

Pupil premium strategy statement (primary)

1. Summary information					
School	St Norbert's Catholic Primary School Spalding				
Academic Year	20/21	Total PP budget	£28,360	Date of most recent PP Review	August 2020
Total number of pupils	206	Number of pupils eligible for PP	20	Date for next internal review of this strategy	August 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50% (2 pupils)	65%
% making progress in reading	50% (2 pupils)	73%
% making progress in writing	100% (2 pupils)	78%
% making progress in maths	50% (2 pupils)	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language skills and acquisition of vocabulary
B.	Low self-esteem and confidence linked to COVID-19
C.	Low level of independence and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise the standards and attainment in language acquisition through English catch up programmes. Closely monitored through pupil progress meetings, pupil interviews and intervention reviews	Provide an enriching curriculum that supports the development of key vocabulary and language acquisition Provide learning environments that display and encourage the use of correct terminology and the development of vocabulary providing on learning walls Introduce pupils to new vocabulary through learning maps, termly

		<p>and weekly words and wider reading opportunities.</p> <p>Teaching of Writing and Writing Catch Programmes across subjects use a range of sources to capture pupil engagement, enjoyment, imagination and development of language.</p> <p>Staff utilise Jane Considine resources to plan lessons and catch up programmes to ensure pupils understand writing for a purpose and development of subject knowledge.</p> <p>Marking and Feedback in lessons and catch up programmes supports the development of technical and varied vocabulary.</p>
B.	<p>To use a systematic and relationship-based well-being approach to re-establish children's engagement and development in learning.</p> <p>Closely monitored through pupil progress meetings, pupil interviews and intervention reviews</p>	<p>Engage pupils in collaboratively and engaging activities and enable them to develop interpersonal skills, encourage the building of self-esteem and build strategies to thrive and achieve their potential</p> <p>Children eligible for PP to be given good access to extra-curricular events (sporting, trips and residential – COVID dependent) School participation in sporting events to monitor the number of PP children taking part. All PP children are financially supported for school trips and residential visits.</p> <p>Staff plan effective recovery approaches following COVID Pandemic and wider school re-opening.</p> <p>Leaders independently and confidently monitor and evaluate the quality of education and impact of interventions</p> <p>Staff explicitly teach and model positive behaviour, expectations and interactions.</p> <p>Staff consider the impact of COVID and focus on 5 ways to well-being and relationships as part of a robust recovery curriculum</p>
C.	<p>To ensure pupils become independent, resilient learners through the development of AFL and class based strategies that promote cooperation and communication</p> <p>Monitored through observations, pupil interviews and pupil progress</p>	<p>Develop a whole school approach to class based shared learning strategies</p> <p>Facilitate independent learning strategies that encourage pupils to extend their learning opportunities</p> <p>Provide pupils with resources and scaffolds on the learning wall that enable pupils to follow a method and examples for learning.</p>

D.	<p>To ensure pupils reach the school attendance expectations of 97%</p> <p>Monitored through pupil progress and parent review meetings</p>	<p>Building home and school partnerships through regular communication and support.</p> <p>Parental reviews encourage parents to be involved in the setting of pupil academic targets in order to facilitate progress and attainment.</p> <p>Where pupils are unable to attend school due to COVID restrictions provide skill based activities that reinforce children's learning and address the attainment gap through Teams.</p>
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5. Planned expenditure

Academic year

2020/2021

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 well?	Staff lead	When will you review implementation?
Raise the standards of and attainment in language acquisition for PP pupils through English catch up programmes.	<p>English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching</p> <p>Resources provided for all PP pupils to facilitate learning both at home and at school.</p> <p>PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers.</p> <p>Pupils are widely exposed to books and read frequently through daily shared/guided reading sessions or catch up programmes that take place in addition to daily DEAR time</p>	<p>1 to 1 tuition, targeted small group work and ability grouped work has been used effectively within the school <i>The EEF Toolkit suggests that targeted support matched to specific students with particular needs or behavioural issues can be effective</i></p> <p>Developing pupil outcomes through prior learning in order to provide them with metacognitive and independent learning strategies. <i>NFER report on supporting the attainment of disadvantaged pupils</i></p> <p>Planning, monitoring and reviewing targets for learning termly has allowed for more focused steps for learning to be implemented. <i>Creating a commonly owned plan for success empowers staff to take collective leadership for achieving success NFER report on supporting the attainment of disadvantaged pupils</i></p>	<p>Timetable priority given to targeted intervention.</p> <p>Whole school pupil premium data map</p> <p>Complete learning walks with a focus on PP on whole termly basis.</p> <p>Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs</p> <p>Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2</p>	<p>JW</p> <p>SH</p> <p>KB</p>	<p>Half termly pupil premium progress reviews</p>

<p>Teaching and learning provides opportunities for a relationship-based well-being approach to re-establish children's engagement and development in learning.</p>	<p>EVOLVE HE:RO project provision</p> <p>Pupils are provided with key steps to positive growth mindset and the 5 ways to Well-Being</p>	<p>Targeting and focusing on PP attainment highlights the Childs/dren's needs and the support required for the child to make good progress. <i>The EEF Toolkit suggests Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in School</i></p> <p>Whole school CPD and wellbeing stations situated around school ensure pupils feel valued and know where to seek help. <i>The EEF Toolkit suggests Improvements are more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>Pupil Progress meetings ensure pupils have targets for next steps.</p> <p>Wellbeing Compass and pupil interviews</p> <p>Intervention monitoring and reviews</p> <p>Lesson drop ins and peer observations to ensure targeted support is given to PP.</p> <p>Pupil interviews used to</p> <p>Staff, parent and pupil questionnaires will be shared with all staff to support next steps.</p> <p>Intervention monitoring and reviews using OTRACK</p> <p>Twice yearly governors reports show analysis of OTRACK and intervention data.</p> <p>PP Lead to provide termly context attendance and review impact reports for governors termly.</p>	<p>JW</p> <p>SH</p> <p>MH</p>	<p>Half termly pupil premium progress reviews</p>
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<p>Recovery programmes support raising attainment in Reading, Writing and Maths</p>	<p>PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers.</p> <p>Provide training and resources for all staff</p> <p>Developing metacognition and self-regulation</p>	<p>Frequently analysed data and provision enables staff to make adjustments accordingly to support the achievement of all pupils (Ofsted 2013)</p> <p>Pupils are able to develop strategies for improving their learning independently through systematic focused feedback.</p> <p>Day-to-day teaching meets the needs of all learners and allows for highly skilled practitioners to raise attainment through an enriched curriculum and learning environment</p> <p>Explicit teaching of oral language promotes pupils' talk and interactions in order to support the development of vocabulary and language acquisition (<i>EEF Toolkit</i>)</p> <p><i>The EEF Toolkit suggests teaching pupils strategies for planning, monitoring and evaluating their learning in order to support pupils independence and resilience for learning</i></p>	<p>Timetable priority given to targeted intervention which is supported by the implementation of Lauchpad for Literacy linked to appraisal targets.</p> <p>PP Lead to provide termly context attendance and review impact reports for governors termly.</p> <p>Complete learning walks with a focus on PP on whole termly basis including pupil interviews.</p> <p>Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs supported by SENDCo where necessary.</p> <p>Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2</p> <p>Half termly pupil progress data on OTRACK will be shared with staff and governors.</p> <p>SLT will monitor the regularity, quality and impact of interventions.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in</p> <p>Use of inset, KS meetings, SLT and Staff meetings to prepare, organise and support staff with suggestions and methods of delivering learning.</p> <p>Maths SL and SLT will carry out monitoring of books to evaluate the frequency and impact of reasoning and word problem contexts.</p> <p>Whiterose end of block assessments support next steps in learning.</p>	<p>JW SH</p>	<p>Half termly pupil premium progress reviews</p>
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Total budgeted cost					£10,350
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?

<p>To provide experiences for pupils that support the development of their social and emotional needs</p>	<p>Theatre visits, music events, outdoor/ trips are timetabled throughout the academic year. (COVID dependent)</p> <p>After School Clubs</p> <p>Milk in school</p>	<p>Ofsted 2013 suggests that pupils who have access to a broad range of educational experiences can support narrowing the attainment gap between pupils in receipt of PP funding and all other pupils nationally.</p>	<p>Feedback from pupils ,class teachers and parents</p> <p>Analysis of data for attendance shared with staff and governors.</p> <p>EVOLVE impact report will identify areas of need which will be shared with staff to support next steps.</p> <p>Lead learning mentor will feedback to SLT termly the impact of Lego and drawing and talking therapy sessions.</p> <p>PP lead will ensure the Learning Mentor is well briefed regarding attendance. This leader is also a member of SLT and liaises closely with HT and Senior Administrator regarding attendance.</p> <p>SLT meet with Senior Admin to discuss attendance and persistent absence on a half termly basis.</p> <p>Attendance is a standing item on the LGB meeting agendas which allows leaders on all levels to monitor persistent absence and evaluate the impact of absence.</p> <p>Attendance and punctuality rates are regularly shared within the school community.</p>	<p>JW</p> <p>SH</p> <p>LM</p>	<p>Termly pupil interviews</p> <p>Half termly review of extra-curricular activity data</p>
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Higher rates of progress for all Pupil Premium children	<p>English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching</p> <p>1:1 or small group, Lego and talking therapy sessions</p>	<p><i>EEF Toolkit suggests that small group tuition is effective in raising attainment and supporting lower attaining pupils and can have a higher impact in closing the gap.</i></p> <p><i>Behavioral interventions improve attainment by improving a positive school ethos and greater engagement with learning. EEF Toolkit</i></p>	<p>Feedback from pupils ,class teachers and parents</p> <p>Timetable priority given to targeted intervention with small step targets that are shared with all staff.</p> <p>Whole school pupil premium data map will be shared with staff and governors.</p> <p>Complete learning walks with a focus on PP on whole termly basis.</p> <p>Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs supported by advise from SENCO where necessary.</p> <p>Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2</p> <p>Half termly pupil progress data will be analysed and next steps identified.</p>	<p>JW</p> <p>SH</p> <p>KB</p>	Half termly pupil premium progress reviews
Total budgeted cost					£14,600
iii. Other approaches					
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?
Improve attendance for PP pupils to ensure they meet 97% school expected standards	Building home and school partnerships through regular communication and support using Teams	<i>EEF Toolkit evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. They can be used to</i>	Parent surveys will be used to ascertain what next steps need to implemented to support attendance.	<p>JW</p> <p>SH</p>	<p>Mar 21</p> <p>Half termly pupil progress</p>

	<p>and email.</p> <p>Provide supported learning through Teams</p> <p>Engage pupils and parental support at home through video to enhance and support school based learning through remote learning.</p>	<p><i>support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</i></p> <p><i>EEF Toolkit</i> suggests that overall; homework in primary schools does not appear to lead to large increases in learning.</p> <p><i>EEF Toolkit</i> evidence suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.</p>	<p>Pupil interviews will be used to ascertain what next steps need to be implemented to support pupil's learning.</p> <p>Half termly pupil progress data will be analysed and targeted interventions will support further progress.</p>		
Total budgeted cost					£750

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils make good progress from their starting points in order to narrow the gap between disadvantaged and non-disadvantaged pupils	English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching	Small group tuition, 1:1 sessions to refine skills and pre-teaching has supported pupils in gaining more independence in the classroom. It has allowed them the confidence to contribute to whole class teaching more freely and supported their engagement in learning.	We will continue to provide small group and 1:1 tuition within bubbles, pre-teaching and streamed phonics sessions. We will also use Launchpad for literacy in order to identify ways to support pupils with their understanding of phonics.	£9721
	Resources provided for all PP pupils to facilitate learning both at home and at school	Pupil Premium children are given a range of enrichment and engaging learning opportunities to develop confidence and self-esteem. Pupils are supported in their learning and make good progress from their starting points. Text books and class readers are provided for PP pupils to support their engagement with learning for the year.	We will continue to provide text books and reading books to support engagement in learning, provide opportunities for pupils to build a love of reading and allow them to feel valued through pre-teaching.	
	PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers.	Staff are confident in supporting PP pupils in achieving expected progress and CPD delivered by PP lead and additional selected resources will impact on PP progress in core subjects. PP pupils are provided with explicit strategies to plan, monitor and to evaluate their learning, and give them opportunities to use them with support and then independently.	PP Lead's will continue to undertake rigorous monitoring to ensure that all Pupil Premium children are provided with opportunities to achieve success in all areas. PP lead will be present in pupil progress meetings in order to support the formation of targets. More regular evaluation and review meetings enhance learning opportunities and ensure next steps in learning are targeted.	

Teaching and learning provides opportunities for pupils to be supported academically, socially and emotionally, throughout the school day.	EVOLVE HE:RO project provision	Key coaching opportunities have provided small steps in learning to be identified and outcomes have improved to narrow the gap between PP pupils and non PP pupils.	1:1 and small group support to aid emotional and social wellbeing as well as enhancing reading and writing skills will be implemented in line with our recovery curriculum.	£6999.96
Raise attainment in Reading, Writing and Maths	<p>PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers.</p> <p>Provide training and resources for all staff</p> <p>Developing metacognition and self-regulation</p>	<p>Due to PP Lead being on maternity leave and then lockdown meetings were help and pupil progress reviewed with the Headteacher only until lockdown.</p> <p>Training was delivered to staff in their development of the use of language including the work of Alex Quigley 'Closing the Vocabulary Gap and Isabel Beck, 'Bringing Words to Life.' Resources purchased including Mrs Wordsworth</p> <p>CPD has enhanced emotion and social outcomes for pupils which have supported further academic achievement.</p> <p>Pupils have developed some independent skills, however due to the lock down period and PP lead being on maternity leave, further training and development still needs to be implemented across the school in order to support further progress in this area.</p>	<p>This strategy will be implemented into this academic year in order to support all staff in identifying strategies and implementing targets for development.</p> <p>Further development will take place this year using Jane Considine resources to promote the use of language and vocabulary acquisition.</p> <p>Further CPD will be implemented this year for all staff in line with the recovery curriculum.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
To provide experiences for pupils that support the development of their social and emotional needs	Theatre visits, music events, outdoor/ trips are timetabled throughout the academic year.	<p>Pupils were able to gain enriching experience and complete follow up learning tasks when returning to school based on their experience. In turn they are able to develop their understanding of the world, develop their use of vocabulary and use the skills they have acquired in school to real life experiences.</p> <p>Families are routinely supported with financial implications of trips and visits by school funding allowing pupils to attend where previously families may have declined due to financial constraints. Pupil relationships with peers maintained, isolation from events greatly reduced. Holistic learning experiences more readily accessed by pupils that previously they did not experience for example, outdoor adventure.</p>	<p>In the current circumstances it will be difficult to continue with this provision until COVID restrictions have been lifted. However, once we are able to support children in the development of life experience and application of teaching and learning can continue we will ensure pupils are provided with opportunities to support their understanding.</p>	£381.90
	After School Clubs	Pupils were encouraged to develop their skills, build social relationships and improve health and wellbeing.	Pupils will continue to be offered a range of after school clubs once restrictions are lifted, however we will ensure that limited but safe provision continues to support the needs of pupils until we can offer more diversity. The health and wellbeing can be supported further through this.	£209
	FSM and Milk in school	Pupils have been encouraged to maintain a healthy diet and meals that can support their learning and development.	We will continue to support families and provide healthy meals and supplements to ensure pupils have access to a balanced diet. In turn pupils will have improved cognitive development.	£1691.04
Higher rates of progress for all Pupil Premium children	English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching	<p>Small group tuition, 1:1 sessions to refine skills and pre-teaching has supported pupils in gaining more independence in the classroom. It has allowed them the confidence to contribute to whole class teaching more freely and supported their engagement in learning.</p>	We will continue to provide small group and 1:1 tuition within bubbles, pre-teaching and streamed phonics sessions. We will also use Launchpad for literacy in order to identify ways to support pupils with their understanding of phonics.	
	1:1 or small group art and talking	Art and Talking therapy has supported pupils with their mental wellbeing and assisted them to use self-help skills to overcome barriers to	Art and talking therapy will continue this year and strategies will be used to support cohorts as part	£1775

	therapy sessions	learning. In turn this allowed for greater engagement with learning.	of the recovery curriculum. Our Wellbeing TA will also undertake Lego therapy training.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop engagement with reading, writing and maths	Simplify home learning tasks. Engage pupils and parental support at home through video to enhance and support school based learning.	Homework has been kept to a minimum of one page of learning, concentrating on basic number skills, comprehension, spelling and a discussion question for home. This has reinforced learnt skills, developed self-regulation and allowed for pupils to complete their tasks more independently at home. We were unable to implement as much as we had hoped to using the use of video to support home learning.	This year homework will be sent home via Teams and teachers will record an answer session for children to access at home. This is something we will be working on this year in more depth through the use of Teams.	£0 £0

7. Additional detail