

1. Summary information					
School	St Thomas Becket Catholic Primary				
Academic Year	2020-21	Total PP budget	£67,250	Date of most recent PP Review	Sept 2020
Total number of pupils	402	Number of pupils eligible for PP	43	Date for next internal review of this strategy	January 2021

2. KS2 Attainment 2019 not available as there were no Ks assessments due to Covid 19

<i>School figures for pupils eligible for PP (High standard in brackets)</i>			
% achieving expectations in reading		% achieving expectations in reading	
% achieving expectations in writing		% achieving expectations in writing	
% achieving expectations in maths		% achieving expectations in maths	

2a KS1 Attainment 2019 not available as there were no Ks assessments due to Covid 19

% achieving expectations in reading		% achieving expectations in reading	
% achieving expectations in writing		% achieving expectations in writing	
% achieving expectations in maths		% achieving expectations in maths	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some pupil premium pupils also have special educational needs.
B.	Some children have delayed speech and language skills which impacts on learning.
C.	Some children lack independence and have poor learning skills. Eg organisation, commitment, resilience.
D.	Gaps in prior learning and some PP children arrive in reception without the necessary skills to fully access the learning

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

E.	Some children's attendance and punctuality is inconsistent.
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F.	Some children have limited access to resources, such as books, libraries, life experiences.
H.	For some there is a lack of regular routines including home reading and other homework.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to emotional well-being and home support for pupils and their families.	Children are in a secure place emotionally and ready to learn in class .
B.	Needs are identified early and speech and language needs for pupils are met.	Children are making good progress with speech and language.
C.	Gaps are identified and targeted teaching/interventions are in place.	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
D.	Pupils read regularly and have access to high quality texts within reading, writing and other lessons and opportunities to be involved in speaking and listening.	Pupils achieve <i>(or exceed)</i> expected levels in reading and writing and make <i>(or exceed)</i> expected progress.
E.	Pupils are excellent mathematical problem solvers.	Pupils achieve <i>(or exceed)</i> expected levels in maths and make <i>(or exceed)</i> expected progress.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year		2020-21			
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?
For children to settle into the school quickly and effectively and to make <i>(or exceed)</i> expected progress.	Adult/pupil ratio in early years Ks1 to be maintained	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers	The school monitoring cycle will continuously evaluate provision.	Headteacher Inclusion leader	Termly

For PP pupils in Years 3-6 to make (or exceed) expected progress.	Staff to pupil ratio to be maintained to allow for additional teaching groups and interventions.	Lower adult/pupil ratio means disadvantaged pupils can access more of teacher's time with tightly focussed direct teaching. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.			
To use CPD to ensure teaching is of an excellent standard	Staff training /CPD to be closely tailored to areas for development identified by subject leaders.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. CPD should be tailored to the areas emerging from self evaluation and school development plan	All foci are part of School Development Plan and Self Evaluation.	Headteacher Deputy Head	Termly
Total budgeted cost					£28 000
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?
For pupils to have emotional needs met to ensure they are physically, mentally and emotionally ready to learn. This will be particularly important in light of COVID lockdown	Continue to employ counsellor for 2 days per week to support pupils and their families. To continue to buy in services of family support worker to support families in crisis. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. To buy in services of EWO to support attendance.	Public Health briefing for heads and school leaders 'The link between pupil health and wellbeing and attainment' Nov 2014 stated that 'pupils with better health and wellbeing are likely to achieve better academically' and effective social and emotional competencies are associated with greater health and wellbeing, and better achievement'. Research tells us that engagement with families and parents is critical to pupils' attainment.	Attendance will be monitored and EWO to be involved. Counsellor to liaise with class teachers and Inclusion leader/HT/DHT. Support worker will feed back to headteacher/ DHT	Headteacher/ DHT Inclusion leader	Termly
Improve speech and language skills across EYFS, KS1 and KS2	Staff training to carry out Oracy support (2 x ELKLAN trained) Sp & Lang therapist to work alongside LSAs to support children in class	Research shows around 10% of all children have long term, persistent SLCN. This 10% is divided into three groups: Evidence shows 7% of children and young people have SLCN as their main or primary difficulty – known as 'specific language impairment' Other children have SLCN as a result of another condition, such as autism, ADHD or hearing impairment.	Inclusion leader to liaise with speech therapist/ SALT LSAs (Elkan) and class teachers to monitor progress of pupils accessing support	Inclusion leader	Termly

		<p>Approximately 1% of these children have the most severe and complex SLCN</p> <p>This means 2 to 3 students in every classroom are struggling to communicate</p> <p>A further group of children have SLCN associated with social deprivation. These children have poor or limited language and may have the potential to catch up with their peers. In areas of social disadvantage - upwards of 50% of children start school with delayed language.</p> <p>90% of children with identified SLCN have long term difficulties</p> <p>Difficulties with understanding language are most likely to persist</p> <p>50-90% of children with persistent communication difficulties go on to have reading difficulties</p> <p>60-90% of young offenders have communication difficulties</p> <p>Children and young people with undetected SLCN may also be at greater risk of exclusion from school</p>			
For identified gaps in learning to be addressed.	<p>Varied interventions (according to need) to be provided during (and sometimes before) school.</p> <p>Small group and 1:1 phonics intervention programme (Read,Write Inc) with HLTA.</p> <p>More focussed targeting of PPG children through Big Read programme.</p> <p>Big maths interventions</p> <p>Early morning maths and interventions</p> <p>Bug club lunchtime club</p>	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress will be checked half-termly.	Inclusion leaders Standards leaders English and maths leaders	Half-Termly
Total budgeted cost					£28 000
iii. Enrichment and experiences					
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?

Increase participation in extra curricular clubs	<p>Work with parents to remove perceived stigma of receiving financial support in order for children to attend extracurricular activities (including learning a musical instrument).</p> <p>Actively target vulnerable children to raise self- esteem / levels of well- being.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>A positive association exists between academic attainment and physical activity levels of pupils (Public Health briefing 2014)</p>	Reviewing programme and attendance.	After-school club administrator PE lead	Yearly
Continue to develop home libraries for targeted groups	<p>1 book per term (book studied in class) to be purchased for each child to take home to support development of home library.</p> <p>This will be supported by class visits to local library.</p>	<p>Pupils are able to access high quality reading materials at home .</p> <p>Target specific groups and year groups this year.</p>	Review impact at end of year.	Lucy Lee	End of year
Increase ICT provision for disadvantaged pupils to access remote/home learning	<p>Purchase 30 chrome books to supplement supply of mini laptops which are loaned to pupils for home /remote learning to ensure that all children have access.</p>	All pupils can access online home learning	Review impact at end of year	Lynda Earl	End of year
Total budgeted cost					£11,250

6. Review of expenditure: Academic Year 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?
For children to settle into the school quickly and effectively and to make (or exceed) expected progress.	Adult/pupil ratio in early years Ks1 to be maintained	Reception children were well supported to settle quickly in reception . Assessment information confirms that all were making at least expected progress both socially and academically prior to lockdown.
For PP pupils in Years 3-6 to make (or exceed) expected progress.	Staff to pupil ratio to be maintained to allow for additional teaching groups and interventions.	All pupils in year 6 were on track to make at least expected progress from end of KS 1 to Ks2 with a significant number expected to exceed expected progress.
To use CPD to ensure teaching is of an excellent standard	Staff training /CPD to be closely tailored to areas for development identified by subject leaders.	Additional CPD for all staff provided by Speech therapist –zones of regulation . CPD was severely impacted by COVID 19 with cancellation of some training and staff meetings –this will need to be carried over.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?
For pupils to have emotional needs met to ensure they are physically, mentally and emotionally ready to learn. This was particularly important in light of COVID lockdown	Continue to employ counsellor for 2 days per week to support pupils and their families. To continue to buy in services of family support worker to support families in crisis. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.	Several pupils in receipt of pupil premium grant received 1 to 1 support from counsellor. School counsellor also offered support to parents. Improved outcomes for several PPg families who worked with counsellor. During covid lock down telephone support continued to be offered to parents and pupils who needed it.

	To buy in services of EWO to support attendance.	
For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided during (and sometimes before) school.	Evidence from pupil progress meetings prior to lockdown was that appropriate children were being targeted for support and intervention and good progress was being made. Interventions included: Small group and 1:1 phonics intervention programme (Read,Write Inc) with HLTA. More focussed targeting of PPG children through Big Read programme. Big maths interventions Early morning maths and interventions

<p>Improve speech and language skills across EYFS, KS1 and KS2</p>	<p>Staff training to carry out Oracy support (2 x ELKLAN trained)</p> <p>Sp & Lang therapist to work alongside LSAs to support children in class</p>	<p>Increasing number of children with speech and language needs on entry to school. Expertise available supports early identification and intervention for children requiring sp & Lang support.</p> <p>Staff are enabled to better support speech and language needs across school.</p> <p>Speech therapist provided training for staff on 'zones of regulation'.</p>
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iii. Enrichment and experiences

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?
<p>Increase participation in extra curricular clubs</p>	<p>Work with parents to remove perceived stigma of receiving financial support in order for children to attend extracurricular activities (including learning a musical instrument).</p> <p>Actively target vulnerable children to raise self- esteem / levels of well-being.</p>	<p>There was a continued significant increase in the amount of money used to subsidise PPg children's participation in extra curricular activities.</p> <p>Percentage of PPG children taking part in extra curricular activities has increased as PPG children have been targeted to take up extra curricular activities.</p> <p>Pupils benefited from working with others and being introduced to a variety of experiences.</p>

Develop home libraries	1 book per term (book studied in class) to be purchased for each child to take home to support development of home library. This will be supported by class visits to local library.	Home reading books were received enthusiastically by both adults and children and it was useful for children to have access to texts being used –particularly chapter books so that children could read on at home and this supported homework –particularly during lockdown. There will need to be further evaluation of the impact this year as lockdown made evaluation of the full impact challenging. This year specific year groups will be targeted to receive books rather than whole school.
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1. Additional detail

We largely targeted our additional pupil premium funding on extra staffing and extra intervention as well as contributions towards residential and extra curricular clubs. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in Y6 and targeted groups in the afternoons. We use experienced teachers to deliver these interventions. We have maintained our adult/pupil ratio to ensure there are sufficient numbers of adults to deliver interventions in all year groups.

