

**St Gildas’ Catholic Junior School**

**Pupil Premium Strategy 2020-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Summary information** | | | |  | |
| **School** | St Gildas’ Catholic Junior School | | |  | |
| **Academic Year** | 2019/20 | **Total PP budget** | £39,315 | **Date of most recent PP Review** | Autumn term 2020 |
| **Total number of pupils** | 173 | **Number of pupils eligible for PP** | 27  [15%] | **Date for next internal review of this strategy** | July 2021 |

**. Attainment Y6 PP pupils**

**2019-20**

**2**

**-**

**Due to the ongoing CV-19 pandemic national assessment data is not available**

*Y6 Pupils eligible for PP*

*National Average %*

*Results %*

**% of PP pupils at expected standard or above in reading, writing & maths**

**% of PP pupils at expected standard or above in**

**reading**

**% of PP pupils at expected standard or above in writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **% of PP pupils at expected standard or above in maths** | |  | |  |
|  |
| **3. Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** | | | | |
| **A.** | Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL or have safeguarding needs | | | |
| **B.** | Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels. | | | |
| **C.** | Occasionally the work set for the most able pupils is not challenging enough to enable them to reach the highest standards | | | |
| **D** | Potential risk for school closure and need for remote learning – unequal access to devices/reliable Wi-Fi or parents having to continue working means some children will not be able to access the online learning | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E** | In some cases parents feel they are unable to support with the more challenging curriculum | | | |
| **F.** | Reduced access to additional services, cuts have impacted on the support available to pupils, school often having to think creatively and meet needs in different ways than previously | | | |
| **4. Desired outcomes** – linked to School Improvement Plan*(Desired outcomes and how they will be measured)* | | | **Success criteria** | |
| **A.** | To identify and accelerate the learning for all children through high quality teaching with particular focus on assessing and closing the gaps for PP pupils | | Attainment at least in line with national figures  CPD on High Quality Teaching and what it looks likes and includes  Robust assessment at the start of Autumn term to accurately identify gaps in children’s learning and to plan for a successful programme of intervention to close the gaps – all teachers to be clear on who is eligible for PP funding and clearly target  Monitor closely those pupils who experience multi-disadvantage and ensure needs are met through a range of differentiation and intervention  Regular monitoring of planning, books and lessons will ensure that assessment data is being employed to identify and plan for PP children  Performance management for all teachers to accelerate progress for children | |

|  |  |  |
| --- | --- | --- |
| **B.** | Improved achievement of those receiving support for social/emotional difficulties with Pupil Premium funding used to best effect | Attainment at least in line with national figures      ELSA Intervention specifically targeting PP children with social/emotional needs to be used to diminish the difference. |
| **C.** | All teaching across school consistently good and frequently outstanding with appropriate challenge for all pupils | Challenge observed in lesson  observations and ‘drop-ins’    Challenge evident in books and planning  Clear feedback for PP children to ensure that they are addressing misconceptions and levelling up their work |
| **D.** | For a robust and reliable remote learning plan to be put into place with particular focus on how the PP children will be assured of access to high quality teaching in the event of school closure | Teachers will be confident to teach remotely  Barriers to access will have been identified and resolved so that in the event of school closure learning will not cease  PP children will continue to make progress by accessing and turning in work on Google Classroom and will be receiving regular feedback |
| **E.** | Additional needs met through a programme of targeted intervention and support with particular attention paid to PP children who are not at ARE | Additional needs identified, addressed and appropriate support provided. PP to continue to be first item at all pupil progress meetings  Robust continued assessment highlights need for intervention that is linked to classroom teaching to ensure accelerated progress is made |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5. Planned expenditure** | | | | | | |
| **Academic year** | | **2020-21** | | | | |
| 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?** |
| A | Whole school CPD on high quality teaching and learning and how to effectively close gaps  Development of strong and effective middle leadership to drive standards and best practice | | **EEF Guide to the Pupil Premium** states that “*ensuring an effective teacher is in front of every class and that every teacher is supported to keep on improving is the key ingredient of a successful school”* | * Performance management for all * Curriculum leads to carry out CPD on high quality teaching within their subjects * Specialist INSET/CPD in school * Ongoing roll out of HEP curriculum for History and Geography * Regular book looks and planning scrutinies by DHT/AHT to ensure effective planning for PP children * Pupil Progress meeting discussions | DHT/AHT  Curriculum leads | As part of performance  management systems and  structures    Approx. cost £4000 |
| A + B + C + D | Ensure quality of teaching remains high and that planning takes into account the needs of disadvantaged pupils in order to close any gaps or extend learning.  Teachers to continue to support PP children through intervention and boosters  Catch up teacher employed to ensure accelerated progress for all and especially PP pupils  Development of remote learning planning and opportunities that ensures continuation of teaching for all – ongoing training for teacher to ensure online learning is high quality  Identification of barriers to accessing remote learning | | Ofsted (2013), The Pupil Premium, states that successful schools *‘allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising standards* | * Lesson observations (when possible) * Book & Planning scrutinies * Pupil Progress Reviews * Teacher performance management * Analysis of assessment data | AHT Inclusion,  DH(A)  Class teachers | Termly (PPR) and annually (performance management  systems and structures)    Approx. cost £4000 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A-E | Development of effective middle leaders who have a solid understanding of their subject and how to ensure HQT within it in order to ensure excellent outcomes for all pupils | It is widely accepted that the effective distribution of leadership in schools leads to improvement in pupil achievement. | * SIP to work directly with curriculum leads on action plans and management of subjects * Middle leader action plans | SLT | Ongoing    Approx. cost £3000 |
|  | |  | **Total budgeted cost** | | £11,000 |
| **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?** |
| A + B | DHT and AHT to take lead roles on work on diminishing the differences, ensuring data analysis drives targeted work across the school with children (e.g. interventions) and parents (e.g. family learning opportunities) | This increasingly important area of work, which is currently being undertaken at various levels across the school, needs a strong lead to take it forward. Ofsted (2013) The Pupil Premium states that the best schools:  *‘used* *achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if* *something had worked.’* | * Termly Pupil Progress Reviews * Book and planning scrutinies | AHT | As part of performance management  systems and structures    Approx. cost £500 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A + B + C +D+ E | One teaching assistant assigned to each class to deliver high quality teacher led interventions that quickly address misconceptions as they arise and work over longer periods of time to ensure learning lost due to lockdown are closed | The EEF Guide to Supporting School Planning : A Tiered Approach 2020-21 states that  “ …*the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and should see positive gains for pupils*”  **Learning in interventions should be consistent with and extend work inside the classroom and pupils should understand the links between the two** | * Planning scrutiny * Assessment data/Pupil progress meetings | DHT/AHT | On-going      Approx. cost £20,000 |
| B | Extension of the ELSA programme of support to take into account the emotional impact of CV-19 on PP children | The ELSA support is a high quality evidence based intervention that is supported by the Educational Psychology service and reviewed termly through a programme of supervision and peer support | * Ongoing training and supervision for ELSAs with EP service * Feedback from CT and children | AHT | Attendance data, information from CAMHS, intervention data, class teacher data and information      Approx. cost £6000 |
| A + C | Beanstalk Readers | One to One reading support for PP children delivered by high quality staff Consistently good progress made by the children. | Twice weekly sessions delivered in school - to be virtually at present | AHT | Progress in reading will be marked.    Cost : £1000 |
| **Total budgeted cost** | | | | | **£ £27, 500** |
|  | | | | | £38,500 |