



## Two Year Pupil Premium Strategy at Our Lady and St Edward's Catholic Primary and Nursery 2020-22

Summary Information			
Pupil Premium Strategy Plan		2020-2022	
Current total number of pupils	215 (excluding nursery)	Total Pupil Premium Budget	£88,440
Number / percentage of pupils eligible for Pupil Premium	67	31%	Amount of pupil premium received per child £1320
Publish Date	06/11/20	Review Date	Termly with final review in October 2022
Statement authorised by	R Byrne	Pupil Premium Leads	R Byrne J Greenwood
Pupil Premium Governor Lead		Patricia Donlan	

Cohort Information		
Characteristic	Number in Group	Percentage of PP Group
Boys	29	43%
Girls	38	57%
SEN support	7	10%
EHC Plan	1	0%
EAL	43	64%

Review Timetable	
January 2021	Review the impact of Advent 2020 provision and spending and make adjustments for the Lent Term
May 2021	Review the impact of Lent 2021 provision and spending and make adjustments for the Pentecost Term
September 2020	Review the impact of Pentecost 2020 provision and impact on attainment at end of each Key Stage. Review the impact of 2020-21 spending
January 2022	Review the impact of Advent 2021 provision and spending and make adjustments for the Lent Term
May 2022	Review the impact of Lent 2022 provision and spending and make adjustments for the Pentecost Term
October 2022	Review the impact of Pentecost 2020 provision and impact on attainment at end of each Key Stage. Publish 2022/23 Pupil Premium Strategy



**Previous performance of disadvantaged pupils making expected progress(no data for 2020 due to Covid 19)**

	2017			2018			2019		
	School D % (16)	School All % (31)	National All %	School D % (9)	School All % (30)	National All %	School D % (11)	School All % (32)	National All %
% of pupils making expected progress in Reading	75%	74%	71%	78%	73%	75%	64%	75%	73%
% of pupils making expected progress in Writing	75%	80%	76%	78%	73%	78%	64%	75%	78%
% of pupils making expected progress in Maths	75%	77%	75%	89%	80%	76%	64%	78%	79%
% of pupils making expected progress in RWM	63%	65%	61%	67%	70%	64%	64%	72%	65%

**Previous performance of disadvantaged pupils making more than expected progress (no data for 2020 due to Covid 19)**

	2017			2018			2019		
	School D % (16)	School All % (31)	National All%	School D % (9)	School All % (30)	National All %	School D % (11)	School All % (32)	National All %
% of pupils making more than expected progress in Reading	19%	13%		11%	16%	28%	27%	38%	27%
% of pupils making more than expected progress in Writing	13%	16%		11%	16%	20%	18%	19%	20%
% of pupils making more than expected progress in Maths	6%	13%		22%	30%	24%	18%	31%	27%
% of pupils making more than expected progress in RWM	0%	0%		11%	13%		18%	16%	11%

**Other information**

	Strengths	Weaknesses
Attendance	At the end of Lent Term 2020 Attendance of PP pupils was 96.7% compared to 97% of non PP	At the end of Lent Term a small minority of PP pupils are persistent absentees (3.8%). The appointment of a new Education Welfare Officer this term will work with the school to improve these pupils attendance.
Behaviour	Behaviour in school of PP pupils is good,	Parental engagement is not as strong for some pupils outside of school.



### Long Term Plan (2 Year Timescale):

**1. Teaching:** to implement the new curriculum framework and increase the vocabulary of the children to improve comprehension and understanding of the world they live in. Children will be able to retain key information in long term memory and use this to make links between new learning with previous learning. (links to SDP). Staff CPD to improve the teaching of vocabulary and the improvement of subject knowledge.

**2. Targeted Academic Support:** to ensure that teaching assistant staff are deployed effectively immediately to address children who demonstrate a gap in their learning to prevent the gap widening. To enable children who require it to have adult intervention to support with accessing the curriculum. (64% of the children in receipt of PPG are on the EAL register). Ensure that PPG children who are in Year One and Two have small group support to address any accumulative gaps in reading, spelling and phonics. Staff receive CPD to deliver the phonics scheme effectively

**3. Wider Approach:** to ensure that children are able to access trips, workshops and events in schools. To ensure that the broad and balanced curriculum is enriched by having external providers such as Forest Schools, Literacy Volunteers and ELSA for emotional support. To increase opportunities outside school for children in receipt of PP which may be lacking due to financial constraints.

**Priority 1: Teaching: to implement the new curriculum framework and increase the vocabulary of the children to improve comprehension and understanding of the world they live in. Children will be able to retain key information in long term memory and use this to make links between new learning with previous learning. (links to SDP). Staff CPD to improve the teaching of vocabulary and the improvement of subject knowledge.**

Member of staff responsible: RB, JG and Subject Leads

Objectives	Actions	By whom	By when	Resource	Progress indicators	Impact
To have a Whole School Curriculum Overview and Subject Progression Frameworks in place for New Curriculum. To purchase resources for the curriculum	To create a Curriculum Overview with subjects and topics for the whole school	RB JG All staff	January 2021	A variety of resources to furnish the teaching of the new curriculum	The Curriculum Overview is populated and logical Pupil Voice shows the curriculum is lively and engaging.	Due to lockdown in January – March gaps have been identified and are being addressed with identified children. Curriculum review planned for July 2021
	To ensure that Subject Progression Frameworks are written for every subject and that the learning is sequential with clear intent		January 2021	CPD to inform staff about the new curriculum	Subject Progression Frameworks are actively used by all staff. Curriculum is taught sequentially	



	<p>For the curriculum to be resourced</p> <p>CDP for teachers to be purchased so that staff have a solid understanding of the new curriculum</p>		<p>January 2021 with further resources purchased when appropriate</p> <p>January 2021 with further training when appropriate</p>		<p>and children can articulate learning</p> <p>Pre and post learning indicate progress</p> <p>Staff are trained in the use of the new curriculum</p>	<p><b><u>April 2021</u></b> All EYFS staff completed CPD part 1 on new EYFS Framework Reforms, part 2 in May This will be cascaded to all curriculum leaders at a staff meeting in June as progression ladders may need to be reviewed.</p>
To improve teacher's subject knowledge in various subjects	<p>Subject leaders to write Subject Progression Frameworks and ensure that they know the sequential learning steps for each year group</p> <p>Subject Leaders to support staff create Knowledge Organisers for staff and children so that the subject</p>	<p>RB JG All staff</p>	<p>January 2021</p> <p>Ongoing</p>	<p>External and Internal CPD on a variety of subjects</p>	<p>Teacher confidence has risen in teaching all subjects</p> <p>Teachers feel that they have an improved subject knowledge</p> <p>Children's attainment in assessment tests have improved as their subject knowledge has</p>	<p><b><u>March 2021</u></b> Deep Dive PCD for all curriculum leaders allowed staff to think about where their subject is and next steps</p> <p><b><u>April 2021</u></b> Quizzes at the end of each term show that children are remembering key facts. Quiz at the end</p>



	<p>knowledge for each topic is clear</p> <p>Staff to ensure that they attend CPD to increase knowledge and understanding of subjects e.g. PSHE</p>		Ongoing		improved due to at least good teaching	of Lent term showed children had remembered key facts from Advent Term
To improve the teaching of vocabulary and increase children's spoken and written vocabulary	<p>To ensure that staff include the relevant vocabulary in the Subject Progression Frameworks and this is displayed in the classroom</p> <p>Staff to have CPD on the dissemination of Vocabulary and ensuring teaching and learning has a high impact</p> <p>Staff to use oral interventions to improve language acquisition in EYFS and KS1</p>	RB JG All staff	<p>January 2021</p> <p>Review date July 2021</p>	<p>CPD on the teaching of vocabulary</p> <p>Resources which are physical and virtual to teach vocabulary</p>	The children's spoken and written vocabulary has increased and improved.	
Children will be able to retain key information in long term memory and use this to make links between new	To ensure that all staff are aware of sticky knowledge for previous year group objectives and use these to make links with new learning	RB JG All staff	Termly Review date July 2021	CPD Internal led by subject leads to share curriculum objectives across year groups so staff know what has come before and after	Children can make comparisons between current and past learning eg Greek and Ancient Gods.	<b>16.09.20</b> Staff Meeting led by RB How to remember anything, forever – introduction of daily retrieval in maths last



learning with previous learning.	Staff to be aware of Ebbinghaus theory of the forgetting curve and implement strategies in class to ensure children remember more		Ongoing practice	Daily practice – 4 calculations in maths Tell me, tell me more flashcards	Children can use prior embedded knowledge to support learning eg using number bonds to 10 to support with adding decimals eg $3+7=10$ so 0.3 and $0.7=1.0$	lesson, last week, last topic and last year <b><u>December 2020</u></b> RB commenced termly end of year quizzes to see how much content has been remembered. <b><u>March 2021</u></b> RB quizzed all classes with learning from Lent term and Advent Term, high proportion of pupils remembered key knowledge from Advent Term will repeat at the end of Pentecost term
Children develop and show positive attributes to learning which will support them as they move through life and into employment too.	Introduce the 5R's initiative across the whole school  All classes to have a 5R display	RB All staff  All staff	Sept 2020 Reviewed November 2020 and termly afterwards  December 2020	CPD  Funding to purchase resources from strategy document to embed throughout school	Lesson visits show children are resilient, relational, reflective, reasoned and responsible towards learning and improving their knowledge  Pupil Voice show children can articulate the language of the 5R's and how they apply them to learning but also life situations.	<b><u>December 2020</u></b> All classes have 5R's display and language of resilient is embedded, <b><u>March 2021</u></b> Need to reintroduce others following lockdown



**Priority 2: Targeted Academic Support:** to ensure that teaching assistant staff are deployed effectively immediately to address children who demonstrate a gap in their learning to prevent the gap widening. To enable children who require it to have adult intervention to support with accessing the curriculum. **(64% of the children in receipt of PPG are on the EAL register).** Ensure that PPG children who are in Year One and Two have small group support to address any accumulative gaps in reading, spelling and phonics. Staff receive CPD to deliver the phonics scheme effectively

Member of staff responsible: RB, JG and Class Teachers

Objectives	Actions	By whom	By when	Resource	Progress indicators	Impact
To ensure that the staffing is structured so that rapid interventions are put in place to support children who demonstrate gaps or prevent any learning gaps with pre-learning	<p>Reading volunteers in school to work one to one with children</p> <p>Small group support by teaching assistants</p> <p>One to one support e.g. Reading recovery</p> <p>Pre-learning sessions with identified children</p> <p>Teaching staff to monitor children in receipt of PPG's learning</p>	<p>RB</p> <p>JG</p> <p>RT</p> <p>All staff</p>	<p>Termly reviews as attainment of all pupils is discussed at progress meetings</p> <p>At pupil progress meetings make comparisons of attainment between PP and non PP attainment</p>	TA support	<p>Logs should indicate that interventions and pre-learns have prevented gaps in learning</p> <p>Monitor the in-year data from the children in receipt of PPG to ensure that they are on track alongside their peers</p>	<p><b><u>Sept 2020</u></b></p> <p>Full time TA provision in each class across school to support PP children and children highlighted by baseline assessments and December assessments as in need of intervention to close the gap to ensure they are achieving the standards they were achieving prior to school closures in 2020</p> <p><b><u>Dec 2020</u></b></p> <p>Tutor appointed to work with PP children not on track to reach ARE / GD due to Covid</p> <p><b><u>March 2020</u></b></p> <p>Tutor appointed to work in school 3 days with identified children in Year 2, (13 children) 5 (16 children) and 6 (9 children) from January. Due to lockdown this was postponed until March when school reopened widely</p>



						Additional teacher appointed to work two mornings a week focusing on GD pupils in Year 6 in Literacy (6 children) and Numeracy (9 children)
To support children who require a different curriculum to their peers	<p>Staff to plan appropriate activities to meet the needs of all learners</p> <p>Forest school sessions to be planned to accommodate needs for all learners</p> <p>Teachers to deploy staff / other adults in class appropriately to ensure intervention has a positive impact on learning</p>	<p>RB</p> <p>JG</p> <p>All staff</p>	<p>Ongoing</p> <p>Review at the end of each term</p>	<p>Teaching Assistants</p> <p>Teaching time</p> <p>External Agencies (e.g. Forest Schools)</p>	<p>Children in receipt of PPG who need a different curriculum are engaged in their learning and making progress.</p>	<p><b><u>Sept 2020</u></b></p> <p>Timetable of interventions in place following pupil progress</p> <p><b><u>January 2021</u></b></p> <p>Due to lockdown differentiated introductions, teaching was delivered via Microsoft teams to ensure children remain on track to make progress</p> <p><b><u>December 2020</u></b></p> <p>All children in Yr1 and 2 accessed 10 sessions during the Advent Term</p> <p>Feedback from parents included that children looked forward to sessions, would talk about the names of flowers, trees and insects at home so increasing vocabulary.</p> <p><b><u>March 2021</u></b></p> <p>16 children in Year 3 and 14 from year 4 accessed Forest School sessions during lockdown, some</p>





						completed outdoor learning at home if appropriate at home. All children accessed sessions from 8th March when school reopened
To ensure that PPG children who are in Year One and Two have small group support to address any accumulative gaps in reading, spelling and phonics.	To carry out baseline assessment of reading, spelling and phonics  Short term Interventions planned for to have maximum impact with closing the gap	RB JG LT AC CH CL	October 2020  Ongoing reviewed half termly / termly Discussed at Pupil Progress Meetings	Staff receive CPD to deliver the phonics scheme effectively	Gap is closing between groups of children  Children are accessing fewer interventions and more whole class teaching.	<b>December 2020</b> 5/6 children in Year 2 in receipt of PPG passed the threshold for phonics screening

**Priority 3: Wider Approach: to ensure that children are able to access trips, workshops and events in schools. To ensure that the broad and balanced curriculum is enriched by having external providers such as Forest Schools, Literacy Volunteers and ELSA for emotional support. To increase opportunities outside school for children in receipt of PP which may be lacking due to financial constraints.**

Member of staff responsible: RB, JG and Class Teachers

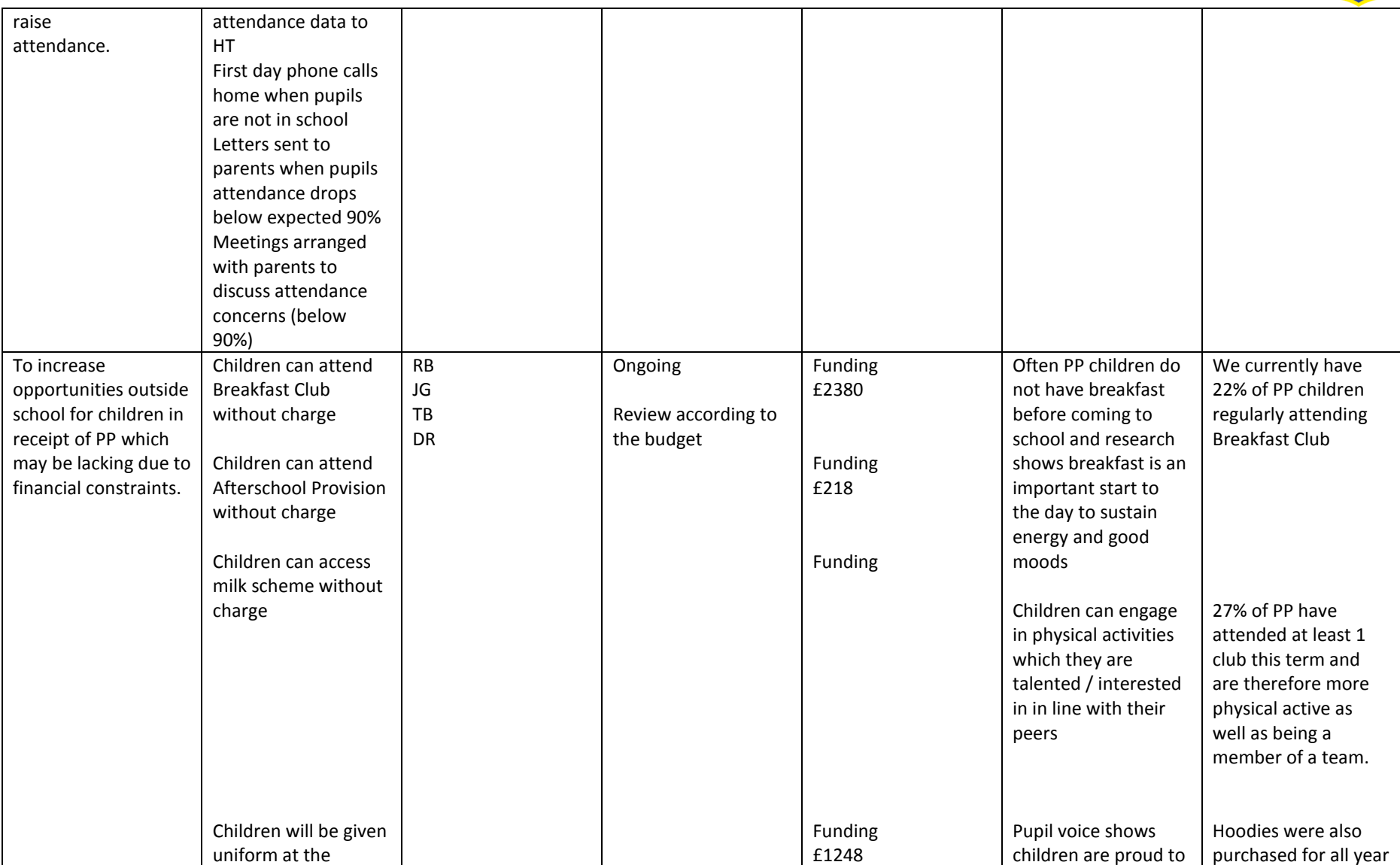
Objectives	Actions	By whom	By when	Resource	Progress indicators	Impact
To ensure that children are able to access trips, workshops and events in line with their peers	To ensure that children who receive PPG get 50% discounted rate on all events	All staff	Ongoing  Review according to the budget	PP Funding	Children are able to access trips, workshops and events	<b>March 2021</b> No external trips have taken place due to Covid but children have participated in Partake theatre group, as well as a pantomime and disco as part of well-being days



To ensure that the broad and balanced curriculum is enriched by having external providers such as ELSA, for emotional support.	<p>Introduction of Well Being Warriors Team of children who peer mentor other children and support them</p> <p>Training to be given so that the children are active within the school and the impact of their role is maximised</p>	RB JG RT SM VN	April 2021	<p>Well Being Warriors training</p> <p>Staff time to run Well Being Warriors</p> <p>Badges for WBW</p>	The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school.	
To provide spiritual /moral and cultural Support through Trust Chaplaincy Team	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the school's values and ethos and have led to improved manners and behaviour and general respect for all	RB JG RW JM RC	Half termly	Funding	<p>Monitored through weekly chaplaincy meetings.</p> <p>Pupil Voice to monitor impact of intervention</p>	<p><b>March 2021</b></p> <p>Chaplaincy Team lead weekly celebrations across whole school, viewed as role models and children aspire to be like them</p>
To provide 1-1 Mentoring Programme to those hard to reach children	This is a program designed to improve co-ordination skills. It has been adapted to support pupils with concentration and those who find settling into the daily	RB JG JW RT SM VN	Half termly	Funding	Pupil Voice to monitor impact of intervention	<p><b>March 2021</b></p> <p>8 children highlighted as requiring 1-1 from Mr Wood at the beginning of the week. They talk through their weekend and are prepared for the routine of the week</p>



To provide Welfare / Emotional Support through the Sports Leaders and Buddy Teams to develop friendships, team building skills on the playground.	routine school difficult due to external factors.  To provide support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the school's values and ethos and have led to improved manners and behaviour and general respect for all.	RB JG JW RT SM VN	Half termly	Funding	Pupil Voice to monitor impact of intervention	ahead. Any disclosures are made to DSL and quickly followed up  <b><u>March 2021</u></b> ELSA began with drop in sessions linked with friendship and self-esteem due to long absences from school due to Covid. This has changed to focused 1-1 sessions with children who have witnessed DV, separation, parental contact, mental health (17 children over 1 / 2 days per week) Mr Wood has also organised for playground buddies across each bubble to ensure all children have someone to play with and there is sufficient equipment available.
Effective use of a Education Welfare Officer to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help	Admin staff keep a record of pupils who arrive late to school and monitor vigorously patterns and trends of individual pupils. EWO visits school weekly and reports	RB JG TB EWO	Half termly	Funding	Research shows that good attendance in school contributes to good levels of attainment	<b><u>Dec 2020 Attendance</u></b> PP: 98.04% Non PP: 98.07%  <b><u>April 2021 Attendance</u></b> PP: 98.454% Non PP: 98.8%





	beginning of the academic year and when appropriate in term time.				be a member of our school community	6 pupils (13) £260 in receipt of PP
--	-------------------------------------------------------------------	--	--	--	-------------------------------------	-------------------------------------

Monitoring and Implementation		
Priority	Challenge	Mitigating Action
1 Teaching	Ensuring that staff meeting timetable is robust and budget is generous for CPD and time for staff to develop documents and implement new curriculum. Ensure that subjects are resourced. To ensure that parents are engaged with the widening of vocabulary and see the purpose of it To ensure that staff subject knowledge improves	Staff to be given CPD time during INSET and staff meetings. Budgets should be allocated to ensure that subject areas have sufficient resources Parental workshops should be planned in the diary to ensure that they take place Topic mats will be sent home so that parents know which vocabulary is being taught and are able to support the teaching of it in the home.
2 Wider Academic Support	To ensure that staff identify gaps in children's learning early enough and arrange effective interventions to ensure all children make progress	Ensure that robust assessments are built into the New Curriculum assessing the Key Information outlined in the Subject Progression Framework. Constant assessment should identify gaps in children's learning Staff to have CPD to ensure that children's curriculums are tailor made to meet their needs (e.g. Forest Schools Training) One to one or small group support provided to meet the needs of the children who are part of our <b>64% of PPG children who are EAL.</b>
3 Wider strategies	Children always access trips and events in school.	Encourage children who receive PP and express and interest or talent to attend after school clubs.



	All children in school are given an equal opportunity to participate in school activities.	To ensure that the whole school curriculum is enriched with external providers by monitoring the curriculum outline for the year
--	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------