



St Vincent de Paul Catholic Primary School

Pupil Premium Strategy 2020 - 2021



Pupil Premium spending September 2020 – July 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Autumn 2020	Date of next pupil premium review:	Autumn 2021
Total number of pupils:	224	Total pupil premium budget:	£75,320
Number of pupils eligible for pupil premium:	75	Amount of pupil premium received per child:	PP - £1,350 (65 ch) PP+ - £2,350 (10 ch)

STRATEGY STATEMENT

We have a clear, strategic 3-part model approach for our Pupil Premium funding provision, which focuses on the following:

- Whole-school strategies that impact on ***all pupils***
- focused support to target ***under-performing pupils***
- specific support and enhancements targeting ***Pupil Premium pupils***

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2020 and July 2021. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensures premium outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

Assessment information – not all available due to partial school closures during Summer 2020

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy		
Maths		
Understanding the world		
Expressive arts and design		

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading		
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths		

**YEAR 1 PHONICS SCREENING CHECK
(CONDUCTED AUTUMN Y2 INSTEAD OF Y1 DUE TO PANDEMIC)**

Pupils eligible for PP	Pupils not eligible for PP	National average
70%	86%	86%

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading		
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Internal barriers:

A	School readiness (low academic baselines on entry into Nursery and Reception, socially and emotionally ready).
B	Delayed language and vocabulary skills (speaking & reading skills).
C	Disengagement with learning.

ADDITIONAL BARRIERS

External barriers

D	Attendance and number of Persistent Absentees.
E	Persistent late attendance, missing key areas of the curriculum.
F	Parental partnership (parental engagement, support for home learning).
G	Enrichment experiences (life experiences, lack of funding for school visits and visitors).
H	Vulnerable families and pupils with emotional and social difficulties.

INTENDED OUTCOMES

Specific outcomes

1	Pupils with low attendance/ lateness levels are supported and challenged.
2	Continued support for families and pupils with social, emotional and health needs through Nurture Lead, SENCO, Family Support Service, Seedlings & Play Therapist.
3	Develop phonics, vocabulary, and speech and language in EYFS & KS1.
4	Boost pupils who are at risk of falling behind in reading, writing and maths.
5	Enhance experiences and open up future opportunities for those with low aspirations.
6	For pupils to be enthused when learning and engage fully.

Planned expenditure for current academic year

ACADEMIC YEAR				
Whole school support for all				
Action	Intended outcome	How will you make sure it is implemented well?	Staff lead	Target group
Creation of full-time Nurture Lead role	To provide pastoral support for all families and children.	SLT will ensure that Miss Wenton has the time and a safe space to offer support to all families and children. Bringing her onto the Safeguarding Team and providing additional relevant training will support this further.	Miss Melissa Wenton	All families with social and emotional difficulties
Collaborative team effort to address attendance	To improve whole school attendance and that of persistent absentees.	Early identification of attendance concerns and patterns of absence. Good working relationship with EWO, including regular meetings and discussions. Daily first day response calls. Attendance as an agenda item during fortnightly Safeguarding Team meetings.	Mrs Soo Pickavance	All families
Promotion of oracy	To develop the oracy skills of all children.	Continued involvement with Voice 21. On-going training for all staff, especially RQTs to support them in embedding oracy into all aspects of our curriculum.	Mrs Christina O'Keefe	All children
Research and book quality CPD for staff, particularly RQTs	To enhance quality first teaching.	SLT to research and decide on most valuable training opportunities. Time and resources provided to enable staff to engage fully and then implement strategies.	Mrs Lisa Salters	All children
Total budgeted cost:				

Targeted support for some pupils				
Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Target group
Delivery of Reading Recovery	To ensure that all children are able to read before entering KS2.	SLT to ensure that on-going training is provided. Time for Mrs Crane to assess and identify relevant children and for the programme to be carried out.	Mrs Gill Crane	Children in KS1
Reading intervention in KS1 & KS2	To ensure that all children become proficient readers as early as possible.	The two Assistant Head Teachers to assess and identify the lowest 20% of readers across both key stages. Individual intervention plans to be drawn up, carried out and reassessed.	Mrs Debbie Foy & Mrs Christina O'Keefe	Children in KS1 & KS2
Speech & Language support in EYFS	For children in EYFS to develop phonics, vocabulary, and speech and language.	Quality training for EYFS staff in supporting children with early language skills. Engagement with MAST programme to provide expert support. Early identification and strong communication between SENCo and EYFS teachers. NELI and WellComm tools and resources.	Mrs Debbie Foy	Children in EYFS
Appointment of two apprentices for EYFS	To support the current EYFS children and expand the team.	SLT to liaise with JM Excellence to advertise, interview and appoint two new apprentices to be based in our EYFS. Miss Kendrick and Miss Townsend to act as mentors for our new members of staff.	SLT	Children in EYFS

Play Therapy	For targeted children to address emotional difficulties and develop their emotional literacy.	Continued employment of our trainee play therapist and subsequent paid work on her gaining her qualification. Miss Williams to be the link staff member with Miss Deane and to coordinate referral forms and consent. A safe and suitable room to be provided.	Miss Chloe Williams	All children with emotional difficulties
Seedlings	To provide one-to-one specialist support for those with requiring support with their mental health.	Strong relationships with our families to help us to identify individuals that may be struggling with their mental health and well-being. Miss Williams to be the link staff member with CAMHS and Seedlings and to coordinate referral forms and consent. A safe and suitable room to be provided.	Miss Chloe Williams	All children requiring support with mental health and well-being
Transport to school and free Breakfast Club provision	To improve punctuality so that key curriculum periods are not missed.	Identification of families that may be in need of additional support. Nurture Lead to liaise with families and act as advocate in minibus/taxi on journeys. Staff from each bubble to be present at Breakfast Club daily to ensure adequate supervision levels.	SLT	All targeted children
Engage children in relevant online interventions.	To address gaps in learning, boost confidence and close attainment gaps in English and/or maths.	SENCo and SLT to research and identify most suitable interventions: Lexia, IXL and IDL. Miss Williams to liaise with class teachers to identify children, set up logins and assess progress. SLT to ensure that children have required ICT technology to access this at home also.	Miss Chloe Williams	All targeted children
Total budgeted cost:				

Targeted support for Pupil Premium children

Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Target group
Third Space one-to-one tuition sessions	To address gaps in mathematical learning, boost confidence and close attainment gaps.	SLT, SENCo and Maths Lead to ensure that suitable children are identified. An experienced LSA to be provided to support the weekly sessions and ensure engagement. Purchasing of required equipment. Quiet room to be provided.	Mrs Sinead Cameron	KS2 children with gaps in mathematical knowledge
Positive Footprints programme	To boost self-esteem and raise aspirations.	Purchasing of resources and training for relevant staff. Staff commitment to engaging fully and ensuring full delivery.	SLT & Miss Melissa Wenton	UKS2 children
Subsidising of residential, school visits and educational visitors	To increase life experiences.	SLT to identify any children who may need this in advance and ensure that this is communicated with families.	SLT	All targeted children
Music Therapy	For children to express themselves and hone talents.	SLT to liaise with class teachers and families to identify children who would benefit from this. Collaboration with music specialists to engage their services.	SLT	Targeted KS2 children
Total budgeted cost:				

Review of expenditure – to be completed at review date in Autumn 2021

PREVIOUS ACADEMIC YEAR				
Total amount:				
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Collaborative team effort to address attendance	To improve whole school attendance and that of persistent absentees.			
Promotion of oracy	To develop the oracy skills of all children.			
Research and book quality CPD for staff, particularly RQTs	To enhance quality first teaching.			

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Speech & Language support in EYFS	For children in EYFS to develop phonics, vocabulary, and speech and language.			
Appointment of two apprentices for EYFS	To support the current EYFS children and expand the team.			
Play Therapy	For targeted children to address emotional difficulties and develop their emotional literacy.			
Seedlings	To provide one-to-one specialist support for those with requiring support with their mental health.			

Transport to school and free Breakfast Club provision	To improve punctuality so that key curriculum periods are not missed.			
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Targeted support for Pupil Premium pupils				
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