



Pupil Premium Strategy Statement St Paul's 2020 – 2021

1. Summary information			
School	St Paul's Catholic Primary School		
Academic Year	2020/2021	Total PP budget	177,120
Total number of pupils	366	Number of pupils eligible for PP	144 pupils (June 2019) 16 Service Children included
2. Attainment			
	<i>Pupils eligible for PP (2019 our school)</i>	<i>Pupils not eligible for PP (2019 national)</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%
Progress Measures 2019			
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

A.	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.	Mental wellbeing concerns as a result of COVID-19 and lockdown are having a detrimental effect on pupils' confidence, resilience and knowledge.
C.	Historically, Pupil Premium Pupils enter school with communication and language delay and this impacts learning across the curriculum

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p>For some of our pupils: no education for 8+ months as a result of COVID-19 (national lockdown and bubble closures).</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" data-bbox="421 863 1619 1110"> <tr> <td>EY</td> <td>7/10 70% (2 of those chn in school)</td> </tr> <tr> <td>Year 1</td> <td>22/25 88% (11 of those chn in school)</td> </tr> <tr> <td>Year 2</td> <td>15/23 65% (1 of those in school)</td> </tr> <tr> <td>Year 3</td> <td>All being contacted via seesaw</td> </tr> <tr> <td>Year 4</td> <td>15/22 68% (4 of those in school)</td> </tr> <tr> <td>Year 5</td> <td>19/28 68% (2 of those in school)</td> </tr> <tr> <td>Year 6</td> <td>13/16 81% (7 of those in school)</td> </tr> </table> <p>In November 2020, Early Years and Year 1 had to have a bubble closure for 2 weeks due to a COVID-19. 79% Year 1 engaged in home learning and 72% EY pupils engaged in home learning. In January 2021, schools were closed from January 4th to March 8th. On average, 21% of PP pupils remained in school (30 pupils) as most were vulnerable children and few were children of key workers. In the first month: 12% of PP pupils were not engaging in any home learning (17 pupils), this changed to 6 pupils by the end of lockdown. This was a result of constant communication with parents (telephone calls, home visits, letters home, laptop loans, book loans and work packs picked up/ delivered).</p>	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	All being contacted via seesaw	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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E.	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).		
F.	Reduced parental engagement for pupils eligible for pupil premium due to own anxieties around COVID-19.		
G.	Limited life experiences/cultural capital (25% of our PP children had no access to laptops or internet at home during the 1 st lockdown). PP pupils were loaned laptops during the January 2021 lockdown.		
<table border="1"> <tr> <td data-bbox="192 443 1453 496">4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</td> <td data-bbox="1453 443 2060 496">Impact</td> </tr> </table>		4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Impact
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<p>A.</p>	<p>Higher rates of progress across both Key Stages for all pupil premium pupils <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"> - Quality First Teaching consistently strong across all classrooms - Inclusive teaching approach embedded across the whole school - Targeted intervention aimed at Year 2s, Year 4s and Year 5s - Use of EEF toolkit to support progress in Literacy - Weekly focussed reading for any PP children not meeting expectations - Early morning interventions aimed at diminishing the gap in reading and writing - Frequent pupil progress meetings focussing on most disadvantaged – Gaps identified and provision put in place tracking against their different starting points – Autumn (Reading) - Accurate moderation – in house, across sister school, cluster and external moderation - Daily Maths meetings to continue as made huge impact last year – Planned and adapted according to the individual needs of the class – - Same day interventions/Pre-teaching to support children’s misconceptions/gaps in Maths - Promote Summer reading over holidays - Reading vipers implemented across the school to ensure full coverage of the reading domains and displayed in all classrooms for support - Author visits to inspire children with their love of reading <p>During JAN/FEB/MARCH – many of these strategies put on pause due to lockdown.</p>	<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>Due to another lockdown, gaps have widened due to many of our PP pupils being from vulnerable families with limited parental engagement/support. Staff have worked incredibly hard to get these pupils into school. End of year data 2021 showed pupil premium pupils performed significantly lower than other pupils: KS1 Reading 42% PP vs 59% all pupils. Writing 38% PP vs 55% all pupils. Maths 42% PP vs 61% all pupils. KS2 Reading 57% PP vs 75% all pupils. Writing 50% PP vs 73% all pupils. Maths 50% vs 73% all pupils. Reading and phonics will be a priority 2021-2022 to address (through new schemes RWI and Destination Reader). See our performance data for further information. Data from our additional teacher in Year 4/5 showed the targeted intervention ensured children met their targets 13/14 children met ARE expectations with 5/14 reaching GD. See appendix 4.</p>
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<p>B.</p>	<p>Positive, calm learning behaviours are maintained <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"> - Well-being focus across whole school with daily PSHE lessons. Reduced to meet needs of pupils. Planning adapted after well-being questionnaire. - Pastoral support for vulnerable pupils. - Whole school focus on 'restorative justice' approach. - Clear, consistent behaviour strategy, reviewed by children and all staff. - Reflection room used for a time out area for those pupils needing to reflect on their behaviour - Sensory room to give children space and 1:1 time out of class. - Behaviour logs recorded and reviewed on SIMS to analyse patterns for individuals and pro-actively putting measures in place to support - Links with cluster schools to develop network of expertise and links with cluster schools to minimise fixed term exclusions - Positive behaviour letters and postcards sent home to share good news - Phone calls home to parents sharing good news - Celebration assembly to reward those who have followed the golden rules - 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 - Assertive mentoring – with identified vulnerable individuals (Children supported by members of the SLT with weekly meetings) - Personalised support for unstructured times for those individuals that find these sessions challenging - Continue to the use 'Saint Christopher' to develop social and emotional skills - A focus on wellbeing during Jan 21 remote learning. From positive feedback (both written and oral), catch up calls to weekly learner award. 	<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.</p> <p>Children know how to keep themselves mentally healthy. Children's wellbeing questionnaire Aut 1 showed this was improving but still a priority – adapted planning Spring 1.</p> <p>During lockdown PSHE online lessons have been specific to keeping healthy both mentally and physically. Children are aware how to keep themselves mentally healthy but due to the pandemic – an ongoing battle for all. Learning walk monitoring showed calm positive behaviour across the school.</p> <p>Conduct wellbeing questionnaire again in Sept 2021</p>
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<p>C.</p>	<p>Speech and Language Support</p> <ul style="list-style-type: none"> - Targeted children tested for S&L skills and prioritised to seek support. (Through specialised Speech and Language Therapist) - Speech and Language therapist sessions twice weekly to target 1:1 needs. - Language rich environments. - Increased opportunities for children to develop their oracle skills through nursery rhymes and story telling - Targets shared with parents to practise at home. - 1 TA and Nursery Manager trained and qualified to deliver S&L sessions to identified pupils <p>During JAN/FEB/MARCH – many of these strategies put on pause due to lockdown.</p>	<p>One to one targeted support delivered by a speech and language therapist. PAUSED DURING LOCKDOWN although group S&L continued but virtually</p> <p>Please see PP ECAR report appendix 1 for reading impact. Those pupil premium pupils who had reading support improved book bands by up to 13 levels. One pupil improved from book band 6 to book band 19. Please see S&L report appendix 2. On average, those pupil premium pupils who attended S&L achieved 7 out of 9 targets</p>
<p>D.</p>	<p>Increased attendance rates for pupils eligible for pupil premium: <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"> - Embed assertive mentoring for identified vulnerable pupils - Attendance competitions in whole school assemblies, certificates for improved attendance - Display sharing attendance % and the winning classes - Attendance prizes half-termly. - Tracking of attendance of vulnerable families to target support for improvement - Family support worker communicates regularly with hard to reach parents and is available daily on the school gate - Daily procedures adhered to, to follow up absences and ensure children come back to school as soon as possible. - Termly distribution of cluster leaflet to raise the profile of good attendance - Early morning interventions with free breakfast to encourage good attendance - Free breakfast for all through the National School Breakfast Initiative *Not possible due to COVID bubbles atm. - Case studies to highlight strategies used to engage families of low attenders - 'Nudge' text messages sent to 'at risk' pupils 	<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>21% of PP pupils remained in school (30 pupils) as most were vulnerable children and few were children of key workers. In the first month: 12% of PP pupils were not engaging in any home learning (17 pupils).</p> <p>Whilst there is a difference between pupil premium pupils and non-pupil premium pupils, we have seen an increase in school attendance - PP pupils 2019-2020 88% attendance, this has increased to 91% for the school year 2020-2021 (Non PP pupils 95% vs 97% Non PP pupils) and 95% for the summer term 21. Due to a tighter attendance protocol we aim to continue this upwards trend to over 97% for the 2021-2022 academic year. See whole school attendance data in appendix 3.</p>

<p>E.</p>	<p>Maintain Parental engagement</p> <ul style="list-style-type: none"> - Weekly newsletters in order to communicate regularly with parents. - Transition evenings for all year groups for an opportunity for parents to meet staff - Termly Parents evenings - Subject Leaders to deliver information on core and foundation subjects. - Parents invited in every half-term to review children's work - More involvement of parents on school trips - Book buddy scheme in EYFS and KS1 to enable opportunities for parents to read with their children and share book preferences. - Greater Family Learning Opportunities for all year groups - Year 2 and Year 6 SATs meetings to share expectations with parents - EYFS Phonics workshops, working with identified PP families - 1 INSET day identified for Parent Consultation days to discuss pupil's progress. During COVID: parents could decide between phonecall or zoom call. - Extra learning packs provided for PP children and shared with parents at consultation day - Staff presence including SLT on school gate daily - Parents supporting school trips by attending as extra adults - Book gifting – with advice and support on questioning. - Family learning workshops to support home learning environment. - 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 	<p>One of the strengths from our Jan-March lockdown is the relationships built between all staff members and parents/carers. Parents have been called, emailed, wrote to and visited at their homes to ensure clear communication and support from the school to ensure the best education is provided during this lockdown. See quotes from many parents on our remote learning Apps.</p>
<p>F.</p>	<p>Limited life experiences</p> <ul style="list-style-type: none"> - Provide a broad range of opportunities through our curriculum e.g. Music specialist, PE coach, Art Specialist and Spanish specialist - Provide extra-curricular opportunities to widen children's understanding of the world e.g. Music concerts, Aspex Gallery visit, Theatre visits, Lego workshops etc. - Gifted and Talented events throughout the year, Oakland's Maths, Writing workshop. PGS Summer School etc. - Year group trips/visits linked to bespoke curriculum. - Pupil voice leadership opportunities - All PP pupils to have access to club waiting lists first and to try to ensure every PP attends a club once per year. - Cultural capital questionnaire to enhance experiences, visits and visitors. *To continue post COVID. 	<p>Children will have higher aspirations and will show greater resilience to learn.</p> <p>Nov 20' observations show children have positive learning behaviours across the school.</p> <p>Sadly lockdown has put a pause on many enrichment activities.</p> <p>11 by 11 ready to launch September 2021</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>Higher rates of progress across both Key Stages for all pupil premium pupils 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: KS1 LP moved to Year 1 to cover maternity and then Year 6. 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 & 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 (on hold due to COVID-19) Visitors invited Drama workshops Music events and performances Theatre productions	To raise pupil's aspirations Many were restricted due to Covid-19	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
Total budgeted cost					£40,000
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?
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 Assessments not accurate Purchased PiXL Dec'20 to improve by July '21. Use FFT to ensure children are on track to make good progress. BRP lead to train more staff.	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</p> <p>Restorative practice</p> <p>Growth Mindset relaunch</p> <p>Daily PSHE – reduced to 2 x per week. Will commence again after lockdown.</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>Staff shortages have limited these. Paused during lockdown.</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>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
<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 on hold due to COVID</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>
<p>Total budgeted cost £14,550</p>					

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

Appendix 1

PP ECAR report

Pupil 1 Year 2

P1 started the Reading Recovery programme in March following Lockdown. She was identified by her class teacher as struggling with reading in class. When P1 started the programme she was reading at Level 6 Yellow book band. Her reading was slow and stilted and she often guessed words without using any real strategies. Since completing the Reading Recovery programme P1 is now reading fluently at Level 19 Purple book band. She uses a combination of meaning, structure and visual information at errors and can now self-correct her errors without any prompts. P1 has developed into a confident and capable reader and enjoys talking about books. She can confidently ask and answer questions about a text and has developed a real love of reading.

Throughout her lesson series P1 has received very little support at home. However she has read to herself and worked independently to complete her cut up sentence work at home.

Pupil 2 Year 2

P2 was identified as needing extra support in Year 1 and at the beginning of Year 2. She has an individual SEND plan and reading and concentration were both highlighted. P2 started the Reading Recovery programme in September 2020. Lessons have been quite sporadic due to bubble closures, Lockdown and the Ecar teacher covering in class. However P2 has still made very good progress and her confidence has improved dramatically. P2 started on Level 3 Red book band and is now reading Level 15 Orange Level books. P2 can now use visual information at errors and is beginning to listen to herself and check that what she is reading makes sense. At the beginning of the lesson series P2 was reluctant to talk and take part in the lessons. She is now a confident reader who enjoys talking about the stories she has read.

Throughout the lesson series P2 has only read a few times at home. However she has worked on her own at home to stick in her cut up sentences and has taken a sense of pride in doing this.

Appendix 2

Provision

Speech and Language Therapy input (Springboard Speech and Language) to St Paul's Catholic Primary School started in September 2016. Two afternoons a week of input are provided, currently on a Tuesday and Wednesday afternoon. This statement is based on input from September 2020 – to July 2021, a total of 53.5 half-day sessions for the academic year 2020-2021. Unfortunately, due to the Covid-19 pandemic, in-person visits to the school have been limited, and the majority of sessions have been online using Microsoft Teams. Children have been seen in groups where possible to maximise use of staff. Also, some sessions have been understandably lost due to lack of staff availability to run sessions in school on Teams, and children being off school due to lockdown or self-isolating.

Provision up until July 2021 has included:

- Assessment of children referred, either online or in person. Results of these assessments and needs of the children were shared with staff, and parents/carers where possible. Staff and parents/carers received written feedback.
- Ongoing online therapy for the children in school who needed it, where possible.
- Home programmes of work offered to families during lockdowns.
- Communication quizzes offered to some children during lockdown or when self-isolating.
- Advice/classroom strategies given to teachers on how to support the children with communication difficulties in school.
- Meetings with Mrs Stephanie Smith, Acting Inclusion Leader, and Mrs Zoe Killick, Head Teacher. Targets were discussed and reviewed at these meetings.
- Emails and letters to parents/carers to provide information on their child's communication needs and progress.
- Staff Training – one session of online training was provided.

Impact Statement

The impact statement details are provided in the attached table. These details are for children who were receiving input up until July 2021. This includes 4 children who are entitled to pupil premium.

SPEECH AND LANGUAGE THERAPY - IMPACT STATEMENT – ST PAUL'S PRIMARY SCHOOL – JULY 2021 – DETAILS

Pupil	Language for Thinking		RWFVS	Social Communication Targets (Targets achieved)	Language Group Targets (Targets achieved)	Remarks
	Language Points	Level Change				
Child 1		A to B				Class teacher pleased with progress
Child 2		A to C	3 years progress in 9 months			Class teacher very pleased with progress
Child 3		A to B				Class teacher pleased with progress
Child 4		B to C	1 year's progress in 9 months			Class teacher very pleased with progress
Child 5				4 out of 9		School staff note improvement in social communication in class
Child 6				9 out of 9		School staff note more confidence
Child 7				6 out of 9		
Child 8				9 out of 9		Mother very positive about help child is receiving
Child 9				6 out of 9		
Child 10				8 out of 9		
Child 11				4 out of 9		
Child 12					5 out of 6	Positive feedback from parent
Child 13					5 out of 6	
Child 14					4 out of 6	

Appendix 3

Whole school attendance data 2021-2022

WHOLE SCHOOL	Pupil premium	Non-pupil premium
2019-2020	87.97%	88.86%
2020-2021	91.01%	97.14%
Summer term 2021 (up until 01.07.21)	95.16%	97.60%

Year 1	Pupil premium	Non-pupil premium
2020-2021	89.93%	97.09%
Summer term 2021(up until 01.07.21)	95.78%	96.63%

Year 2	Pupil premium	Non-pupil premium
2020-2021	91.78%	98.13%
Summer term 2021(up until 01.07.21)	96.86%	98%

Year 3	Pupil premium	Non-pupil premium
2020-2021	94.01%	98.62%
Summer term 2021(up until 01.07.21)	97.50%	98.23%

Year 4	Pupil premium	Non-pupil premium
2020-2021	91.13%	94.8%
Summer term 2021(up until 01.07.21)	96.18%	96.81%

Year 5	Pupil premium	Non-pupil premium
2020-2021	90.68%	97.58%
Summer term 2021(up until 01.07.21)	92.73%	97.2%

Year 6	Pupil premium	Non-pupil premium
2020-2021	89.36%	97.02%
Summer term 2021(up until 01.07.21)	91.65%	98.43%

Appendix 4 – Additional teacher in Year 5 data report.

Intervention: Maths, twice weekly

Name	January 2021	July 2021	Other progress
P1	WTS	WTS	Confidence, resilience, fluency, independence.
P2	WTS	EXP	
P3	WTS	EXP	
P4	WTS	EXP	
P5	WTS	EXP	
P6	WTS	EXP	

Evidence: Pixl assessments, Teacher assessments

Intervention: GD Maths, weekly

Name	January 2021	July 2021	Comments
P1	EXP	Cusp GDS	Attended 1 session
P2	EXP	Cusp GDS	
P3	EXP	GDS	
P4	EXP	GDS	
P5	EXP	Cusp GDS	Attended 1 session
P6	EXP	GDS	Didn't attend
P7	EXP	GDS	
P8	EXP	GDS	

Evidence: Pixl assessments

Online learning

Intervention: Reading, twice weekly

Name	January 2021	July 2021	Other progress
P1	Lime	Sapphire	Confidence, fluency, expression, inference.
P2	Turquoise	Lime	
P3	Ruby	Free reader	
P4	Ruby	Free reader	
P5	Ruby	Free reader	
P6	Emerald	Free reader	
P7	Ruby	Free reader	
P8	White	Sapphire	

Evidence: Teacher assessment, benchmarking

Intervention: Reading, weekly

Name	January 2021	July 2021	Comments
P1		Free reader	Poor attendance
P2	Lime	Sapphire	
P3	WTS	Cusp EXP	
P4	WTS	Cusp EXP	Poor attendance

Evidence: Teacher assessment, benchmarking