**St Mary’s Catholic Academy - Pupil Premium Spending Plan 2020-2021**

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| **Summary information** | | | | | |
| **School** | St Mary’s Catholic Academy | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £60,708  Total budgeted for: £60,619 | **Date of PP review** | April 2021 |
| **Total number of pupils** | 58 + 12 EYFS | **Number of eligible PP** | 70 | **Next review date** | July 2021 |

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| **Barriers to future attainment** | |
| **Academic barriers** (issues to be addressed in school) | |
| **1** | Low levels of speech and language on entry to school |
| **2** | Low level of learning and attainment |
| **3** | Attitudes to learning, lack of aspiration |
| **4** | Levels of emotional well-being of pupils and family members - a small proportion of our PP children have difficulty with managing their emotions & feelings |
| **5** | Attainment and punctuality - a small proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time. |
| **Additional barriers** (including issues which also require action outside school, such as low attendance) | |
| **6** | Limited experiences outside school due to financial constraints |

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| **Intended outcomes**  (specific outcomes and how they will be measured) | | **Success criteria** |
| **1** | To promote the development of communication and language, in particular speaking and listening. | Children…   * have grown in their vocabulary awareness and use. * Demonstrate active listening skills, leading them to follow instructions and ask simple questions. * Can hold two-way conversations with another person * Can share information with a small group of peers at an age-appropriate level (*additional needs in mind*). |
| **2** | To narrow or diminish any cohort differences in progress and attainment between pupil premium and non-pupil premium children. | * Diminish the difference, progress and attainment, between PP and non-PP peers. * Progress is accelerated Y2 (phonics, reading, writing and maths), Y3 (maths) and Y6 (maths) in comparison to their non-PP peers * Percentage of PP pupils in these cohorts who are at ARE or above to increase by 3-10% in the focus area/s (R, W or M). |
| **3** | Children to have access to an enhanced and enriched curriculum to encourage active learners and lifelong learning. | Children…   * Have access to the rich curriculum and opportunities provided by the school * Access an enhanced and enriched curriculum to encourage active learners and lifelong learning |
| **4** | To support children’s emotional wellbeing (and their family) in order for children to access their learning in school with drive and determination to achieve their goals. | * Progress and attainment will be monitored. * PP children narrow or diminish the difference in attainment with their non-PP peers. * 1:1 sessions from the ELSA TA is offered where the need is greatest. * Children know where to access and seek support when required. * All children feel safe, secure and happy at school. Positive outcomes from questionnaires and conferencing. |
| **5** | To encourage attendance at or above 96% and promote punctuality as a core skill for children to see as valuable in life. | * Attendance is rigorously monitored alongside punctuality * Promote the importance of attendance and good time keeping, recognising the negative effect it has on themselves and others when it is a concern. * Communication between home and school is strong and early interventions are applied when the need arises. |

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**Summary of spending % of PPG:**

1. Communication and Language = 13% of grant 2. Intervention Support = 42% of grant

3. Extending the Curriculum = 26% of grant 4. Pastoral and wellbeing = 17% of grant

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| **Planned expenditure** | | | | | |
| **Barrier** | **Action** | **Rationale behind funding** | | **Cost** | **Outcome and**  **how it will be measured?** |
| **1.** Promote the development of communication and language, in particular speaking and listening. | * Communication and language support for children who have been identified as low in language (F1-Y2) –Communication and language intervention work (100 words) and other school-based interventions. | * Research indicates that communication is fundamental to all learning. It is vital that children with speech, language and communication needs get support as soon as possible. | | Supply x 12 days (Forest School cover)  £200x12  = £2400  **TH** 17.00 x2.5hrs per week  =£3,315  **KS** 13.11  x5hrs per wk  = £2,556.45  **Total**:  £**8271** | * Progress and attainment of pupils will be monitored. * Accelerated progress in the Language areas of the EYFS and KS1 speaking, reading and writing. * PP children to diminish the difference with their non-PP peers. |
| **2**. Narrow or diminish any cohort differences in progress and attainment between pupil premium and non-pupil premium children. | * 1:1 precision teaching * Training on Rosenshine Principles – use of questioning and revisiting learning. * Access regular activities to review and remember previous learning * Respond with 1:1 support where feedback raises gaps in children’s learning – timely, regular. * Y5 & Y6 – 1:2 support for writing for PP pupils (AH). * Y5 & Y6 – 1:5 support maths intervention for PP pupils (RM) * TA support in each class – TAs to work with targeted pupils in reading, writing and maths (class time, lunchtime etc). * Additional support in Y2 (TA) for PP pupils in Maths and Reading (EB) | * Teacher and TA have a strong understanding of the learning process and ensure connections are made with prior learning to ensure what children have learn is remembered. | All class TAs 3hrs/wk:  **AH** 39.09 x 5hrs per week = £7622.55  **RM** 17.00 x 3hrs per wk = £1,989  **DM** 19.16 x3hrs per wk = £2,241.72  **TD** 16.79 x3hrs per wk = £1,964.43  **CH** 21.29 x3hrs per wk = = £2490.93  **EB** 12.18 x3hrs per wk = £1,425.06  **LW** 13.86 x 3hrs per wk = £1,425.06  **PD** 13.65x5hrs  = £2,661.75  **TH** 17.00 x3hrs per week =£1,989  **KS** 13.11 x3hrs per wk = £1,533.87  **Total**:  £25,343 | | * Progress of PP pupils in these cohorts to make accelerated progress compared to their peers (at least 0.2-0.5 steps of progress or more). * PP pupils to diminish the difference progress and attainment wise with their non-PP peers. Percentage of PP pupils in these cohorts who are at ARE or above to increase by 3-10% in the focus area/s (R, W or M). |
| **3.** Children to have access to an enhanced and enriched curriculum to encourage active learners and lifelong learning. | * School Trips and Residentials & School Clubs * In-school activity days/visitors to enhance the children’s learning * To ensure all pupils have access to and benefit from out of school experiences * To provide a range of after school clubs to reflect the children’s interests as well as support their learning in the core subjects. * Breakfast club offered to all PP children * Aspirational trips offered to enhance the children’s awareness of what they can achieve | * Research indicates that children who participate in a range of extra-curricular activities have better attendance and make greater progress. * Research shows that those children who start the day with a good breakfast achieve better academic results. | | £15,000  Y5 & Y6 residentials  Class trips e.g. Skegness, visitors to school e.g. Partake etc.  **Total**:  £16,000 | * All pupils to have access to the rich curriculum and opportunities provided by the school * Children to have access to an enhanced and enriched curriculum to encourage active learners and lifelong learning with aspirational ideas about their own future. |
| **4.** To support children’s emotional wellbeing (and their family) in order for children to access their learning in school with drive and determination to achieve their goals. | * Faith in Families worker * CAF/Safeguarding meetings with pupils and families * ELSA 1:1 emotional/well-being sessions * Playtime support intervention e.g. Play leaders, Buddies, Ms Francis at lunchtime and nurturing groups * Y5 GREAT project | * Children learn better when they feel secure, happy and confident. * Children have a positive attitude towards learning and engage more effectively with adult support and encouragement. * Children who enjoy school and have positive play experiences are more likely to engage in their learning and make greater progress. | | FiF £7,150  KO 42.93  X 2.5 hrs per wk  = £3348  CH 21.29 x5 hrs per week  = £3832  MF 13.96x2hr per week  = £1088  £750 GREAT project  **Total:**  £9312 | * Progress and attainment of pupils will be monitored. * PP children to diminish the difference with their non-PP peers. * PP pupils to feel safe, secure and happy at school. Positive outcomes from questionnaires and conferencing. |
| **5.** To encourage attendance at or above 96% and promote punctuality as a core skill for children to see as valuable in life. | * Minimum of termly monitoring, more regular in key cases * Contact with families to build relationships and understand barriers. * Praise and congratulation events for improved attendance. | * Repeat low attendance runs in families and patterns can be established. Working closely with families can help overcome barriers and bring such patterns to an end, improving children’s attainment. | | EW 2 hr/week = £1008 | * Improved attendance identified through regular attendance monitoring * Attainment of PP pupils is increased. |
| **Total expenditure:** | **£60,567** | | | | |

