



## St Mary and St Joseph's RC Primary School

### Pupil Premium 2020-2021

#### SUMMARY INFORMATION

#### Current Pupil Information: 2020-2021

Total number of pupils:	210	Total pupil premium budget:	£72,630
Number of pupils eligible for pupil premium:	48	Amount of pupil premium received per child:	

#### Strategy Statement

At St Mary and St Joseph's RC Primary School we are committed to providing the highest quality outcomes for all our children and we ensure that our children are at the heart of everything we do. This applies equally to the use of Pupil Premium Funding.

Our main aims are to:

- To continue to have reduced attainment gaps between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers and show their progress
- To increase to capital culture of the pupil premium pupils and broaden their experiences

#### Cohort Information

Characteristic	Number in group	% of group
Boys	23	48%
Girls	25	52%
SEN Support	4	8%
EHCP	1	2%
EAL	10	21%

End of Year Assessment Data (Based on teacher assessments due to COVID)

EYFS 2020-21

	Pupils eligible for PP 8
Good Level of Development (GLD)	
Reading	75%
Writing	63%
Numbers	63%
Space, shape, measure	50%

Year One Phonics Screening Check – Taken in Year 2

All Pupils	Pupils eligible for PP	National Average
83%	82%	No National Average due to Covid

End of KS1 2020-2021

	Pupils eligible for PP	Pupils not eligible for PP
	11	19
% making expected standard in reading	45%	47%
% making expected standard in writing	45%	47%
% making expected standard in maths	36%	52%

**End of KS2 2020-2021**

	Pupils eligible for PP	Pupils not eligible for PP
	7	21
% achieving EXP standard or above in R,W,M	86%	62%
% making expected standard in reading	86%	62%
% making expected standard in writing	86%	62%
% making expected standard in maths	86%	81%

**Barriers to future attainment**

Academic Barriers

A	Pupils vocabulary is not well developed and many have English as an additional language.
B	Attainment in reading falls significantly below national average
C	Children enter EYFS with very low levels of communication, language and literacy. This affects progress in reading, writing and maths.
D	Due to a variety of factors including ACES, SEND, LAC, some children are not able to access the curriculum at their age expectation.
E	Poor attendance and unauthorised extended affects attainment
External Barriers	
F	Due to external factors the social and emotional development of pupils is not fully developed resulting in low self-esteem and confidence.
G	Some children come from low income households with high levels of unemployment can have low aspirations.
H	The health and well-being of our pupil's is low due to lack of life experiences, attending external sports clubs, knowledge of healthy food and healthy life styles.
I	Lack of parental engagement with school and home learning

#### Long term Plan– Intended Outcomes

- 1) Pupils eligible PP funding will have a more rich and varied vocabulary which will influence their reading and spoken word.
- 2) Pupils eligible for PP funding will read for pleasure, which in turn will improve their reading stamina.
- 3) All pupils eligible for PP funding will be supported financially to engage in enriching learning experiences.
- 4) Improve provision for PP pupils with interventions, SEND support and nurture as needed.

Priority 1 - Pupils eligible PP funding will have a more rich and varied vocabulary which will influence their reading and spoken word.

Member of staff responsible: SLT	
Objectives	Review of impact
To provide a high- quality language intervention program to narrow the language gap of PP pupils	Wellcomm program purchased and Level 3 Language Intervention teaching assistant employed in the mornings. Of the 9 PP pupils who accessed the intervention 7 moved from red to working within the appropriate age range by the end of the year. 2 pupils did not meet age appropriate levels. 1 child has developmental language disorder and made good progress moving up on the program (this will be continued next academic year). 1 child is on the SEN register and missed a significant amount of schooling due to extended leave. Despite this he made steady progress and moved one section on the program. Those required to do so will continue at end of year starting points next academic year.
Skilled member of staff to delivery high quality speaking and listening interventions throughout school.	5 PP pupils received twice weekly 1:1 speech and language intervention following specific language programs. Specialist involvement of S.A.L.T for three of these and an advisory teacher involvement for further strategies with two of these pupils. Interventions T.A monitored progress and shared termly reports with SLT. All pupils identified as making steady progress. Targets set were achieved. 3 PP pupils were supported in weekly small Talktastic intervention groups. This proved beneficial in developing listening and attention skills and beginning to formulate simple sentences and extend vocabulary. 7 PP pupils attended daily small group English sessions to narrow the gap due to Covid. As a result, all but 1 pupil achieved the phonics screening test and the gap in their R.W.I groupings narrowed.
Deliver a language rich English curriculum with vocabulary development and high-quality texts at its core.  Deliver high quality whole	All teaching and non-teaching staff attended full day Literacy Counts training and a further two consultancy days. This was used to model and observe lessons and have resulted in quality first teaching across school in both English and shared reading. All English is planned around high-quality texts and additional copies are available for pupils to read for pleasure. Due to COVID restrictions the library was not utilised as intended, however all KS2 pupils continued to access high quality home reading books and current authors and genres were purchased for the library. During Lockdown we purchased the online Literacy Counts units and continued teaching via Zoom or videos on Class Dojo. The pupils all collected an English Home learning booklet. Through Purple Mash and Oxford Owls additional reading material was made available through out lock down. School was open for those who wished to change books and a number of library books were sent home. Pupils are now receiving each day a whole class shared reading lesson following the Literacy Counts units. Each week

class reading lessons daily centred around high-quality texts.	the children follow a structured session studying the text with a daily focus on a particular aspect of the English curriculum. By the end of the week the children are given a more independent task to see if they are able to use the skills taught during the week. Observations have taken place across the school and support given by the Literacy counts team.
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**Priority 2 - Pupils eligible for PP funding will read for pleasure which in turn will improve their reading stamina.**

Member of staff responsible: SLT

Objectives	Review of impact
Bottom 20% of readers will receive 1:1 reading session daily. Accelerated Reader tracks pupil progress in reading	<p>Due to the impact of COVID the ability to deliver 1:1 reading sessions was severely hampered. A number of classes, as well as the school closure had to have time at home due to positive cases in the class. PP children were prioritised in being offered places in school.</p> <p>Despite this data from Accelerated Reader shows that children made good progress in reading. Using comparable data 90% of PP children showed improvement in their reading age whilst 75% of PP children showed greater than 1-year progress, with 25% showing over 2 years progress. Prizes were awarded to a number of the children who reached certain targets during the year.</p> <p>Data regarding the bottom 20% shows that 100% of children showed improvement in reading age, with 67% showing greater than 1-year progress and 13% showing over 2 years progress.</p>

**Priority 3 - All pupils eligible for PP funding will be supported financially to engage in enriching learning experiences.**

Member of staff responsible: SLT

Pupils will be supported financially to engage in enriching learning experiences.

Due to COVID a great many of the enriching learning experiences that would normally take place were unable to be had. Our annual trip to Robinwood could not take place as was any class trips that had been scheduled. The trip will take place this year and has been substantially subsidised and has a full uptake of 40 children. The first time we have taken 4 full groups.

We were able in the last half term to bring into school a number of visitors who were able to use our outside facilities. A farm was brought into school in which the children found information out about a number of different farm animals. The children had the opportunity to hold and interact with the animals.

Children also were given the chance to learn new skills during a circus workshop during which children had the opportunity to watch and then enjoy learning a number of the skills demonstrated. School purchased equipment to experience new games, such as table – tennis tables, spike ball equipment and Quidditch to capture children's imagination.

Pupils take part in 'Future Careers Opportunities'.

Due to COVID the Careers week that we held in previous years did not take place, as any planned visitors in school were unable to attend.

Priority 4 - Improve provision for PP pupils with interventions, SEND support, OOHL, nurture as needed.

Member of staff responsible: SLT

<p>Provide pupils with a healthy start to each day.</p>	<p>As breakfast club was limited in numbers due to COVID restrictions other avenues of support were needed. The breakfast club which is financially supported by the school provides a help for many of our parents. 47% of children attending breakfast club were PP children. The school was able to secure additional support from the Magic Breakfast scheme, with all children having the opportunity of receiving a bagel when entering school in the morning. PP children were prioritised at the end of half and full terms when surplus bagels were distributed to those children on PP. Year on year attendance is not yet able to be assessed but will be monitored closely this year in comparison to last year. As the Magic Breakfast scheme has come to its conclusion school are going to offer toast for all children on arrival to school. PP children in KS2 are also provided with a snack of their choice at break time and can choose from; toast, crumpet or fruit. During Lockdown both food and Pizza boxes were delivered to homes of PP children</p>
<p>To increase children's resilience with clear behaviour expectations.</p>	<p>All children have clear classroom rules and classes follow the behaviour policy and children are made aware of these. Shooting Stars Program was run successfully with specific children targeted. Children when asked loved the sessions and were proud of their outcomes from these. This will continue for the foreseeable future. Each class now has a worry box and children know that any issues or problems they have a friendly face to call upon. These boxes are checked each day. SLT informed of any concerns and reported on CPOMS.</p>
<p>To use effectively additional members of staff with selected pupils.</p>	<p>New interventions in place in Maths but due to COVID difficult to assess the impact as the disruptive nature of the last year means that the programme could not be run as anticipated. Needs this year to assess its impact. During the Summer term children identified to receive targeted support in English and Maths in KS1 and KS2 as well as physical skills linked to Maths in KS1.</p>
<p>Interventions and techniques</p>	<p>Training was able to be undertaken via zoom meetings in Numeracy counts and 3 members of staff are now trained to deliver the intervention. Due to staffing structure changes now only 2 members are available and will now mean further</p>

<p>taught to enable success.</p>	<p>training will have to be delivered to staff. Voice 21 training was introduced into school this year. All teaching staff have now had training in using the ideas developed via Voice 21. Staff meetings held and all classes have Oracy guidelines displayed in class. The full impact of this cannot yet be judged as the classroom layout due to COVID meant that many of the techniques could not be used in class. The programme is continuing next school year.</p>
<p>All PP pupils will have attended sports clubs and or represented school in an external competition.</p>	<p>Due to COVID unable to measure impact. To continue in new plan. Currently being monitored in this academic year.</p>
<p>All PP pupils have been provided with the opportunity to attend a range of after school clubs.</p>	<p>Due to COVID unable to measure impact. To continue in new plan. Children were signposted to Blackburn Youth Zone. Children to be asked via school council which clubs they would like to see this year.</p>

Pupils make at least expected progress in reading, writing and maths from their individual starting points.

Internal KS2 data from a combination of TA and assessments show  
In Reading ,71% of PP children achieved the expected standard.  
In Writing, 50% of PP children achieved the expected standard.  
In Maths, 75 % of PP children achieved the expected standard.  
Internal KS1 data from a combination of TA and assessments show.  
In Reading, 35% of PP children achieved the expected standard.  
In Writing 35 % of PP children achieved the expected standard.  
In Maths 35% of PP children achieved the expected standard.  
Progress over year on year is difficult to assess due to the impact of Lockdown  
Booster sessions took place in the last half term and will continue throughout the course of this year.