Plymouth CAST

Multi Academy Trust



**St. Margaret Clitherow Pupil Premium Strategy Statement**

**2020-2021**

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| **1. Summary Information** |  |  |  |  |  |
| **Academic Year** | 2020 - 21 | **Total PP budget** (Est) | £45730 | **Date of most recent PP Review** | OFSTED 2019  September 2020 |
| **Total number of pupils** | 72 | **Number of pupils eligible for PP** | *19* | **Date for next internal review of this strategy** | February 2021 |

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| **FSM** | **Ever6** | **Pupil Premium Plus (Adoption Premium)** | **Services** |
| 17 | 2 | 0 | 0 |

**Current Academic Year** *(Percentages are for each cohort and the totals across the school)*

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 1(13%) | 1(13%) | 0(0%) | 0(0%) | 0(0%) |
| Year 5 | 5(36%) | 5(36%) | 0(0%) | 0(0%) | 0(0%) |
| Year 4 | 6 (34%) | 5(28%) | 1(6%) | 0(0%) | 0(0%) |
| Year 3 | 2(22%) | 1(11%) | 1(11%) | 0(0%) | 0(0%) |
| Year 2 | 3(30%) | 3(30%) | 0(0%) | 0(0%) | 0(0%) |
| Year 1 | 0(0%) | 0(0%) | 0(0%) | 0(0%) | 0(0%) |
| Reception | 2(22%) | 2(22%) | 0(0%) | 0(0%) | 0(0%) |
| Total | 19(26%) | 17(24%) | 2(3%) | 0(0%) | 0(0%) |

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| **2. Current Achievement** |  |  |
| **End of KS1 & 2 Attainment for: 2019 -2020** | ***Pupils eligible for PP (your school)*** | Pupils not eligible for PP (national average) |
|  |
| % achieving expected standard or above in reading, writing and maths | 25% (48%) | 67.7% |
| % achieving expected standard or above in reading | 75% (60%) | 69.8% |
| % achieving expected standard or above in writing | 50% (66%) | 66.7% |
| % achieving expected standard or above in maths | 50% (63%) | 66.7% |

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| **3. Likely Barriers to Future Attainment** *(for pupils eligible for PP, including high ability***)** | |
| **In-School Barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| A. | Learning Behaviours - lack of focus, confidence and resilience |
| B.  C. | Historically poor teaching and inconsistent/low expectations leading to less developed key skills |
| C. | Social Emotional Mental Health issues faced by pupils, specifically anxiety, anger, resilience and self-esteem. |
| D. | High levels of pupil attachment difficulties. |
| E. | Increased likelihood of disadvantaged children having significant gaps in reading, writing and maths |
| External Barriers (issues which also require action outside school, such as low attendance rates) | |
| F. | Narrow life opportunities, aspirations and enrichment experiences. |
| G. | Parental capacity to support and develop their child in areas such SEMH, attendance and attitudes to learning. |
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| **5. Planned Expenditure** | |
| **Academic Year** | **2020/2021** |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | |

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| **4. Intended Outcomes** | | **Success Criteria** | **Summative RAG Rating & Evaluation** |
| a. | **Develop quality of teaching and raise expectations in order to maximise progress and attainment in reading, writing and maths for boys, SEN and more able.**  **(A-G)** | a.1 Children will be able to talk about their learning and the progress they are making. |  |
| a.2 Progress of PP children will be in line with non-PP children in reading, writing and maths |  |
| A.3 First quality teaching and interventions explicitly target the needs of disadvantaged children in all year groups. Analysis of data shows good impact |  |
| A.4 The gap between ‘school PP’ and ‘national other’ will be diminished at the end of the EYFS, KS1 and KS2. |  |
| A.7 Increased percentage of disadvantaged pupils achieving ARE/GLD in Reading, Writing and Maths in each cohort. |  |
| b. | **PP children’s writing improves in line with non-PP children nationally at the end of EYFS, Key Stage 1 and at the end of KS2**  **(A-G)** | B.1 The gap between those children in receipt of PPG funding and ‘national other’ will be diminished. |  |
| B.2 Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average. |  |
| B.3 Attainment at the end of phases for children in receipt of PPG funding will be at least in line with the national average. |  |
| c. | **Children will become more resilient, secure and confident.**  **(A, C and D)** | C.1 Targeted children will build their resilience and feel more secure and confident which will in turn provide a firm foundation for them to be ready to learn. |  |
| D. | **The needs of pupils with attachment issues are met so they make good progress. (D)** | D.1 Children with Behaviour/SEND plans will make accelerated academic progress and have increased social and emotional well-being. |  |
| E. | **High aspirations, raised self-awareness, self-esteem and self-confidence are all developed with a growth mindset for disadvantaged children.** *Dream, Believe, Achieve*  **(A-G)** | E.1 Children will show increased levels of engagement and motivation for their learning |  |
| E.2 Personalised learning resources are used to motivate children. |  |
| E.3 Pupils have access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc. |  |

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| 1. **Quality of teaching for all** | | | | | | |
| **Intended 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 implementation?** | **RAG** |
| **Recovery Curriculum is delivered successfully so teachers have a clear baseline from which to assess progress.** | Deliver a carefully crafted curriculum for the first half term which enables children to return to school confidently, settle quickly with good learning behaviours and establish good mental health. | Varied engagement with home learning and our ability to assess this effectively due to partial school closure means teachers are not aware of gaps in pupils’ learning. | Clear timetabling for every year group. Monitoring and summative assessment and end of Autumn 1. | LD | October 2020  (additional funding) |  |
| **Mid Year Review:** | | | | | | |
| **Pupils receive quality first teaching which is at least consistently good** | Experienced and ambitious leaders are able to impact upon the progress and attainment of pupils through a clearly structured monitoring and evaluation framework. | Where middle leadership is strong, progress and attainment are better. Historically, monitoring has been carried out and now the evaluation and re-visiting part of the cycle needs development in order to ensure monitoring is effective and impacts on pupil progress. | 2X teachers undertaking NPQLM September 2020.  The introduction of a clear monitoring and evaluation protocol in September 2020.  Weekly coaching sessions delivered in classes from English/maths/wider curriculum lead. Accountability frameworks in place for these staff members with progress towards consistently good teaching, recorded on staff profiles. | SLT  Subject leads | Weekly drop ins  Half termly reports  £40,000 |  |
| **Mid Year Review:** | | | | | | |
| **Class teachers have a shared/ consistent understanding about the priorities and action for improving achievement for pupils in receipt of extra funding.** | Our whole school PP priorities are…  PP books to be marked first with high quality feedback  PP children to be included on all planning  Every morning make time for your PP children - touching base  Quality Interventions/pre-teach to include PP children to accelerate progress  Increase communication with PP parents  Create Provision Map | Quality First teaching is meeting the needs of PP children; no matter which class teacher is responsible for the day’s learning.    Appropriate interventions can be introduced early and are well communicated between staff. | Review of Provision Map.    Review and analysis of achievement data for interventions. | LD | Half termly |  |
| **Mid Term Review:** | | | | | | |
| **Pupil progress is accelerated through a consistent approach to marking and feedback including next step marking** | Close monitoring of the marking and feedback policy | Progress of pupils is not rapid enough.  Pupils are not routinely responding to marking/marking and feedback is not driving pupil progress | Book scrutiny each half term  Leaders monitoring their own area in relation to marking and feedback  Training children to “next step”  Pupil conferencing | LD  SLT  Subject Leads | October 2020  December 2020  February 2021  June 2021  £ Training time only |  |
| **Mid Year Review:** | | | | | | |

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| **ii. Targeted support** | | | | | | | | | |
| **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 implementation?** | | | **RAG Rating & Evaluation** |
| **Impact of external factors are reduced especially the impact of Covid 19 on our families.** | Family support worker employed | EEF: FSW is able to provide early help for families as required and alleviate the impact on the children. Provides liaison with the school, providing information that then can be acted upon in the classroom. | All reports from FSW entered onto CPOMs. | | LD | CPOMS reports reviewed daily.  Attendance data is to be reviewed on a weekly basis.  £15,250 | | |  |
| **Mid Term Review:** | | | | | | | | | |
| **Attendance/punctuality rates improve for children in receipt of PPG.** | Attendance officer employed | AO will intervene as soon as children’s attendance falls below 95% to ensure an action plan is in place.  The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”  Social & emotional aspects of learning  +4 mths  Parental involvement +3 months | Termly analysis of attendance to show no gap between PP and non-PP children | | LD/CL | £15,250 | |  | |
| **Mid Term Review:** | | | | | | | | | |
| **Parents support the progress of their children and attainment accelerates towards ARE.**    **Parents will feel more confident and able to support their children to be resilient, secure and ready to learn.** | Parental conferencing of PP pupils  Family Group support /Parent Surgery /Autism Support Group (Concentrate on our learning) to support children with homework/reading | EEF suggest that parental engagement can have moderate success. | Staff will have a parent meeting October 2020 to share expectations and ensure parental buy in.1 x weekly phone conference with parents from PP lead /classroom adults as started during Lockdown 2019/2020 3xweekly progress meeting and target updates  .Evaluation  Review and analysis of pupil attitudes to learning and achievement outcomes.  Records and evaluations shared with the school, as appropriate.  The impact in school will be recorded through discussions with the class teachers. | | LD | Weekly  half termly report |  | | |
| **Mid Term Review:** | | | | | | | | | |
| **Children make expected or better progress in reading, writing and maths.**  **.** | Group interventions improve attainment in reading, writing and maths. GPS, Read Write Ink, PP reading intervention, | Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  Pre-teaching lessons can give struggling students a head start, as well as a crucial opportunity to experience success in the classroom e.g. research shows that when the component skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time. | | Leaders to monitor the teaching of intervention lessons where the intervention is being led by a teaching assistant.  Leaders observe pre/ post teaching sessions  Pre/post teaching sessions are non- negotiables for September 2020 | LD  SLT  Subject leads | Monitored weekly  Half termly report  £1660 |  | | |
| **Mid Term Review:** | | | | | | | | | |
| **Pupils are better placed to engage with their learning become more resilient, secure and confident which positively impacts on progress.** | Interventions:   * SEMH * Rainbows * Lego therapy * BEHAVIOUR Interventions Lunchtime ARC provision   Metacognition strategies are used to increase progress with a particular focus on modelling and recall. | The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”  EEF  Social & emotional aspects of learning  +4 mths  Individualised instruction +2 months Targeted children will build their resilience and feel more secure and confident.  This will in turn provide a firm foundation for them to be ready to learn. | | Weekly monitoring by SENDCo of pastoral/social  interventions..  Intervention feedback reports are given half termly.  Pupil conferencing gathers pupil opinions and feelings and captures progress | LD | weekly  Half-termly  £10,000 |  | | |
| **Mid Term Review:** | | | | | | | | | |
| **Named pupils with SEMH needs are supported Behaviour Support Plans impact on quality of learning and all children make good progress.** | Behaviour Support/SENDCo to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully. | Targeted children will build their resilience and feel more secure and confident.  This will in turn provide a firm foundation for them to be ready to learn  EEF  Social & emotional aspects of learning  +4 mths  Individualised instruction +2 months | | . Weekly monitoring by SENDCo of pastoral/social  interventions..  Intervention feedback reports are given half termly.  Pupil conferencing gathers pupil opinions and feelings and captures progress | LD | weekly  Half-termly |  | | |
| **Mid Year Review:** | | | | | | | | | |

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| **iii. Other approaches** | | | | | | | | |
| **Intended 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 implementation?** | **RAG Rating & Evaluation** |
| **No children miss opportunities due to reduced income.** | Clubs, music lessons and educational visits are monitored by admin and HT to ensure that PP children are not missing opportunities for financial reasons.  Financial support is offered by the school. | | There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.  EEF:  Sports Participation +2 months  Arts Participation +2 months | | Through pupil conferencing the children report positive experiences and impact on their learning. | LD |  |  |
| **Mid Term Review:** | | | | | | | | |
| **An increased proportion of Pupil Premium pupils engage in extra-curricular activities and apply for pupil leadership roles** | Plan opportunities and target pupils to ensure attendance or participation. | Children’s experiences are significantly limited due to families’ limited incomes and parents’ limited personal and educational experiences. | | | Through close tracking of take up/participation  Targeted encouragement to participate including pastoral lead working with families who are historically reluctant to let children participate. | LD | Pupil Leadership roles 2020  Extra – curricular activities  Aut 2 |  |
| **Mid Year Review:** | | | | | | | | |
| **Pupils use of online learning to improve progress** | Ensure that pupils have devices at home to access  iXL  TT Rockstars  Google Classroom | | | Digital technology – EEF evidence + 4 months | Online tracking monitors usage of pupils and tracks pupil progress | LD | Half termly  £120 |  |
| **Mid Year Review:** | | | | | | | | |
| **Children have raised aspirations and opportunities to explore new experiences** | Curriculum development  Hooks eg Careers Fair | | | Children’s horizons are broadened through a variety of community- based and opportunities to explore experiences further afield eg visits to university of Plymouth | Through pupil conferencing the children report positive experiences and impact on their learning. | LD |  |  |
| **Mid Year Review:** | | | | | | | | |  |  |