



Pupil Premium Strategy Statement 2020-21

Summary Information					
School	Our Lady & St. Hubert's Catholic Primary				
Academic Year	2020-21	Total PP budget	£62,040.00 Inc £11,500 LAC/Post LAC	Date of most recent PP internal review	July 2020
Total number of pupils	390	Number of pupils eligible for PP	44 39 Dep 4 LAC 2 Post LAC	Date for next Strategy Review	June 2021

Barriers to educational achievement	
Academic Barriers (Internal)	
A	Less PP children achieve greater depth in core subjects combined with increased numbers of pupils with speech and language issues including EAL.
B	A number of staff across the school are recently or newly qualified – NQTs did not complete full programme of CPD due to Covid-19
C	Staff understanding of how to improve provision for PP children limited
D	Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (6Cs) not fully embedded across the school. Curriculum therefore changed and due to be implemented in Sept 2020.
E	Diet/Health habits lead to lack of concentration in class
Additional Barriers (External)	
F	Safeguarding, social and emotional barriers to learning: increased number of children and families experiencing mental health.
G	Social and economic factors including life experiences, EAL and ability of families to support
H	Accessibility and breadth of physical, artistic and creative experiences outside of school

Barriers to future attainment		
	Academic Barriers (Internal)	Success criteria/Strategies
A	Less PP children achieve greater depth in core subjects, and combined with increased numbers of pupils with speech and language issues including EAL.	<p>Increased hours of Senior Speech and Language NHS specialist - TAs trained and supported by LA provision and Senior S&L specialist to implement SL action plans. Pupils achieve speech & language milestone targets.</p> <p>Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme. Improvement seen in phonics assessment and spelling data of targeted children</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff, with plans targeting children to achieve greater depth.</p> <p>Pupil Premium action plans completed for every child by class teachers</p> <p>Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths</p> <p>Staff CPD targeted at providing support for EAL children Percentage of PP children achieving GD increases (currently 51%)</p>
B	A number of staff across the school are recently or newly qualified – NQTs did not complete full programme of CPD due to Covid-19	<p>Staff made aware of expectations or policy and procedure regarding Pupil Premium children.</p> <p>Phase leadership embed pupil premium provision into meetings.</p> <p>Pupil premium documentation completed by all staff members and new teachers guided by phase leaders on how to complete and what provision to plan for.</p> <p>Through regular pupil progress meetings, progress, provision and practice monitored to ensure effective provision in place.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision with support from Phases leaders.</p> <p>Full programme of CPD planned for targeted members of staff Progress of PP children above national average</p>

C	Staff understanding of how to improve provision for PP children limited	Full programme of CPD planned for targeted members of staff Progress of PP children above national average
D	Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (6Cs) not fully embedded across the school. Curriculum therefore changed and due to be implemented in Sept 2020.	<p>Embedding new curriculum, enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by staff.</p> <p>Teacher appraisal defines clear responsibility of subject leaders to monitor, analyse and report to Governors on the progress of targeted children in broader curriculum areas. Pupil Premium tracking systems include the barriers to learning in broader curriculum areas, interventions and progress.</p> <p>Curriculum lead, mentors subject leaders effectively.</p> <p>Pupil Voice reflects children’s engagement in new curriculum – showing greater personal aspirations.</p> <p>Teachers demonstrate better understanding of pupil’s progress in all subject areas.</p> <p>Progress in all wider curriculum areas shows improving picture.</p>
E	Diet/Health habits lead to lack of concentration in class	<p>Healthy initiatives ensure children are healthy and well in their early years through enhanced provision such as sports coaching, food provision and extra-curricular activities.</p> <p>All PP children provided with a hot meal.</p> <p>All PP children given the opportunity to have milk at break times.</p> <p>New cooking curriculum implemented across school; pupil premium children to be provided with ingredients. Sessions will cover aspects of healthy eating/living.</p> <p>Implementation of healthy snacks at break times – pupil premium children to be provided with fruit/vegetables.</p> <p>Breakfast club option for all PP children</p> <p>Children will arrive to school on time and well prepared for the day having eaten healthily.</p> <p>Children concentrate more in lessons</p> <p>Children less likely to dysregulate due to the start to the day that they have had</p>

	Additional Barriers (External)	Success criteria
F	Safeguarding, social and emotional barriers to learning	<p>Contracted counselling service to targeted children to ensure their continual mental health and wellbeing. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</p> <p>Close tracking of self-esteem and confidence, plus improved behaviours for lunch time and gauge emotional states of individuals most in need of designated adults. Includes tracking of MyConcern for known pupils and personalised responses.</p> <p>All pupil premium children 'RAG rated' on individual action plans, to ensure needs are catered for.</p> <p>Continual support of Safeguarding and Inclusion Lead coordinates services for targeted children – bringing together harmonious support for targeted children which results in continually high attendance, close parental relationships and at least sustained progress across the curriculum.</p> <p>Parents have daily, easy access to Safeguarding and Inclusion Lead as she is on the school gate each morning to meet and greet. Known, established person of trust ensuring high level engagement with parents. Greater percentage of staff on playgrounds at designated times – building relationships between home and school.</p> <p><i>Pupil/Parent Voice reflects that children are happy at school and feel safe. Parent Voice reflects that school staff available and approachable</i></p>
G	<p>Social and economic factors including life experiences, EAL and ability of families to support</p> <p>Accessibility and breadth of physical, artistic and creative experiences outside of school.</p>	<p>Target children with enrichment opportunities – visits out of school, afterschool/morning sports clubs, music tuition:</p> <p>Allowing targeted children the ability to play a tuned musical instrument for a year, learning to read music, focus and concentration improvements and develop a love of music.</p> <p>Access to school trips, outings and experiences which broaden the experiences of targeted children.</p> <p><i>Pupil voice and triangulated information shows pupils are happy at school, have access to a wide range of communication methods which ensure inclusion, access a wide range of experiences that may be beyond their family's reach.</i></p> <p><i>Parents confident in accessing school for support.</i></p> <p><i>Uptake in afterschool provision/music tuition</i></p>

Plan including actions, expenditure and review dates

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Impact	Staff Lead	Termly review	Cost	Review
Quality of teaching for all							
CPD for all staff to provide target support for PP children	<p>Staff knowledge of how to improve learning of PP in particular not strong as identified in Teacher Voice survey.</p> <p>Providing good quality CPD will ensure children are targeted more effectively ensuring progress.</p>	<p>Target staff for CPD in school and out of school courses.</p> <p>Staff meetings</p> <p>School appraisal</p> <p>PP Provision reports</p> <p>CPD Evaluations</p> <p>Class based monitoring</p>	<p>Staff knowledge of supporting PP children greatly improved and therefore classroom provision and practice improved.</p> <p>Greater staff development leads to children making better progress.</p>	SLT	December 2020 April 2021 July 2021	£2000	
CPD for all staff in delivering core lessons with a particular focus on reading	<p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>Target staff for CPD in school and out of school courses.</p> <p>Staff meetings</p> <p>School appraisal</p> <p>PP Provision reports</p> <p>CPD Evaluations</p> <p>Class based monitoring</p>	<p>Staff subject and pedagogical knowledge improved. Lessons are therefore structured in a way which helps children to learn more and remember more.</p>	SLT	December 2020 April 2021 July 2021	£6500	

<p>CPD for newly/recently qualified members of staff or new to school</p>	<p>Newly/recently qualified teachers or teachers new to school will have less understanding of how to target pupil premium children in school, which may not lead to the accelerated progress for PP children.</p>	<p>Target staff for CPD in school and out of school courses.</p> <p>Staff meetings</p> <p>School appraisal</p> <p>PP Provision reports</p> <p>CPD Evaluations</p> <p>Class based monitoring</p>	<p>Inexperienced staff members subject and pedagogical knowledge greatly improved. Therefore strategies implemented in the classroom to improve progress and attainment of pupil premium children.</p>	<p>SLT</p>	<p>December 2020 April 2021 July 2021</p>	<p>£8000</p>	
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Total Budgeted Cost £16500

Targeted support

<p>Targeted support for Year 3 class 9 out of 30 children PP in class. Interventions delivered by support staff.</p> <p>To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from personalising learning and setting targets</p>	<p>Sutton Trust shows benefit of 1:1 and small group strategies</p> <p>Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.</p>	<p>Gap closing between PP and non-PP at mastery and greater depth.</p> <p>Regular Pupil Progress meetings and moderations.</p> <p>Regular review through key stage meetings.</p>	<p>Interventions target gaps in pupil knowledge and raise progress and attainment.</p>	<p>SENCO/DH Headteacher Phase Leaders Class Teachers</p>	<p>December 2020 April 2021 July 2021</p>	<p>Support staff - £7359.20</p>	
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<p>Targeted support for Year 5/6 To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from booster book, personalising learning and setting targets</p>	<p>Sutton Trust evidences impact of 1:1 and small group provision</p> <p>Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.</p>	<p>Pupil progress and attainment records.</p> <p>Key Stage Meetings and SLT meetings.</p> <p>Termly pupil progress meetings</p> <p>Intervention records for planned sessions, showing progress of PP children</p>	<p>Interventions target gaps in pupil knowledge and raise progress and attainment.</p>	<p>Head teacher Year 6 Class Teachers</p>	<p>December 2020 April 2021 July 2021</p>	<p>Support staff - £5500</p>	
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Total Budgeted Cost £12859.20

Other approaches

<p>Wider Curriculum Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking) e.g. theatre, residentials, swimming, music lessons, clubs</p> <p>Target uptake of music lessons</p>	<p>Links between barriers to learning, paucity of language and SEMH.</p> <p>All pupils have the opportunity to attend a school trip each year.</p> <p>Evidence shows that participating in some of these activities raises aspiration.</p> <p>Participation in activities such as music lessons impacts on attainment.</p>	<p>Pupil Voice.</p> <p>Monitoring of attendance of groups.</p> <p>Group data : disadvantaged pupils v others in school</p> <p>Monitoring of uptake</p> <p>New PP children taking music lessons – target children</p>	<p>Enrichment broadens horizons and improves physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes.</p>	<p>Head teacher</p>	<p>December 2019 April 2020 July 2020</p>	<p>Music lessons - £4000</p> <p>Trips - £3200</p>	
<p>Dietary Needs Hot meals provided at lunch times</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school.</p>	<p>SIL to monitor and approve uptake.</p>	<p>Dietary requirements fulfilled leading to children who are more physically and</p>	<p>SIL</p>	<p>December 2020 April 2021 July 2021</p>	<p>Milk and Snacks £750</p>	

<p>Provision of milk/fruit/toast/other items where pupils are in need.</p>	<p>Pupils from disadvantaged backgrounds may not have these benefits as standard.</p>		<p>emotionally prepared to learn.</p>				
<p>Safeguarding and Inclusion Lead (SIL) to enable coordinated services for children encapsulating SEMH and family support, attendance and wellbeing.</p> <p>Safeguarding and Inclusion Lead to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling – easily accessible to parents and professionals on designated phone number.</p> <p>Safeguarding and Inclusion Lead role now includes close liaison with Designated Teacher for LAC and attendance at LAC/PEP events.</p>	<p>Services for targeted children are coordinated and provide a holistic perspective on progress and well-being. SIL is easily accessible to children, parents and professionals ensuring rapid response to issues and proactive support which has a positive impact at the time of need.</p> <p>Attendance and punctuality is rigorously tracked, with punctuality issues known – services to improve coordinated and relationships with families harnessed to bring about better outcomes for children.</p> <p>LAC children receive coordinated care with professionals working in partnership to provide targeted and networked support.</p> <p>Groups created based on needs e.g. Nurture group</p>	<p>Pupil and Parental Voice</p> <p>Reports to Governors and links with relevant nominated Governor.</p> <p>Tracking of attendance percentages and triangulated action.</p> <p>Analytical reports showing benefits of networking, such as MyConcerns and EPEP.</p> <p>SIL job description clarifying role with appraisal managed by HT, regular updates and weekly meetings between HT and SIL.</p> <p>Delegation of specific tasks connected to need.</p> <p>Feedback from professionals such as counselling support.</p> <p>Outcomes for pupils and families – academic, social and emotional.</p> <p>Monitoring of attendance of all groups to be national average or better. Attends regional attendance forum.</p>	<p>Attendance improved.</p> <p>Nature groups help develop healthy relationships and emotional wellbeing.</p> <p>Stronger support network created between, school, families and outside organisations.</p> <p>Issues raised are dealt with in a timely fashion.</p>	<p>Head teacher SIL</p>	<p>December 2020 April 2021 July 2021</p>	<p>£16656</p>	

<p>Cooking curriculum</p> <p>Children taught cooking skills from reception to Year 6, gaining the knowledge of a range of skills, recipes and the importance of healthy eating.</p> <p>Ingredients provided for pupil premium children across the year.</p> <p>Cooking lead to plan sessions for all children to cook once a half term. Curriculum will enable children to leave primary school with a variety of cooking skills as set out in progressive curriculum, having cooked 42 different recipes.</p> <p>Sessions will include tuition on healthy eating and balanced diets.</p>	<p>Research shows that pupils from disadvantaged backgrounds are more likely to be obese, therefore putting long term health at risk.</p> <p>Better education within this area will provide children greater opportunity to make better choices when it comes to cooking and healthy eating.</p>	<p>Pupil Voice through evaluations</p> <p>CPD for staff</p> <p>Staff voice</p> <p>Parental feedback.</p> <p>Staff meetings planned for and planning monitored</p>	<p>Children better prepared for life beyond primary years, gaining life skills and knowledge on how to cook, but also how to cook healthy foods.</p>	<p>Curriculum Lead DH</p>	<p>December 2020 April 2021 July 2021</p>	<p>12% cooking lead salary £661.92</p> <p>Ingredients £405</p>	
Total Budgeted Cost						£25672.92	

Spending	
Quality Teaching for all	£16500
Targeted support	£12859.20
Other approaches	£25672.92

LAC (to be spent on individuals)	£6810
Overall total	£62,040.00

Termly Review Information		
December 2020	April 2021	July 2021