock S Wilberforce S Tattersdill</p> | <p>January 21</p> |
| <p>C. Extensive and engaging extra-curricular opportunities</p> | <p>Access to Seesaw premium membership providing online engagement with school to all children. A wide range of extra-curricular opportunities and after-school clubs. (currently limited due to Coronavirus restrictions) Exciting sporting events modified during restrictions.</p> | <p>EEF research recommends a positive and proactive approach to behaviour for learning. A positive and supportive environment for all pupils promotes high standards and the fulfilment of potential for all pupils. Internal research shows that lunchtimes are difficult for some children. The unstructured time of the day highlights the need for clear</p> | <p>School Code of Conduct and Behaviour Policy to ensure children are clear on expectations. Promotion of clubs and extra-curricular activities showing the benefits and pleasure they bring. Children showing enjoyment during play and successful peer interactions. Fewer incidents to resolve. Pupil Voice. Greater resilience.</p> | <p>ML Peacock S Tattersdill</p> | <p>January 21</p> |



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| | <p>Carefully structured lunchtimes with designated play areas to suit all interests. Emphasis on wellbeing and physical development by school initiatives such as My Personal Best.</p> | <p>rules and organised play. Jenny Mosely – Promoting Positive Playtimes and Calm Dining Halls training supports this. Youth Sports Trust – children should fulfil their potential and enjoy life-changing benefits of wellbeing. Research show children are struggling with their mental health, relationships, social media and resilience. 1 in 5 children are obese on leaving primary school. Also supported by PE Association, Children’s Health Project and SEND Gateway.</p> | <p>A love of fitness and exercise, improved stamina and overall wellbeing.</p> | | |
| <p>D. Improving attendance rates</p> | <p>To highlight the importance of regular attendance and punctuality with pupils and parents. To teach children the long-term impact of missing school days and to develop positive habits for future employment. To celebrate the benefits of good attendance.</p> | <p>EEF promotes effective parental engagement which can lead to learning gains of three months over the course of a year.</p> | <p>Tracking system to monitor attendance and punctuality. First day response to query unexplained absences. Good communication with parents to prevent trends developing. Reward system for good attendance. Sharing attendance data with all stakeholders. Involvement of Attendance Officer if necessary.</p> | <p>S Sinclair</p> | <p>January 21</p> |
| Total budgeted cost | | | | | <p>£6000</p> |



| ii. Targeted Provision | | | | | |
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| 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 implement action? |
| <p>A. Improved oral language skills in EYFS</p> <p>A. Greater progress in reading skills in KS1/ 2</p> | <p>1:1 and small group story-telling sessions in EYFS.</p> <p>Better Reading Support Partners Intervention</p> <p>Purchase of Letterbox Club resource from The Book Trust</p> <p>Allocation of lap-tops to support home learning.</p> | <p>EEF research promotes the effective use of TA's when properly trained and supported by the teacher. EEF supports flexible grouping to ensure the best outcomes for children.</p> <p>Knowledge of pupils and families determines those children requiring targeted support.</p> <p>Better Reading Support Partners develops phonic and comprehension skills; promotes engagement with and enjoyment of reading; enables pupils to make rapid progress in reading; trains a teaching assistant or volunteer to support reading effectively; provides detailed evidence of progress and impact.</p> <p>Book Trust evidence indicates the resource inspires a love of reading and sharing learning with families.</p> | <p>Careful planning of timetable to incorporate time for small group and 1:1 story-telling. This also provides opportunities for children to speak up and express emotions with the support of a trusted adult.</p> <p>Better Reading assessment indicates progress made.</p> <p>Pupil will transfer their skills to classroom activities.</p> <p>Careful planning of timetable to ensure sessions can be consistent.</p> <p>Regular delivery of Letterbox Club package and feedback.</p> <p>Successful access to home learning.</p> | <p>R Cooke</p> <p>V Wilson</p> <p>ML Peacock</p> | <p>January 21</p> |



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| B. Improved social and emotional resilience | SENCO and TA's trained in the delivery of interventions; Theraplay and Lego Therapy. (The Theraplay Institute, Chicago) | There is limited research into the effectiveness of Lego Therapy however internal research demonstrates an enthusiasm for the intervention and an improvement in turn taking, listening skills and positive interactions with peers. | Careful timetabling to ensure sessions can be delivered consistently. Pupil Voice. Improved interactions with peers. | ML Peacock | January 21 |
| C. Extensive and engaging extra-curricular opportunities | To offer access to extra-curricular opportunities free of charge for PP children. To offer PP children a subsidy for residential and educational visits. (all of the above suspended at the current time) | To ensure that there is no inequality between disadvantaged pupils and other pupils in our care. EEF research promotes the benefits of extending the school day by offering additional opportunities to eligible pupils. | Monitoring of attendance at extra-curricular activities. Feedback from session leader on the interactions and behaviour. | ML Peacock | January 21 |
| D. Improving attendance rates | Year group attendance published on termly newsletters. Year groups with concerns are targeted. | Latest internal data analysis shows absence as 2.9% (lower than national average by 1%) and persistent absence 5% (lower than national average by 3.4%) | Good communication between home and school. | S Sinclair | January 21 |
| Total budgeted cost | | | | | £6000 |



| iii. Specialist Provision | | | | | |
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| 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 implement action? |
| <p>A. Improved oral language skills in EYFS</p> <p>A. Greater progress in reading skills in KS1/ 2</p> | <p>1:1 reading with an adult, using emotional literature appropriate to their needs.</p> <p>Greater engagement with parents over child's reading habits.</p> | <p>NFER research concludes in their report, 'Schools response to Covid19' that children are behind in their curriculum learning with the average being three months behind. It is estimated that the learning gap between disadvantaged pupils and their peers has widened.</p> <p>EEF research indicates that effective parental engagement can lead to learning gains of at least three months over the course of a year.</p> | <p>Monitoring of interactions between pupil and adult. Feedback from staff.</p> <p>Response to texts and possible wider conversations.</p> | ML Peacock | January 21 |
| <p>B. Improved social and emotional resilience</p> | <p>Adjustments to curriculum to experience success on a daily basis.</p> <p>An opportunity to experience 'second chance' learning.</p> <p>Access to trusted adult to reinforce expectations and celebrate successes.</p> <p>Purchase of Toucan Box.</p> <p>Resources to support sensory needs impacting on anxieties and ability to access the school day.</p> <p>Provision of uniform/PE kit</p> | <p>Internal research shows that children cannot flourish unless their emotional needs are met first.</p> <p>Knowledge that the environment plays an important part in the child's ability to focus and learn.</p> <p>Completion of professional qualification as Attachment Lead with a study on the work of Louise Bomber.</p> | <p>An environment suited to children's sensory difficulties.</p> <p>The ability of children to be settled and ready to learn and have their attachment needs met.</p> <p>Children to feel confident and secure in their environment.</p> <p>Progress and attainment will improve. Pupil's will feel supported, socially, emotionally and academically.</p> | | January 21 |



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| | <p>Carefully managed transitions between phases of education. Access to HLTA from LA to support specific children. Bespoke arrangements for lunchtimes if structure is too overwhelming. Attachment Lead- delivering the strategies and support needed for children with attachment difficulties. Access to Alliance Psychological Service. Enhanced Transition Plans for pupils moving to the next phase of education.</p> | <p>SEN Code of Practice refers to the importance of carefully managed transitions.</p> | <p>Children will integrate more successfully with their peers.</p> | | |
| <p>C. Extensive and engaging extra-curricular opportunities</p> | <p>To provide additional TA support during sessions to ensure the experience is positive for all involved.</p> | <p>To ensure that PP pupils are not disadvantaged by being unable to access activities successfully.</p> | <p>Higher level of attendance by PP pupils in extra-curricular events.</p> | <p>ML Peacock</p> | <p>January 21</p> |
| <p>D. Improving attendance rates</p> | <p>Office administrator to monitor attendance and liaise with HT. Regular communication with families around punctuality and attendance.</p> | <p>NFER Why school attendance really matters for social mobility. Evidence from this research shows that schools with lower attendance coincided with lower attainment and progress among disadvantaged pupils.</p> | <p>Close monitoring of individual cases. Attendance data analysed. Good communication with parents.</p> | <p>S Sinclair W Millington</p> | <p>January 21</p> |
| Total budgeted cost | | | | | <p>£6000</p> |



| 6. Review of expenditure | | | | |
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| Previous academic year | | 2019-20 | | |
| <i>i. Universal Provision</i> | | | | |
| Desired Outcome | Chosen action / approach | 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) | Cost |
| Consistent approach to teaching and learning across the curriculum. | Quality CPD opportunities for staff. Manageable homework tasks offering 'menu-style' approach. Thorough transition meetings between staff. Pupil Voice tool. Involvement of one teacher in the History/Geography curriculum project within academy. | High impact: consistent approach across curriculum areas amongst curriculum leaders. Development of learning platform for homework – leading to remote learning during Coronavirus outbreak. | Feedback from parents indicates they prefer homework tasks than the menu style. More in-depth use of Seesaw – the remote learning platform has enhanced children's learning immensely. | |
| Access to strategic extra-curricular enrichment opportunities. | A range of extra-curricular activities for all children. | Medium impact: uptake of clubs was extremely positive for PP and non-PP with waiting lists for certain activities. During school closure school continued to provide a range of wellbeing and physical activities for children to take part in at home. This was very successful. | Not recorded as high impact as could not continue throughout the year due to Coronavirus restrictions. Would hope to resume once restrictions are lifted. | |
| <i>ii. Targeted provision</i> | | | | |
| Desired Outcome | Chosen action / approach | 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) | Cost |



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| Narrow the gap in reading ages for disadvantaged pupils. | Small group story-telling in EYFS and Support Base. Better Reading Partners Scheme Y6 comprehension booster class Pre-school reading intervention groups KS2 | High impact: positive response to reading closely with an adult High impact: 6 mths+ on reading age Medium impact: children able to focus and work at a slower pace Medium impact: inconsistent attendance affects progress | Unable to continue throughout the whole year due to Coronavirus – school closure to most pupils. Once able to deliver pre-school sessions and small group interventions would continue to see accurate impact. | |
| Narrow the attainment gap in Maths. | Small group Maths interventions KS2. Access to Times Tables Rockstars. Subscription to Maths Shed. Delivery of Maths booster Y6 | Medium impact: teacher identified groups of children not grasping key concepts and methods. Positive impact on non-PP also. High impact: children motivated and responsive. Improved speed and confidence. | TTRS was able to still be effective during Coronavirus restrictions. Children accessed competitions remotely and responded enthusiastically. | |
| Narrow the gap in attendance and punctuality rates between PP and non-PP pupils. | First day response in place. Tracking systems to monitor attendance. Publishing attendance rates on HT newsletters. Immediate intervention before situation escalates. | Medium impact: T1 saw a narrowing gap between PP (95.5%) and non-PP (96.3%) pupils. In T2 this improved for PP (96.3%) compared to (95.8%) non PP. | This trend could not be monitored further in T3 due to the Coronavirus pandemic. | |

iii. Specialist Provision

| Desired Outcome | Chosen action / approach | 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) | Cost |
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| Narrowing the attainment gap of PP pupils who are | Greater availability of adult role models to discuss and resolve issues/discuss anxieties. | Medium impact: additional adults help support the emotional needs of all pupils. Positive relationships and time to talk, | Due to the impact on schools of the Coronavirus outbreak the actions did not | |



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| <p>identified with a specific need.</p> | <p>Purchase of resources to support sensory needs. Interventions to improve SEMH difficulties (theraplay/lego therapy/ social stories) Support from Alliance Psychological Service and EP service.</p> | <p>including meet and greet provide a secure learning environment for all pupils but particularly those with identified issues. High impact: therapeutic resources recommended by OT services give pupils the tools to overcome their sensory difficulties. Medium impact: pupil's enjoy additional adult support and group tasks. Some children disrupt the effectiveness.</p> <p>High impact: very positive response from pupils and families involved in Alliance support. Successful assessments to support specific pupils from EP.</p> | <p>take place across the whole year so full evidence of impact cannot be seen.</p> | |
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| 7. Additional detail |
| Data for eligible pupils provided by DfE Key To Success |