



## Pupil Premium Strategy Statement St Paul's 2020 – 2021

1. Summary information			
<b>School</b>	St Paul's Catholic Primary School		
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	177,120
<b>Total number of pupils</b>	366	<b>Number of pupils eligible for PP</b>	144 pupils (June 2019) 16 Service Children
2. Attainment			
	<i>Pupils eligible for PP (2019 our school)</i>	<i>Pupils not eligible</i>	<i>Pupils eligible for PP (2020 our school)</i>
Early Years Foundation Stage-Good Level of Development	65%	74%	70%
Year 1 Phonics-pupils working at the expected standard	72%	84%	64%
Year 2 Reading at least expected	64%	65%	61%
Year 2 Writing at least expected	55%	73%	61%
Year 2 Mathematics at least expected	64%	79%	57%
Year 6 Reading, Writing and Mathematics at least expected	37%	71%	75%
Year 6 Reading, Writing and Mathematics combined at	7%	13%	19%
<b>Progress Measures 2019</b>			
Reading Progress Score	-3.3		
Writing Progress Score	-2.6		
Mathematics Progress Score	-5.4		
In school data shows significant differences in some year groups between all pupils and Pupil Premium pupils and this is where the targeted support will be implemented.			

3. Barriers to future attainment (for pupils eligible for PP)															
In-school barriers															
<b>A.</b>	Inconsistencies in both effective teaching and consistent expectations. (As a result, Pupil Premium pupils including those with high prior attainment are making less progress than other pupils- Not FSM).														
<b>B.</b>	Mental wellbeing concerns as a result of COVID-19 and lockdown are having a detrimental effect on pupils' confidence, resilience and knowledge.														
<b>C.</b>	Historically, Pupil Premium Pupils enter school with communication and language delay and this impacts learning across the														
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )															
<b>D.</b>	<p>For some of our pupils: no education for 6 months as a result of COVID-19.</p> <p>Our school was closed from 20.3.20 to 1.6.20 and only key workers attended (8% of these included PP children). From June to July 2020, as EY, Yr 1 and Yr6 started to come back 18% of our PP children were back in school Mon-Tues and Thurs-Fri.</p> <p>PP children who accessed home learning. *Quality and quantity not assessed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: left;">EY</td> <td>7/10 70% (2 of those chn in school)</td> </tr> <tr> <td style="text-align: left;">Year 1</td> <td>22/25 88% (11 of those chn in school)</td> </tr> <tr> <td style="text-align: left;">Year 2</td> <td>15/23 65% (1 of those in school)</td> </tr> <tr> <td style="text-align: left;">Year 3</td> <td><i>All being contacted via seesaw</i></td> </tr> <tr> <td style="text-align: left;">Year 4</td> <td>15/22 68% (4 of those in school)</td> </tr> <tr> <td style="text-align: left;">Year 5</td> <td>19/28 68% (2 of those in school)</td> </tr> <tr> <td style="text-align: left;">Year 6</td> <td>13/16 81% (7 of those in school)</td> </tr> </tbody> </table>	EY	7/10 70% (2 of those chn in school)	Year 1	22/25 88% (11 of those chn in school)	Year 2	15/23 65% (1 of those in school)	Year 3	<i>All being contacted via seesaw</i>	Year 4	15/22 68% (4 of those in school)	Year 5	19/28 68% (2 of those in school)	Year 6	13/16 81% (7 of those in school)
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<b>E.</b>	Low attendance rates for pupils eligible for pupil premium (93% pp vs 96.85% npp ) A greater % are persistent absentees (All Pupils – 11.7% (46 children) at St Paul's of which 8.1 % are PP (34 children).														
<b>F.</b>	Reduced parental engagement for pupils eligible for pupil premium due to own anxieties around COVID-19.														
<b>G.</b>	Limited life experiences/cultural capital (25% of our PP children had no access to laptops or internet at home during lockdown).														

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Impact
<p><b>A.</b></p> <p><b>Higher rates of progress across both Key Stages for all pupil premium pupils</b>  <i>(SIP PRIORITY 3: leaders create coherence and consistency across the school so that ALL pupils benefit from effective teaching and consistent expectations)</i></p> <ul style="list-style-type: none"> <li>- Quality First Teaching consistently strong across all classrooms</li> <li>- Inclusive teaching approach embedded across the whole school</li> <li>- Targeted intervention aimed at <b>Year 2s, Year 4s and Year 5s</b></li> <li>- Use of EEF toolkit to support progress in Literacy</li> <li>- Daily reading for any PP children not meeting expectations</li> <li>- Early morning interventions aimed at diminishing the gap in reading and writing</li> <li>- Frequent pupil progress meetings focussing on most disadvantaged – Gaps identified and provision put in place tracking against their different starting points – Autumn (Reading)</li> <li>- Accurate moderation – in house, across sister school, cluster and external moderation</li> <li>- Daily Maths meetings to continue as made huge impact last year – Planned and adapted according to the individual needs of the class –</li> </ul>	<p>Year group inconsistencies in data will diminish. Pupil premium children will make at least good progress from their individual starting points and a greater proportion will achieve expected standard for Writing, Reading and Maths at the end of year 6</p>	
<p><b>B.</b></p> <p><b>Positive, calm learning behaviours are maintained</b>  <i>(SIP PRIORITY 1: Children develop confidence, resilience and knowledge so that they can keep themselves mentally healthy and safe post COVID-19)</i></p> <ul style="list-style-type: none"> <li>- Well-being focus across whole school with daily PSHE lessons.</li> <li>- Pastoral support for vulnerable pupils.</li> <li>- Whole school focus on 'restorative justice' approach.</li> <li>- Clear, consistent behaviour strategy, reviewed by children and all staff.</li> <li>- Reflection room used for a time out area for those pupils needing to reflect on their behaviour</li> <li>- Behaviour logs recorded and reviewed on SIMS to analyse patterns for individuals and pro-actively putting measures in place to support</li> <li>- Links with cluster schools to develop network of expertise and links with cluster schools to minimise fixed term exclusions</li> <li>- Positive behaviour letters and postcards sent home to share good news</li> <li>- Phone calls home to parents sharing good news</li> <li>- Celebration assembly to reward those who have followed the golden rules</li> <li>- Lunchtime provision, SLT on duty rota, library time to support identified pupils, nurture provision open to all during lunchtimes, KS1 and KS2 extra sports, games provisions and clubs</li> <li>- Assertive mentoring – with identified vulnerable individuals (Children supported by members of the SLT with weekly meetings)</li> <li>- Personalised support for unstructured times for those individuals that find these sessions challenging</li> <li>- Continue to the use 'Saint Christopher' to develop social and emotional skills</li> </ul>	<p>Calm, positive behaviour remains in place and consistent across the whole school. Fewer behaviour incidents particularly during transition times, children come into school calmer and remain engaged in their learning. Children to know how to keep themselves mentally healthy.</p>	

<p><b>C.</b></p>	<p><b>Speech and Language Support</b></p> <ul style="list-style-type: none"> <li>- Targeted children tested for S&amp;L skills and prioritised to seek support. (Through specialised Speech and Language Therapist)</li> <li>- Speech and Language therapist sessions twice weekly to target 1:1 needs.</li> <li>- Language rich environments.</li> <li>- Increased opportunities for children to develop their oracle skills through nursery rhymes and story telling</li> <li>- Targets shared with parents to practise at home.</li> <li>- 1 TA and Nursery Manager trained and qualified to deliver S&amp;L sessions to identified pupils</li> </ul>	<p>One to one targeted support delivered by a speech and language therapist.</p> <p>Providing in house training for TAs to support identified children in class led by SL Therapist</p>
<p><b>D.</b></p>	<p><b>Increased attendance rates for pupils eligible for pupil premium:</b>  <i>(SIP PRIORITY 4: To improve attendance for all groups of learners (97%+) with a focus on vulnerable (Post-Covid-19) and disadvantaged pupils).</i></p> <ul style="list-style-type: none"> <li>- Embed assertive mentoring for identified vulnerable pupils</li> <li>- Attendance competitions in whole school assemblies, certificates for improved attendance</li> <li>- Display sharing attendance % and the winning classes</li> <li>- Attendance prizes half-termly.</li> <li>- Tracking of attendance of vulnerable families to target support for improvement</li> <li>- Family support worker communicates regularly with hard to reach parents and is available daily on the school gate</li> <li>- Daily procedures adhered to, to follow up absences and ensure children come back to school as soon as possible.</li> <li>- Termly distribution of cluster leaflet to raise the profile of good attendance</li> <li>- Early morning interventions with free breakfast to encourage good attendance</li> <li>- Free breakfast for all through the National School Breakfast Initiative</li> <li>- Case studies to highlight strategies used to engage families of low attenders</li> <li>- 'Nudge' text messages sent to 'at risk' pupils</li> </ul>	<p>Pupil premium pupils' attendance improves so that it matches non-pupil premium pupils attendance. Pupils make at least good progress as a result of their improved attendance.</p>

<p><b>E.</b></p>	<p><b>Maintain Parental engagement</b></p> <ul style="list-style-type: none"> <li>- Weekly newsletters in order to communicate regularly with parents.</li> <li>- Transition evenings for all year groups for an opportunity for parents to meet staff</li> <li>- Termly Parents evenings</li> <li>- Subject Leaders to deliver information on core and foundation subjects.</li> <li>- Parents invited in every half-term to review children's work</li> <li>- More involvement of parents on school trips</li> <li>- Book buddy scheme in EYFS and KS1 to enable opportunities for parents to read with their children and share book preferences.</li> <li>- Greater Family Learning Opportunities for all year groups</li> <li>- Year 2 and Year 6 SATs meetings to share expectations with parents</li> <li>- EYFS Phonics workshops, working with identified PP families</li> <li>- 1 INSET day identified for Parent Consultation days to discuss pupil's progress</li> <li>- Extra learning packs provided for PP children and shared with parents at consultation day</li> <li>- Staff presence including SLT on school gate daily</li> <li>- Parents supporting school trips by attending as extra adults</li> <li>- Book gifting – with advice and support on questioning.</li> <li>- Family learning workshops to support home learning environment.</li> <li>- All families eligible for pupil premium contacted via phone for support post COVID-19. Pupil premium champion to continue to support via calls, zoom meetings, home learning packs and laptop loans.</li> </ul>	<p>Identified PP pupils 100% attendance at Parent's Evenings</p>
<p><b>F.</b></p>	<p><b>Limited life experiences</b></p> <ul style="list-style-type: none"> <li>- Provide a broad range of opportunities through our curriculum e.g. Music specialist, PE coach, Art Specialist and Spanish specialist</li> <li>- Provide extra-curricular opportunities to widen children's understanding of the world e.g. Music concerts, Aspex Gallery visit, Theatre visits, Lego workshops etc.</li> <li>- Gifted and Talented events throughout the year, Oakland's Maths, Writing workshop. PGS Summer School etc.</li> <li>- Year group trips/visits linked to bespoke curriculum</li> <li>- Pupil voice leadership opportunities</li> <li>- All PP pupils to have access to club waiting lists first and to try to ensure every PP attends a club once per year.</li> <li>- Cultural capital questionnaire to enhance experiences, visits and visitors.</li> </ul>	<p>Children will have higher aspirations and will show greater resilience to learn.</p>

## 5. Planned expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p><b>Higher rates of progress across both Key Stages for all pupil premium pupils</b> All pupils make substantial and sustained progress</p> <p>Reading and Writing a priority for pupil premium as 2020 pre-lockdown data shows significant difference compared to Maths</p> <p><i>(SIP PRIORITY 3: leaders create coherence and consistency across the school so that ALL pupils benefit from effective teaching and consistent expectations)</i></p>	<p>Whole school approach to pupil conferencing and verbal feedback</p> <p>Deployment of LP to support Teaching and Learning with specific classes</p> <p>Deployment of LP and Teachers to boost targeted groups</p> <p>LP to ensure consistency in QFT and inclusive approach</p>	<p>This will help all pupils to make good progress in reading, writing and Maths</p> <p>The EFF states that improving Teaching and Learning is the key driver in raising achievement for all pupils</p>	<p>High quality training for all staff.</p> <p>Subject leader to have dedicated release time to lead subjects (M, W &amp; R)</p> <p>Half termly monitoring with SLT to ensure that this approach is having a positive impact on outcomes</p> <p>Analysis of mock SATS reading/Maths outcomes</p> <p>Pupil progress meetings focussed on Reading and Writing (Maths will still need to be discussed)</p>	<p>English Lead Reading Lead Maths Lead</p> <p>Lead Practitioners/ Pupil Premium Lead</p>	<p>Lead Practitioners £30,000</p>

Continue to provide a varied selection of enrichment and extra-curricular activities for children	Cultural Capital questionnaire Autumn term Termly trips for each year group Visitors invited Drama workshops Music events and performances Theatre productions Residential	To raise pupil's aspirations	Enrichment timetable in place Key Stage leaders and curriculum leaders ensure regular enrichment opportunities Register of pupil's engagement Building cultural capital for all	Key Stage Leaders Enrichment Lead KS1 and KS2 Curriculum Leaders	£10,000
<b>Total budgeted cost</b>					£40,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil Premium pupils including those with high prior attainment are making good progress in all subjects from their individual starting points	Pupil progress meetings focussing on PP pupils  Use FFT to ensure children are on track to make good progress  Same day interventions delivered by class teacher/ pre-teach	EEF recommends targeted academic support –structured support for 1:1 and small group intervention	Termly PP meetings with SLT  Monitoring of teaching through book looks, curriculum walks, pupil interviews, analysis of data	EXH HOS	Termly reviewed  Intervention Support £25,000 - Morning interventions - Same day interventions - Between 3-5 days a week  ECAR - :£14,000 FFT - £ 11,650 BRP - £19,000

<p>Behaviour at St Paul's remains positive and calm, conducive to a successful learning environment</p> <p><i>(SIP PRIORITY 1: Children develop confidence, resilience and knowledge so that they can keep themselves mentally healthy and safe post COVID-19)</i></p>	<p>Wellbeing focus and pastoral care (CPD Sept)</p> <p>Personalised curriculum to ensure future success</p> <p>Assertive mentoring for identified pupils</p> <p>Nuture from 14/09</p> <p>Restorative practice</p> <p>Growth Mindset relaunch</p> <p>Daily PSHE</p> <p>Zoom calls to build relationships between children and staff</p>	<p>Portsmouth is a 'Restorative city.' – Whole School Training continued 2020</p> <p>DOE recommends restorative practice for improved outcomes</p>	<p>Monitoring of behaviour logs/incidents - SIMS</p> <p>Individual pupil interviews</p> <p>Reviewing IBPS and risk assessments</p> <p>Increased parental engagement</p> <p>Pastoral meetings</p>	<p>EXH HOS Inclusion Leader</p>	<p>½ Termly</p> <p>COST Inclusion Leader £10,000</p> <p>Nurture Leader £10,000</p> <p>Deputy Nurture Leader £3600</p> <p>HLTA Lunchtime Provision - £5,000</p>
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<p>Pupil Premium Pupils enter school with communication and language delay and this impacts learning across the curriculum however they rapidly make substantial progress and meet end of EY learning goals.</p>	<p>Oracy interventions – Talking partners and Time to talk (EYFS + KS1)</p> <p>Pre-teaching vocabulary support</p> <p>Speech and Language Intervention</p> <p>Using EEF literacy recommendations</p>	<p>Children enter nursery and reception with limited vocabulary and communications skills</p>	<p>Monitoring of teaching through book looks, curriculum walks, pupil interviews, analysis of data</p>	<p>Inclusion Leader</p> <p>Nursery manager</p>	<p>COST</p> <p>Speech and Language Therapist - £12,000</p> <p>Speech and Language Teaching Assistants - £8,000</p> <p>Nursery Leader - £6000</p>
					<p>£164,250</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Increased attendance rates especially of the PP</p> <p><i>(SIP PRIORITY 4: To improve attendance for all groups of learners (97%+) with a focus on vulnerable (Post-Covid-19) and disadvantaged pupils).</i></p>	<p>Close monitoring of pp attendance rates, quick response, follow up meetings</p> <p>Attendance leaflets</p> <p>Home school agreement</p> <p>Rewards for continual improved attendance</p> <p>Free breakfast club</p> <p>Wow days to encourage attendance</p> <p>'Nudge texts'</p> <p>Assign children with poor attendance a single adult to be child's advocate.</p> <p>Specialist teachers and enhanced enrichment opportunities</p> <p>Cultural capital questionnaire to give trips and visitors a focus.</p>	<p>Addressing attendance is a key step in improving outcomes</p> <p>Focus on Persistent Absences</p>	<p>Family Support Worker to closely monitor attendance and to have follow up meetings with parents.</p> <p>Improved attendance certificate</p> <p>Pastoral meetings</p>	<p>Family Support Worker</p> <p>SLT team</p>	<p>½ Termly</p> <p>Cost- Family Support Worker - £14,550</p>

<p>Increased parental engagement</p> <p>An established link between the home learning environment and children's performance at school</p>	<p>Target identified parents</p> <p>Parent consultation times for with childcare provision</p> <p>Family Learning Workshops offering advice on improving the home learning environment</p> <p>SLT frequent contact with all parents especially those less involved</p> <p>Promote home learning activities including shared book reading and laptop loans.</p> <p>Support parents to create regular routines</p> <p>Encourage summer reading – book gifting</p> <p>All families called during lockdown to build relationships and continued support</p>	<p>Greater parental engagement will lead to better outcomes</p>	<p>Weekly drop in sessions to meet Family Support Worker</p> <p>Regular communication with hard to reach families</p> <p>Targeted families for identified workshops</p>	<p>Family Support Worker</p> <p>SLT team</p>	<p>Parent Consultation Autumn Term -</p> <p>Parent Consultation Spring Term -</p>
<b>Total budgeted cost</b>					£14,550

### **Number of Pupil Premium children in each year group**

#### **Academic Year 2020-2021**

Class	Pupil Premium	Whole Class Size	Service Children
Reception	10	36	2
Year 1	25	55	6
Year 2	23	55	3
Year 3	21	56	1
Year 4	22	50	2
Year 5	27	54	1
Year 6	16	60	1
TOTALS	144	366	16

### **Additional Opportunities for Service children 2019-2020**

Meet once a month (KS1 with Trish and KS2 with Pam or myself) for a catch up/chat about if anyone has been away, what life is like when you have a forces parent etc. (This is where the Little Troopers course would be helpful!!)

Once a half term we have a whole group session: art (i.e. poppy making); crafts; cooking; story-sharing etc.

We are also part of a wider network called 'Pompey Military Kids' (part of the Naval Families Federation) and we share good practise, get any updates from Military welfare organisations and charities, and have been on lots of trips through them. These have included so far this term: KS2 Sailing Trip (with the Boleh Trust); Portsmouth Naval Remembrance Service; Workshops at HMS Victory; Sports events at HMS Temeraire