



St Lewis' Catholic Primary School

Pupil Premium Strategy 2020 – 2021

Targeted attainment for KS1 / 2 is not required to be included in 20/21 due to lockdown and cancellation of SATs assessments.

1. Summary Information					
Academic year	2020/2021	Total number of pupils eligible for Pupil Premium	17	Date of next PP review	Jan 2022
Total number of Pupils	149	Total PP Budget	£24,740	Date of this review	Jan 2021
2019 attainment KS2					
	Pupils eligible for PP (4)		National Average		
%achievingAREorARE+ inreading, writingand maths	50%		65%		
% achieving ARE or ARE+ in reading	75%		62%		
% achieving ARE or ARE+ in writing	75%		68%		
% achieving ARE or ARE+ in maths	50%		67%		
Targeted attainment for 2021 KS2					
	Pupils eligible for PP (6)		National Average (other)		
%achievingAREorARE+ inreading, writingand maths			-		
% achieving ARE or ARE+ in reading			-		
% achieving ARE or ARE+ in writing			-		
% achieving ARE or ARE+ in maths			-		
2019 attainment KS1					
	Pupils eligible for PP (3)		National Average (other)		
%achievingAREorARE+ inreading, writingand maths	100%		64%		
% achieving ARE or ARE+ in reading	100%		79%		
% achieving ARE or ARE+ in writing	100%		69%		
% achieving ARE or ARE+ in maths	100%		76%		

Targeted attainment for 2021 KS1		
	<i>Pupils eligible for PP (1)</i>	<i>National Average (other)</i>
% achieving ARE or ARE+ in reading, writing and maths		-
% achieving ARE or ARE+ in reading		-
% achieving ARE or ARE+ in writing		-
% achieving ARE or ARE+ in maths		-
Attendance 2019-2020		
PP children: 93.5%		Non PP children: 96.4%

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

In-school barriers	
A.	Early Speech and language – both in terms of understanding language and in terms of speech skills. These have been lower for some pupils eligible for PP and therefore impacts across the curriculum. This also includes a group of EAL children
B.	SEND – Some of our Disadvantaged Pupils are on our SEND register and have specific learning and memory and retention needs
C.	Staff report a high proportion of pupils eligible for PP need to further develop resilience in learning to combat issues such as concentration skills, low confidence or organisational skills.
D.	Growth Mindset – aspirations, self-belief and confidence issues amongst some of our disadvantaged pupils. Within the group of pupils eligible for PP funding there is a significant need for some of these children to raise their own beliefs in their potential and in turn have higher expectations and future goals for themselves.
E.	Independence Skills – met-cognition and self-regulation
External Barriers	
F.	Attendance and punctuality of Disadvantaged children below that of other children
G.	Self-esteem issues/aspirations/goals/confidence
H.	Limited support at home with home learning for some of our disadvantaged pupils, unmet basic needs and low income for some pupils.
I.	Behaviour at home and family relationships. Within those eligible for funding a few of our families report the challenges they face at home in managing the behaviour of their children.
J.	Life experiences outside of school are particularly limited for some of our DAPs.
K.	Some children face particular issues and challenges at home with some being CIN, LAC or family breakdown.

3. Desired Outcomes		Success Criteria	Barriers to be addressed
A.	Improve understanding and language acquisition within EYFS/Y1 pupils, Measured by - monitoring of Speech and language meeting, teacher observations of children and assessment data.	Pupil eligible for pupil premium funds accelerate quickly with their language skills in order to help reduce the difference in attainment by the end of EYFS/Year 1.	A
B.	Growth mindset will improve. Children are ready to learn, engaged and have a positive attitude to learning. Measured by – pupil voice, pupil interviews, feedback from teaching staff, classroom observations, monitoring.	Children attend breakfast club and arrive to class ready for their learning. Children are supported regularly by a TA. Conversations with children reveal their increased enthusiasm for learning and resilience to failure. Work scrutiny reveals pride in their work.	C, D, E
C.	Children make expected or better than expected progress. Measured by – data results collated termly. Pupil progress reports.	Children make progress in line or above their peers nationally, from their starting points. During monitoring of attainment and progress for termly pupil meetings Disadvantaged Pupils will be achieving in line or above our Non Disadvantaged Pupils.	A, C,D,E,H
D	Disadvantaged Pupils continue to diminish the difference in reading, writing, grammar and maths. Measured by – data results collated termly. Pupil progress reports	Disadvantaged Pupil's performance in reading will show a marked improvement. Disadvantaged Pupils will continue to perform in line or above Non Disadvantaged in writing. Disadvantaged Pupils will continue to diminish the difference in maths and grammar.	A, C,D,E,H

E.	Disadvantaged Pupils become more independent learners and have higher aspirations and belief in themselves.	Disadvantaged Pupils will show evidence of a growth mindset. Children will have high expectations of themselves. Children will set themselves targets and work hard to meet these. Disadvantaged Pupils will be able to discuss the importance of learning and their role in this to make progress.	C,D,E,F,H,J,
F	Evidence of home learning will be clear and homework completed on time with good weekly test scores.	Weekly test scores in spellings and tables will be good. Homework completed on time. Home learning will be evident in class work. Regular home reading will be evident within reading records.	D, H, J
G	Parental engagement with school life will improve.	Parents will attend parents evening. Parents will complete all necessary funding forms. Parents will engage more readily with school through face to face contact, telephone calls, social media etc. Parents will take an active interest in the learning and progress of their child/children. Parents will contact school regarding issues as soon as required. Parents to play an active role in their child's learning and development. Parents will value the importance of supporting their child emotionally and with the basic needs.	H, J,

Planned Expenditure					
1. Improving Outcomes for All					
Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
To improve attainment in reading and writing for KS1 and 2 disadvantaged pupils	Teaching of comprehension strategies through guided reading using resources like The Literacy Shed.	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Termly Pupil Progress meetings Data analysis Learning walks Observations	KB RD	Termly – PP meetings SL monitoring termly RD Total cost: £350
	Quality reading	The school recognises that high percentages of its pupil premium children are working below ARE for reading. Children who do not read at home need to be heard read on a daily basis to provide high quality 1-1 reading opportunities	Monitoring shows targeted pupils are reading regularly Data analysis Reading Plus monitors the baseline and progress of pupils as they move through the programme. Use of KS1 Rising Stars Phonics based reading scheme to monitor progress in records.	RD / Class teachers	Termly – PP meetings Dec March June Total cost: £2850
	Targeted intervention	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff delivering	KB / CD TA Support	Termly – PP meetings £6979 £5043 £5896 Total cost: £12,875
To improve attainment in Maths for KS1 and 2 disadvantaged pupils	Subscription and resources for Maths Mastery Approach like Classroom Secrets, White Rose Maths	EEF research reports that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective,	Work scrutiny Regular Learning walks Data analysis Termly pupil Progress meetings Formal lesson observations	COM / KB	

		leading to an additional five months' progress over the course of a school year compared to traditional approaches.	Staff meeting agenda item		
					Total Cost: £300

2. Removing Barriers to Learning

Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Develop a whole school approach to mental health	Membership of Warrington Mental Health programme Futures in Mind	Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Reviewed half termly in meetings with SW Pupils progress Observation and assessment of pupils attitudes to learning	KB / SW	Annually £500
					Total cost: £500
	Becoming a Mentally Healthy School training for PB and SW	Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Reviewed half termly in pastoral meetings Pupils progress Observation and assessment of pupils attitudes to learning Using the mental health continuum to track progress.	KB / SW	Half termly
Lunch Time Support	As a school we want to ensure a harmonious playtime that allows pupils to behave appropriately and ensure that pupils can learn immediately following a playtime.	Evidence from the Education and Endowment Foundation suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.	Reviewed half termly and more if necessary with discussions with staff	KB / Staff	Total cost: £200
					Annually £4025

					Total Cost:£4025
Curriculum Enrichment	We want to ensure that pupils have access to a wealth of experiences through visits that provide opportunities to develop their knowledge and understanding and support both academic and social development.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their Top Ten of 'Gap busters' – identifying the levers for improvement, so that support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events. The school believes in providing pupil premium pupils with opportunities they may or may not have access to enrich their learning particularly to support the development of key knowledge and skills in a range of subjects including contextualising in Maths and Reading and developing ideas for their Writing.	Annual reviews of spending and evaluation of events Reporting to governors for spending on trips – Termly	KB / EE / PBW	
					Total Cost: £500

3. Improving Punctuality and Attendance

Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
To improve attendance and punctuality of Disadvantaged Pupils	Daily Breakfast Club	The school recognises that many pupils in the school are late or not attending school at all. Disadvantaged Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step.	Attendance monitored on a weekly/half termly and termly basis Registers collected on a daily basis	KB / EE	Weekly Half termly Termly As needed
					Cost: £500
	Attendance Initiatives	The school recognises that many pupils in the school are late or not attending school at all. Disadvantaged Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. Providing both children and parents with an understanding of the importance of good attendance	Daily and weekly attendance initiatives used to improve attendance – monitored daily Half termly review of impact % of attendance Termly reporting to governors for Pupil Premium attendance	KB / EE	
	LA intervention for extreme cases of absence	The school attempts to work with families on the first instance to combat issues arising due to absence. However, should this become a problem the LA has to be involved	Liaising with the		
					Cost: £ 250
Total Cost	£22, 300				

