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

|  |
| --- |
| **Summary information** |
| **School**  | St Mary’s Catholic Academy |
| **Academic Year** | 2020-2021 | **Total PP budget** | £60,708Total 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 |

|  |
| --- |
| **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  |

|  |  |
| --- | --- |
| **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.
 |

****

**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

****

|  |
| --- |
| **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** 13.11x5hrs 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.
 | £15,000Y5 & Y6 residentialsClass 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 £7,150KO 42.93X 2.5 hrs per wk= £3348CH 21.29 x5 hrs per week= £3832MF 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** |

