



# PUPIL PREMIUM 2020/21

St Mary and St Peter Catholic Primary School

# Pupil premium strategy statement

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## School overview

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Metric	Data
School name	St Mary and St Peter Catholic Primary School
Pupils in school	61
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£76,665
Academic year or years covered by statement	20/21
Publish date	Oct 2020
Review date	Feb 2021 Sept 2021
Statement authorised by	Jade Block
Pupil premium lead	Jade Block
Governor lead	John Harris

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## Disadvantaged pupil progress scores for academic year 2018/19

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Measure	Score
Reading	-1.8
Writing	-5.5
Maths	-7.4

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## Strategy aims for disadvantaged pupils 2018/19

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Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	To support the wellbeing and the physical re-engagement of parents and pupils within our school community following COVID-19 National Lockdown
Priority 2	To improve writing outcomes across the school.
Barriers to learning these priorities address	<p>Despite the clear positive impact of the school's 2019/20 attendance strategy for disadvantaged pupils, this remains a significant barrier to learning following COVID-19 National Lockdown.</p> <p>Parental engagement and confidence in supporting their child in school, on an academic and personal level with particular focus on writing. This was increasingly evident during remote learning sessions during the COVID-19 National Lockdown.</p>
Projected spending	£4,333

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### Teaching priorities for current academic year

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Aim	Target	Target date
Progress in Reading	To improve pupil progress in Reading to be in line with national.	Sept 21
Progress in Writing	To improve pupil progress in Writing to be in line with national.	Sept 21
Progress in Mathematics	To improve pupil progress in Maths to be in line with national.	Sept 21
Phonics	To close the gap between PP and national others in the Y1 PSC (& Y2 PSC due to COVID-19 National Lockdown)	Sept 21
Other	Improve attendance of disadvantaged pupils to at least 95%.	Sept 21

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### Targeted academic support for current academic year

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Measure	Activity
Priority 1	<p>Deployment of the Pastoral Team to continue the COVID-19 lockdown Pastoral support strategy to ensure communication with every disadvantaged family and pupil.</p> <p>Development of Teaching Assistants through targeted CPD programme to ensure Quality First Teaching and high quality interventions across the school.</p>
Priority 2	<p>Ensure paid-for Talk for Writing training is completed by all teaching staff to deliver Quality First Teaching to improve writing outcomes across the school.</p> <p>Provide targeted support through VNET purchased package to ensure EYFS/KS1 reading opportunities and resources including reading schemes are appropriate and effectively used by all teachers.</p> <p>Development of Teaching Assistants through targeted CPD programme to ensure Quality First Teaching and high quality interventions across the school.</p>
Barriers to learning these priorities address	Encouragement of effective, wider reading in EYFS and KS1 both at home and in school & to decrease subsequent impact on writing skill development - typically an area of weakness.
Projected spending	£46,866

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### Wider strategies for current academic year

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Measure	Activity
Priority 1	Introduce and embed whole school "Gr8 as UR" PSHE curriculum programme to support positive interactions, positive mind-set & emotional wellbeing amongst pupils.

Priority 2	Continue & further develop “Thrive” Social and Emotional support programme as a targeted intervention and whole class tool.
Priority 3	To broaden Breakfast Club provision to include a cost-free offer for disadvantaged pupils
Priority 4	To continue to provide cost-free Afterschool Club opportunities to enable disadvantaged pupils to experience extra-curricular activities
Priority 5	To allow for opportunities for curriculum visits and experiences.
Barriers to learning these priorities address	Improving & ensuring readiness to learn, improving attendance and supporting emotional and social wellbeing, providing learning opportunities beyond the classroom - this is heightened following the COVID-19 National Lockdown.
Projected spending	£15,872

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### Monitoring and Implementation

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Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time and adult capacity to enable each pupil to have a daily/regular reading opportunity in EYFS & KS1.	Encourage parent/volunteer readers - this is reduced due to COVID-19 restrictions.  Use of older year groups to support hearing younger children read as part of Thrive programme.
Wider strategies	Curriculum time constraints on teachers to deliver the whole curriculum including whole class Thrive programme.	Good Practice sharing in staff CPD and meeting sessions with focus on quick wins. All staff to include Thrive on daily lesson timetable.

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**Review: last year's aims and outcomes**

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<b>Aim</b>	<b>Outcome</b>
Learning behaviours	<p>Significant decrease in negative behaviours impacting on learning due to clear classroom strategies in place.</p> <p>Introduction of House Points and Rewards System was very well received by all pupils. Culturally, focus was on positive learning behaviours and pupils being rewarded for their achievements and efforts.</p>
KS1 and KS2 achievement	No external data available due to COVID-19 National Lockdown and government cancellation of examinations.
Cultural Literacy	<p>The school had visitors come into school last academic year, such as Into Opera to work with children in year 4 and 5 on a project. There were four school trips that took place such as the Year 6 residential, Royal Albert Hall (Year 5 and 6), Year 4 History trip to Norwich Castle and a whole school trip to Gorleston Panto.</p> <p>We have developed a new curriculum since Jan 2020 and have identified that more trips are needed to support with developing Cultural Literacy and learning experiences. However, Further planned learning opportunities were cancelled due to COVID-19 National Lockdown.</p>
Closing the gap	No external data available due to COVID-19 National Lockdown and government cancellation of examinations.
Speech and Language	This was significantly reduced due to staffing capacity and impact was only activated 4 weeks prior to COVID-19 National Lockdown.
Attendance	92.3% 19/20 92.4% 18/20 for PP children
Participation of extra-curricular activities	<p>63% of PP children accessed clubs at some point throughout last academic year.</p> <p>Review of clubs on offer with pupils was scheduled but not actioned due to COVID-19 National Lockdown.</p>