

Pupil premium strategy statement: St Mary Queen of Martyrs 2020/2021

1. Summary information					
School	St Mary Queen of Martyrs Voluntary Catholic Academy				
Academic Year	2020/2021	Total PP budget	£95,495	Date of most recent PP Review	N/A
Total number of pupils	305	Number of pupils eligible for PP	71	Date for next internal review of this strategy	March 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS in reading, writing and maths	82%	No National Average this year due to Covid Impact
% achieving EXS in reading	88%	
% achieving EXS in writing	82%	
% achieving EXS in maths	82%	

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.	Lower than average Speaking and Making Relationships skills which restricts access to the rest of curriculum, when entering the Foundation Stage.
B.	Lower than average levels of confidence which can affect attitudes to learning, social skills, behaviour and attendance.
C.	Lower than average phonics skills when starting EYFS/KS1.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance with Pupil Premium children is lower than their peers. This includes persistent absentees and has been exacerbated due to COVID.
E.	Personal circumstances which lead to social and emotional issues, which in turn affects learning and behaviour attitudes.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased progress and attainments in Speaking and Making Relationships in EYFS. Measured through Statutory Reported data as well as internal data tracking systems. Observations shared with SLT and children making slower progress, case studies to be presented to SLT.	Provision caters well to allow opportunities for children to develop their speech. Read Write Inc is fully embedded and all children make rapid progress.

		<p>Opportunities for children to make relationships and maintain relationships are well developed.</p> <p>CPD for staff in these areas.</p> <p>Gaps in these areas have been quickly identified by the Phase Leader and robust plans have been adopted and shared.</p> <p>End of Year data for EYFS shows outcomes are increasing.</p> <p>Read Write Inc assessments show rapid progress and the overwhelming majority of EYFS children transition to Y1 as Purple.</p>
B.	<p>Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Pastoral and Inclusion team monitor incidents and deal with them effectively. Children are taught how to deal effectively with incidents and pupil voice demonstrates impact.</p> <p>Higher rates of progress for PP pupils with multiple barriers to learning (e.g social and emotional, well-being, behaviour, SEN)</p> <p>Disadvantaged pupils display good attitudes to learning and have a (family) community that is increasingly supportive of academic excellence and outstanding behaviour.</p>	<p>Rapid progress in core areas for pupils as they are benefiting from tailored provision. Pupils demonstrate improved attitudes to learning and show a readiness to learn.</p> <p>Pastoral and Inclusion is well established and effective.</p> <p>PP pupils with multiple barriers to learning will make good or better than expected progress in order to close the attainment gap (with their non-PP peers).</p> <p>Families work in partnership with the school to support and challenge children in their social and academic learning. Increase in engaging parents and agencies. Decrease in incidents involving inappropriate behaviour/poor attitudes to learning.</p>
C.	<p>Read Write Inc is fully embedded across EYFS and Key Stage 1. Half-termly assessments indicate the progress being made and staff utilise these assessments to close any gaps that children may have.</p> <p>PSC in Year 1 showcases a result greater than the national average and pupils leave EYFS on track (Purple)</p>	<p>Phonic gaps are closing rapidly.</p> <p>PSC pass rate higher than National.</p> <p>Staff are confident in teaching all phonics groups.</p> <p>Successful targeted intervention for children who are making slower than expected progress.</p>
D.	<p>Increased attendance rates for PP pupils, diminishing the gap to other pupils. Measured through regular tracking, individual pupil cases and SLT meetings. Reduction in the numbers of PA PP children.</p> <p>Continue to support our children and families to improve attendance rates and punctuality.</p>	<p>Attendance rates continue to improve. All staff are aware of the children in their class who are eligible for PP and have attendance issues. They can effectively signpost families for support – attendance is monitored in line with Trust policy by the DSL. Ensure that pupils eligible for PP have an attendance rate of 96%, which is in line with their ‘non-PP’ peers.</p>

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?
<p>A Increased progress and attainments in Speaking and Making Relationships in EYFS. Measured through Statutory Reported data as well as internal data tracking systems. Observations shared with SLT and children making slower progress, case studies to be presented to SLT.</p>	<p>To continue to develop staff knowledge. Use creative approaches to inspire and motivate children. Trust support via the Trust EYFS Lead.</p> <p>Apply EYFS principles in KS1 to allow children to catch up.</p>	<p>Data shows areas to develop. Additional staff in EYFS to work with identified children.</p> <p>4 classes in KS1 with additional adults to provide intervention support</p>	<p>Specific CPD from within the Trust.</p> <p>Effective tracking and monitoring.</p> <p>Pupil Progress meetings - termly</p>	EYFS Lead.	<p>Regularly at SLT. Ongoing regular review.</p> <p>(£1,000)</p> <p>(£25,000) + resources</p>
<p>C Read Write Inc is fully embedded across EYFS and Key Stage 1. Half-termly assessments indicate the progress being made and staff utilise these assessments to close any gaps that children may have. PSC in Year 1 showcases a result greater than the national average and pupils leave EYFS on track (Purple)</p>	<p>To release RWi Lead throughout the sessions to be able to coach and mentor staff who deliver RWi sessions. To utilise CPD sessions. Use of regular RWi assessments</p>	<p>PSC results over a three year trend are not consistent. Monitoring of RWi indicated that the scheme is not fully embedded.</p>	<p>Release RWi Lead to coach and mentor staff. Regular CPD for staff. Half termly assessments to be completed.</p>	J Herman	<p>Half-termly assessments Informally through daily sessions.</p> <p>(£2,000)</p>

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?
<p>B. Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Pastoral and Inclusion team monitor incidents and deal with them effectively. Children are taught how to deal effectively with incidents and pupil voice demonstrates impact. Higher rates of progress for PP pupils with multiple barriers to learning (e.g social and emotional, well-being, behaviour, SEN) Disadvantaged pupils display good attitudes to learning and have a (family) community that is increasingly supportive of academic excellence and outstanding behaviour.</p>	<p>Pastoral and Inclusion team developed. Regular meetings for this team to analyse CPOMS reports. Develop ELSA roles within school to provide 1:1 and group sessions to be proactive with children.</p> <p>DSL and ELSA to support families who may have concerns about their child/children's emotional wellbeing. Support via external agencies if required – Headstart, Early Help, etc.</p> <p>Fund extra-curricular activities for children such as music tuition.</p>	<p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work. Pre-work with pupils with emotional intervention can impact positively on wellbeing and academic achievement.</p>	<p>Pastoral team to monitor impact through pupil voice and case studies.</p> <p>Establishing a pastoral and inclusion team who will meet monthly to regularly review needs of vulnerable children, develop a more proactive approach to supporting families and vulnerable children.</p>	D Luscombe	<p>Regular informal observations of pupils. Formal case studies and review of reporting system (CPOMS).</p>
		<p>Broadens children's life experiences that they may not normally have access to.</p>			<p>(£17,000)</p>
		<p>Additional teaching support in UKS2 through the use of the AHoS timetable – intervention, boosting, Early intervention to support small groups and individual children in speech and language. Delivered by TA. Personalised intervention programmes (small groups) finely tuned to meet individual needs. Where possible teachers to lead or experienced TAs Experienced TA to support teaching and learning of small groups and one to one. Use early Autumn assessment to inform groups/gaps in light of lockdown Small group intervention in the afternoon to</p>			<p>(£2,000)</p>

		support small groups and 1 to 1 tutoring in Reading, Writing and Maths. Looking at expected and GD After school booster classes to start January 2021 with teachers, also 1 to 1 support for individual children in Maths, Reading and Writing every morning with teachers. *Daily, intensive readers led by experienced TA.			(£30,000 staffing costs)
D. Increased attendance rates for PP pupils, diminishing the gap to other pupils. Measured through regular tracking, individual pupil cases and SLT meetings. Reduction in the numbers of PA PP children. Continue to support our children and families to improve attendance rates and punctuality.	DSL (attendance lead) to monitor pupils attendance and follow up quickly on absences. Implementation of policy and specific monitoring and action for vulnerable families. Fund breakfast club places for vulnerable children.	In order to improve attainment and progress, attendance must be improved. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance.	Implement Trust policy and informal parents and staff of children's attendance. Weekly review of attendance to track and monitor groups. Weekly SLT agenda item.	L Kelsey	Regular attendance review by DSL. (£4,500) (£14,000)
Total budgeted cost					£67,500
6. Review of expenditure					
Previous Academic Year 2019/2020					
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

<p>A Increased progress and attainments in Speaking and Making Relationships in EYFS. Measured through Statutory Reported data as well as internal data tracking systems. Observations shared with SLT and children making slower progress, case studies to be presented to SLT.</p>	<p>To continue to develop staff knowledge. Use creative approaches to inspire and motivate children. Trust support via the Trust EYFS Lead.</p>	<p>Data shows areas to develop. Additional staff in EYFS to work with identified children.</p>	<p>Low levels of starting points for many children initially slowed the rates of progress that could have been made. Opportunities that were planned to occur across Spring and Summer term did not occur due to the Covid pandemic. Therefore approach adopted will continue in 2020/2021.</p>	<p>EYFS Lead.</p>
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<p>C Read Write Inc is fully embedded across EYFS and Key Stage 1. Half-termly assessments indicate the progress being made and staff utilise these assessments to close any gaps that children may have. PSC in Year 1 showcases a result greater than the national average and pupils leave EYFS on track (Purple)</p>	<p>To release RWi Lead throughout the sessions to be able to coach and mentor staff who deliver RWi sessions. To utilise CPD sessions. Use of regular RWi assessments</p>	<p>PSC results over a three year trend are not consistent. RWi to be used as the programme for the school.</p>	<p>New Leadership of the school to ensure that the RWi Lead is released for the RWi hour to be able to monitor the provision and provide coaching and mentoring to staff who may need it (due to being new to the programme, having a different group etc). Greater rigor in the monitoring and assessments for the programme which will be shared with SLT on a regular basis. RWi progress meetings to be introduced.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>B. Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Pastoral and Inclusion team monitor incidents and deal with them effectively. Children are taught how to deal effectively with incidents and pupil voice demonstrates impact. Higher rates of progress for PP pupils with multiple barriers to learning (e.g social and emotional, well-being, behaviour, SEN) Disadvantaged pupils display good attitudes to learning and have a (family) community that is increasingly supportive of academic excellence and outstanding behaviour.</p>	<p>Regular meetings for this team to analyse CPOMS reports. Develop ELSA roles within school to provide 1:1 and group sessions to be proactive with children.</p> <p>DSL and ELSA to support families who may have concerns about their child/children's emotional wellbeing. Support via external agencies if required – Headstart, Early Help, etc.</p>	<p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work. Pre-work with pupils with emotional intervention can impact positively on wellbeing and academic achievement.</p>	<p>Increasing numbers of pastoral incidents have been recorded on CPOMS and more families relied upon the school for support during the National Lockdown (March 2020-July 2020). The school provided the support in the delivery of food parcels, weekly check ins, FSM voucher support as well other support. The ELSA needs have increased the school and during the summer term, one of the schools ELSA left. This leads a deficit that the school is trying to manage. So during the Autumn term and under the new leadership of the school, a Pastoral and Inclusion Team will be established. This will co-ordinate all the work that is already in place but create a more proactive approach to managing the ever increasingly complex needs to the pupils.</p>	
<p>D. Increased attendance rates for PP pupils, diminishing the gap to other pupils. Measured through regular tracking, individual pupil cases and SLT meetings. Reduction in the numbers of PA PP children. Continue to support our children and families to improve attendance rates and punctuality.</p>	<p>DSL (attendance lead) to monitor pupils attendance and follow up quickly on absences. Implementation of policy and specific monitoring and action for vulnerable families.</p>	<p>In order to improve attainment and progress, attendance must be improved. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance.</p>	<p>Attendance procedures for the Trust are followed. The impact of strategies within the school could not be fully embedded due to the pandemic. Starting in the Autumn term, the Trust procedures are still being followed and the SLT discuss attendance concerns on a weekly basis. Breakfast club is free for PP children and this will be continued in 2020-2021. PA children will continue to be supported by the DSL for the school.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Due to the Covid pandemic, schools were only open to key Worker and Vulnerable children from March 2020 until June 1st 2020. From June 1st 2020, schools opened for EYFS, Y1 and Y2 only. This resulted in the school not being able to fully implement the Pupil Premium Strategy for 2019-2020. Therefore, the plan for 2019-2020 will become a rolling plan and also be applicable for 2020-2021