

Pupil premium strategy statement - St Cecilia's Catholic Infant & Nursery School 2020-21



1. Summary information

School	St Cecilia's Catholic Infant and Nursery School				
Academic Year	2020-21	Total PP budget	£72,630	Date of most recent PP Review	July 2020
Total number of pupils	172	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2021

Pupil premium pupils for 2020-21 will include pupils recorded in the April 2020 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address any inequalities identified between them and their non pupil premium peers. It is for schools to decide how the additional funding is spent and part of the accountability for this is to publish spending and impact on the school's website. At St. Cecilia's Catholic Infant & Nursery School we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children and their progress enables us to provide opportunities that best match the needs of the child.

Key Stage One Data

	School 2018	Pupil Premium 2018	School 2019	PP School 2019
Reading	68%	67% -1	77%	80% +3
Writing	63%	53% -10	75%	70% -5
Maths	80%	73% -7	75%	70% -5

Phonics Data

	School 2018	Pupil Premium 2018 (8)	School 2019	School PP 2019 (10)
Year 1	75%	75%	69%	50%

EYFS (End of Reception Data)

	School 2018	Pupil Premium 2018	School 2019	PP 2019
Good Level Of Development (GLD)	67%	43%	67%	33%

2. Barriers to future attainment (for pupils eligible for PP)

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

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| A. | Improve speaking and Listening outcomes for PP children in EY's |
| B. | PP children will need support in Reading to recover time and support missed due to Covid |
| C. | PP children will need support in Writing to recover time and support missed due to Covid |
| D. | Social and emotional needs of some PP children will affect their ability to access the curriculum and make progress. For some children this has a detrimental effect on their academic progress especially post-Covid |

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

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| E. | Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress and their ability to recover post-Covid |
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3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of children including PP achieving ARE+ in Speaking and Listening at the end of Reception using the Wellcomm intervention	Most PP children will show progress in terms of Sp/List attainment
B.	Improve rates of attainment in KS1 in Reading for PP children	Improved out comes from PP starting points in reading
C.	Improve rates of attainment at ARE+ across KS1 for PP children for writing	Improved out comes from PP starting points. Develop life-long enjoyment and confidence around reading.
D.	PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well.
E.	Increased attendance rates for PP children.	Reduce the number of persistent absentees among PP children from BASELINE 20% (4/20 school age ch Spr Data to 11/3/20)

4. 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					
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. Improve % of PP children at ARE in Speaking and Listening in Reception	'Quality First Teaching' Small focus/intervention groups <ul style="list-style-type: none"> • Talk Boost (Miss Parkes)and • Wellcomm (Mr Fitzsimmons) • Focus on vocabulary 	This approach enables targeted support to ensure progress and appropriate challenge for all pupils. Improve outcomes Effect of school closure due to Covid	EY'S lead to over- see and review Progress meetings Following an accredited intervention with baseline and final assessment info	EYFS Lead/class teacher Miss P Mr F	Formative assessment Termly tracking and after programme data

<p>B. Support attainment in KS1 for PP children in the Reading</p>	<p>‘Quality First Teaching’ In class support (Mr F) Targeted support/small focus groups Use of ICT support to “hook” children to activities</p>	<p>This approach enables targeted support to ensure progress and appropriate challenge for all pupils. Improve outcomes Recover effects of school closure due to Covid</p>	<p>Timetable established Assessments Progress meetings Pre and post data for interventions</p>	<p>Class teachers Literacy Lead Curriculum Lead</p>	<p>On-going Half termly Formative assessments After intervention completes</p>
<p>C. Support attainment in KS1 for PP children in the Writing</p>	<p>Quality First Teaching’ Targeted support/small focus groups for <ul style="list-style-type: none"> • phonics as above • Talk Boost Programme • A2Z Write intervention • Voice 21 Oracy Project Use of ICT support to “hook” children to activities</p>	<p>This approach enables targeted support to ensure progress and appropriate challenge for all pupils. Improve outcomes Recover effects of school closure due to Covid</p>	<p>Timetable established Assessments Progress meetings Pre and post data for interventions</p>	<p>Class teachers Literacy Lead Curriculum Lead</p>	<p>On-going Half termly Formative assessments After intervention completes</p>

D.Social and emotional needs are identified and children are given support to develop strategies to improve resilience in PP children	Focused provision, interventions and curriculum provision -Learning Mentor -Seedlings Therapist -financial support for vulnerable families for breakfast, after-school and holiday club. -Play Therapy -Lego therapy -Sign Language	Children will access high quality opportunities with some specialist staff, to improve and develop their confidence, self-esteem and ability to manage feelings Communication skills will improve and well-being will be impacted through enriching experiences. Identified children will have access to whole class/ group or individual time with therapist.	Monitoring by Class Teacher, P.P Lead/Assessment Lead Pupil voice Evaluation of pupil's wellbeing and attitudes to learning	PP Lead Class Teachers Teaching Assistants Therapist	Half-Termly or After programme delivery
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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. Improve % of PP children at ARE in speaking and listening in Reception	Early talk boost intervention Focus on vocabulary Early phonic intervention Elklan training (Speech / Lang & Communication prog) Use of Wellcomm Prog to boost Sp and List skills after specific intervention	To improve speaking and listening, vocabulary and conversation skills through a structured intervention programme	Monitoring of practice and data analysis by EY's lead and assessment lead Staff review meetings held regularly to evaluate groups and individuals.	EY's Lead Lit Lead EY's staff	On-going evaluation At the end of the programme

<p>B. Support attainment in KS1 for PP children in the Reading</p>	<p>Focus groups</p> <ul style="list-style-type: none"> • Guided Reading (additional teacher /TA support) Mrs R/Mrs D • Phonics (extra teacher support) Mrs T • Frequent Readers • Talk boost • Oracy project • EAL support • Elklan training (Speech / Lang & Communication prog) • Use of additional ICT (iPads, Laptops) to “hook” children’s interest and to support in making learning more individual 	<p>Feed-back from class teachers demonstrates a personalised approach works very well for targeted children.</p> <p>Recover effects of school closure due to Covid on PP children</p>	<p>Evaluation of progress half termly</p> <p>Tracking of progress and attainment</p> <p>Feedback between support givers and class teachers.</p>	<p>Lit lead</p> <p>Class teachers</p>	<p>At the end of the programme.</p> <p>Half termly</p>
<p>C. Support attainment in KS1 for PP children in the Writing</p>	<ul style="list-style-type: none"> • A2Z write • Guided write with extra adult support • Talk Boost prog • Voice 21 Oracy • Phonic focus groups • Use of additional ICT (iPads, Laptops) to “hook” children’s interest and to support in making learning more individual 	<p>Feed-back from class teachers demonstrates a personalised approach works very well for targeted children.</p> <p>Raised profile around writing for a purpose after reading/discussion with quality books</p> <p>Children need to speak a sentence before writing it</p> <p>Recover effects of school closure due to Covid on PP children</p>	<p>Evaluation of progress half termly</p> <p>Tracking of progress and attainment</p> <p>Feedback between support givers and class teachers.</p>	<p>Lit lead</p> <p>Class teachers</p>	<p>At the end of the programme.</p> <p>Half termly</p>

<p>D.Social and emotional needs are identified and children are given support to develop strategies to improve resilience.</p>	<p>Focused provision, interventions and curriculum provision Learning Mentor -Seedlings Therapist -financial support for vulnerable families for breakfast, after-school and holiday club. -Play Therapy -Lego therapy -Sign Language</p>	<p>Children will access high quality opportunities with some specialist staff, to improve and develop their confidence and self-esteem. Communication skills will improve and well-being will be impacted through enriching experiences.</p>	<p>Pupil voice. Tracking outcomes of focused provision.</p>	<p>PP Lead and class teachers</p>	<p>Half-termly/ After programme delivered</p>
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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?
<p>E.Increased attendance rates for PP children.</p>	<p>Learning Mentor to work with children and families to remove barriers to learning. Home visits</p>	<p>Learning Mentor to be involved in addressing issues around attendance and punctuality eg sleep and routine, tracking data, meetings with parents.</p>	<p>Learning Mentor to be involved in family meetings and lead on EHAT's where appropriate.</p>	<p>Head teacher / PP Lead /Learning Mentor</p>	<p>Weekly Half termly Full review Summer 2021</p>