



St. Margaret Mary's Catholic Junior School



Pupil Premium Strategy 2020-2021

1. Summary information					
School	St. Margaret Mary's Catholic Junior School				
Academic Year	2020-2021	Total PP budget	£185,000	Date of most recent PP Review	July 2020
Total number of pupils	470	Number of pupils eligible for PP	136	Date for next internal review of this strategy	July 2021

2. Current attainment -Year 6, only internal data available due to COVID			
	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>	
% achieving in reading, writing and maths	<p>Spring 2020 Data (Class of 2020) 81% (Reading) 66% (Writing) 75% (GPS) 72% (Maths)</p> <p>Autumn 2020 Baseline Data (Class of 2021) 38% (Reading) 31% (Writing) 28% (GPS) 24% (Maths)</p>	<p>Spring 2020 Data (Class of 2020) 89.9% (Reading) 81.5% (Writing) 87.4% (GPS) 84.9% (Maths)</p> <p>Autumn 2020 Baseline Data (Class of 2021) 53% (Reading) 55% (Writing) 50% (GPS) 49% (Maths) 30% (COMBINED)</p>	
<u>Last set of external progress data (due to COVID)</u> % making progress in reading (based 2019 end of KS2 data)	3.09 TBC when progress results are released	2.02 (2019)	

% making progress in writing (based 2019 end of KS2 data)	1.25 TBC when progress results are released	1.1 (2019)	
% making progress in maths (based 2019 end of KS2 data)	0.62 TBC when progress results are released	1.51 (2019)	

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.	Due to school closure in March there is a larger gap between the achievement levels of PP and non PP children in Reading, Writing & Maths.
B.	Progress in reading of Pupil Premium children is less than that of none PP children
C.	Behaviour for learning attitudes of PP pupils e.g. low levels of resilience or low aspirations for success, low self esteem

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

D.	Poor home learning environments (in some cases) are impacting upon some children's engagement in school.
E.	Attendance rates for PP children are lower than non PP children.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Effective, quality teaching for all groups of pupils. Pupils will attain in line with their non-PP peers.	PP pupils will make accelerated progress in order that the attainment gap between PP and non PP pupils is reduced. Increase the progress measure of PP children (particularly in maths).
B.	Progress in reading of Pupil Premium children increases	A higher % of PP children will achieve ARE in reading.
C.	Pupils' confidence, resilience and self-belief are secure enough that the children are effective learners.	Evidence from monitoring (lesson observations, pupil voice and work scrutiny) demonstrates that PP children are active learners.
D.	Strengthening of Home / School partnership for the benefit of children's engagement in school.	Parental engagement to increase. (virtual workshops)
E.	Reduce/support persistent absenteeism for PP pupils. PP pupils' absence rates to be in-line with non PP pupils.	Reduce persistent absenteeism for PP pupils to be in line with non PP PP pupils' absence rates to be in-line with non PP pupils.

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	Cost?
<p>Barrier A Effective, quality teaching for all groups of pupils. Pupils will attain in line with their non-PP peers.</p>	<p>Quality First Teaching in all classrooms will ensure that children are able to achieve and make good progress.</p> <p>Autumn term Baseline Assessments will be carried out to analyse the gaps post COVID closure.</p> <p>Consultant to work with small groups of PP children to boost in Maths and Writing who have been identified through Baseline assessments.</p> <p>Fully reviewed curriculum to be monitored through Subject lead meetings with members of SLT for impact.</p> <p>Further intervention on a day to day basis depending on lesson misconceptions will be planned for appropriately and will aim to reduce any gap between the attainment of PP and non PP pupils.</p> <p>Provision mapping will be used to ensure Pupil Premium children are monitored effectively.</p> <p>Challenge Partners CPD Peer Review Programme (Head, Deputy & Assistant Head) . The programme enables schools to enhance the life chances of all children and enable collaboration between schools and trusts to combine otheir wisdom</p>	<p>Analysis of Autumn term data demonstrates there is currently an increased gap between PP and non PP children due to 2019 2010 school closure. (this is also the case nationally)</p>	<p>Ongoing staff training</p> <p>Lesson observations, work scrutiny and pupil voice.</p> <p>Subject lead meetings with SLT.</p> <p>Regular opportunities for staff feedback for pupils.</p> <p>Termly monitoring</p> <p>Tracking progress and attainment of groups/data analysis.</p> <p>Targeted support from TAs.</p> <p>Targeted support from consultant.</p> <p>Governor monitoring through subject leader feedback.</p> <p>Implementation of VCE system. Year heads to demonstrate initial recorded/submitted lessons to be guided read.</p> <p>Peer Review of SMMJ to take place in Summer Term 1. RW, RC & JA to take part in peer reviews during academic year 2020 21</p>	<p>Class Teachers, SLT, Governors, Subject leads</p>	<p>TA support- £73,281</p> <p>Mark Thomas- £8,000</p> <p>SLT time-£24,549</p> <p>Curriculum Resources & Assessment materials-£5,800</p> <p>Power Maths- £1,209</p> <p>£</p>

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	Cost?																																																																								
<p>Barrier B Pupil Premium children will make good or better progress in reading.</p>	<p>Monitoring cycle for Autumn Term 2 to be Guided Reading. Lesson observations to be submitted using VCE to assess the quality of teaching and learning.</p> <p>Work Scrutiny of Guided Reading books in the same term</p> <p>Accelerated Reader/ Bug Club to continue supporting children's reading and comprehension can be accessed in school and at home.</p> <p>Read to Write resource to develop reading and writing attainment and progress across the school.</p> <p>TA targeted support in upper school particularly addresses misconceptions post lesson and pre teach prior to some lessons.</p> <p>Specialist Support from Central primary</p> <p>Reading areas in every classroom promote reading for pleasure. Timetabled slot for class teacher to read to the children at the end of the day.</p>	<table border="1" data-bbox="730 331 1196 1038"> <tr><td>Yr 3</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>PP</td><td>19/36 53%</td><td>18/36 50%</td><td>23/36% 64%</td></tr> <tr><td>Gap</td><td>27%</td><td>22%</td><td>12%</td></tr> <tr><td>Yr 4</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>PP</td><td>19/36 53%</td><td>19/36 53%</td><td>21/36 58%</td></tr> <tr><td>Gap</td><td>24%</td><td>21%</td><td>25%</td></tr> <tr><td>Yr 5</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>PP</td><td>19/36 53%</td><td>18/36 50%</td><td>23/36% 64%</td></tr> <tr><td>Gap</td><td>27%</td><td>22%</td><td>12%</td></tr> <tr><td>Yr 6</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>PP</td><td>28/34 82%</td><td>23/34 68%</td><td>25/34 74%</td></tr> <tr><td>Gap</td><td>11%</td><td>19%</td><td>15%</td></tr> </table> <p>Spring term data showed the largest gaps in Baseline for PPReading attainment.</p> <p>Autumn 2020 Baseline PP Data</p> <table border="1" data-bbox="730 1209 875 1469"> <tr><td>Y</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>r</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td></td><td>29%</td><td>21%</td><td>25%</td></tr> <tr><td>Y</td><td>R</td><td>W</td><td>M</td></tr> <tr><td>r</td><td></td><td></td><td></td></tr> </table>	Yr 3	R	W	M	PP	19/36 53%	18/36 50%	23/36% 64%	Gap	27%	22%	12%	Yr 4	R	W	M	PP	19/36 53%	19/36 53%	21/36 58%	Gap	24%	21%	25%	Yr 5	R	W	M	PP	19/36 53%	18/36 50%	23/36% 64%	Gap	27%	22%	12%	Yr 6	R	W	M	PP	28/34 82%	23/34 68%	25/34 74%	Gap	11%	19%	15%	Y	R	W	M	r				3					29%	21%	25%	Y	R	W	M	r				<p>Termly monitoring</p> <p>Half termly tracking and monitoring will ensure that children are grouped, resourced and planned for appropriately. Progress will be monitored half termly and children will be assessed and regrouped where necessary.</p> <p>Pastoral, PP team meetings to identify specific areas of support required.</p> <p>Case studies for specific PP children will be used to evaluate the impact of pupil engagement.</p>	<p>SLT, Year Heads, Class Teachers, Subject Co-ordinator s, SENCO, PP Co-ordinator.</p>	<p>Pupil Premium/ Pupil Progress Meetings meeting- (see SLT costings)</p> <p>SENCO - £2,964 TA support - see above for costings</p> <p>VCE (SWIVEL) £ 742</p>
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			38%	31%	24%			

<p>Barrier C Pupils' confidence, resilience and self-belief are secure enough that the children are effective learners. (post COVID impact) £ too</p>	<p>Named Teaching Assistants & Learning Mentor to support identified PP children pastorally (a range of foci e.g. emotional resilience, confidence, self-esteem etc.).</p> <p>Financial support for educational visits, breakfast club and after school club</p> <p>Create a Nurture room within school which can be utilised by identified children who struggle emotionally to access.</p> <p>Yr 6 Break out room/ dinner time room</p> <p>P4C to be introduced in the Summer term.</p> <p>½ day self esteem , resilience programme with KABs Team. Rota of PP</p>	<p>From analysis of behaviours and teacher reports it is evident that there a large number of PP children who need supporting emotionally. Pupils need to be emotionally ready to access learning at their level. Pupils need to feel confident in order to contribute to class and group discussions effectively.</p> <p>Some of our families will struggle financially to pay for educational visits for their child/children. In addition there are times families may need to access before and after school provision. Such visits provide perfect opportunities to build self-belief and resilience.</p> <p>From analysis of negative behaviour entries (CPOMs) there is a number of PP Yr 6 boys who would benefit from a more structure dinner time to model and develop positive social interaction.</p> <p>CPOMs entries show that children will benefit from developing critical, creative, collaborative and caring. P4C will enable us to support social and emotional health and well-being.</p> <p>As above</p>	<p>Termly monitoring Learning Mentor, TAs and SLT will monitor and discuss individual PP children during Pastoral Team Meetings. Each yr group to meet monthly to discuss case load.</p> <p>Lesson observations / pupil voice / parental feedback will demonstrate that pupils are effectively supported in relation to their emotional wellbeing. They are ready and able to learn.</p> <p>PP children able to access all educational visits, after school and breakfast club with no financial burden to families.</p> <p>Monitor the number of children accessing the room and the impact it is having on their attainment and progress.</p> <p>Reduction in the number of negative behaviour incidents at dinner time.</p> <p>Reduction in the number of negative behaviour logs- CPOMs. Children Oracy skills will increase</p> <p>As above</p>	<p>Teaching Assistant Support</p> <p>Learning Mentor Support</p> <p>Class teachers</p> <p>SLT, Site manager, Yr 6 Head</p> <p>P4C lead</p>	<p>Pastoral Team meetings- SLT,, SENCO- (see previous costings)</p> <p>Teaching Assistant L3- (See costings above) Learning Mentor- £24,158</p> <p>Financial support for educational visits £4,000 Breakfast club and after school club- £1,710</p> <p>Nurture Room- £1,450</p> <p>New furniture & Decoration £1,000</p>
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	children in each year group.			KABs Lead and DH	£2,350
Barrier E Reduce/support persistent absenteeism for PP pupils. PP pupils' absence rates to be in-line with non PP pupils.	<p>First Day response for every Pupil Premium pupil.</p> <p>Attendance rewards, shout outs.</p> <p>Various attendance incentives throughout the school year (termly, half termly, most improved PP children identified)</p> <p>Weekly/daily close analysis of PP attendance/punctuality data.</p> <p>Pastoral Support meetings held to discuss attendance and punctuality of children</p> <p>Home visits at various stages of attendance procedures/monitoring.</p> <p>Celebration phone calls when there is evident improvement in attendance and punctuality.</p> <p>Supporting families with transport to and from school when it is required</p> <p>8.00-9.00 am session with KABs team to motivate PA and late PP children and reward improvements.</p>	<p>Analysis of data demonstrates PP attendance and punctuality is lower than that and PA of PP is higher</p> <p>Attendance data shows: PP attendance 2018-19 -95.74% PP attendance 2019-20- 94.8% 2018-19 10 PP children reached PA status 2019-20 19 PP children reached PA status</p>	<p>Termly monitoring</p> <p>Regular Attendance Team Meeting and Pastoral Support meetings with SLT, LM & Attendance Officer.</p> <p>Monitoring the reduction in number of calls to parents needed.</p> <p>Daily engagement with parents and offering support ensures that children are safe and in school.</p> <p>Aiding families that experience difficulties assists in children being in school on time. Awareness of the importance of attendance will be heightened.</p> <p>The provision of a wider curriculum develops self motivation and engagement.</p> <p>Children are in school and the barrier of getting to school is removed.</p>	<p>SLT, Learning Mentor, Attendance Officer</p>	<p>Attendance Team Meeting £1,250</p> <p>SLT, L Mentor, SENCO (see previous costing)</p> <p>Additional Attendance Support – Data £500</p> <p>Additional Attendance Support – Family Focussed Support (L Mentor see previous costing)</p> <p>Additional Attendance Support (Professional) - £5,805</p> <p>Attendance Resources- £145</p> <p>Extended Provision Support- £848</p> <p>School transport- £290</p>

<p>Barrier A Pupil Premium children will access homework clubs and booster sessions.</p>	<p>PP children's barriers to completing homework will be removed. Children will be enabled to secure objectives for maths and English. CPG Homework books to support homework.</p> <p>Weekly Booster Sessions across the whole school (rota basis after school) to target gaps identified in Autumn baseline assessments.</p> <p>Fully comprehensive remote online curriculum offer available and monitored for children isolating.</p>	<p>PP children's homework records are not as consistent as those of non PP children. Children will complete homework in a supported environment.</p>	<p>Termly</p> <p>Children will complete homework in a supported environment whether that be lunchtime or in an after school club.</p> <p>PP children's progress and attainment will increase.</p> <p>Rewards will benefit PP children and encourage their attendance at homework//booster groups.</p>	<p>Teaching Assistants / Class Teachers</p>	<p>(Pupil Progress Meetings)</p> <p>PP Booster - £1,305</p>
<p>Barrier A Pupil premium children who are making good or less than good progress will access targeted intervention groups.</p>	<p>Children will be enabled to secure objectives for maths and English.</p>	<p>The progress scores for PP children need to be good or better than their non-PP peers.</p> <p>PP children need to attain at least in-line with their non-PP peers.</p>	<p>Analysis of class teacher data for PP and non-PP children.</p>	<p>Teaching Assistants/ Specialist Literacy Teacher</p>	<p>Termly (Pupil Progress Meetings)</p> <p>PP SEND children-Central Support - £ 8,307</p> <p>Accelerated Reader-£983</p> <p>SLT - (see previous costings)</p>
Total budgeted cost					£
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>Barrier D To improve parental skills to enable them to support their children in order that pupils achieve their potential.</p>	<p>Parental Engagement Workshops/ Power of Parenting Workshop.</p> <p>Parents will be offered Workshops to support them in Year Group related topics.</p>	<p>Good relationships between school and home result in improved chances for pupils.</p>	<p>Parental satisfaction surveys/Parent View.</p> <p>Homework records for PP children will see improvements following English and Maths parent classes. Progress and attainment in English and Maths will improve for PP children.</p> <p>Attendance at parental workshops increase overtime.</p>	<p>SLT</p>	<p>Termly monitoring</p> <p>TA support for homework club- (see TA costings)</p>
<p>Barrier C Emotional development for Pupils has a positive effect and removes barriers to children's learning.</p>	<p>Learning Mentor sessions for specific named PP children.</p> <p>Develop a Nurture Room and Nurtured Heart Approach within school</p>	<p>Pupils develop strategies to enable resilience, self motivation and life skills.</p> <p>From ongoing observations we have identified a growing number of children who would benefit from a calm, mutli-sensory room to enable them to be calm and then access their learning fully</p>	<p>LM will report back to SLT on pupils' progress and during Pastoral Team meetings.</p> <p>The 'Nurture' room is designed, resourced and timetabled for use across the school day.</p>	<p>LM, SLT</p>	<p>Termly monitoring</p> <p>Learning Mentor (see costings above)</p>
<p>Barrier A To diminish the difference between the attainment of Pupil Premium and non Pupil Premium children.</p>	<p>SATS Booster classes for Y6 PP children.</p>	<p>End of KS2 data demonstrates a difference between the attainment of PP children and non PP children.</p>	<p>Pupil engagement with Booster classes (continued attendance).</p> <p>Continuous assessing and reviewing of pupils.</p>	<p>Y6 staff, SLT</p>	<p>Termly monitoring</p> <p>PP Booster (see costing above)</p>
<p>Barrier B To ensure that PP Pupils achieve progress scores in line with their similarly attaining peers nationally.</p>	<p>Use of Assessment materials (iTrack/NFER/SATs materials).</p> <p>Accelerated Reader ensures reading progress and attainment.</p>	<p>Internal data and end of KS2 data shows gaps in progress scores between PP and non PP children.</p>	<p>Regular assessment and Pupil Progress Meetings ensures appropriate interventions being put into place and gaps narrowing between PP and non PP pupils.</p>	<p>Class teachers, Year Heads, SLT</p>	<p>Termly monitoring</p> <p>iTrack - £342</p>
Total budgeted cost					<p>£</p>

