

Pupil Premium Strategy Statement 2020-2021



School overview

Metric	Data
School name	St Mary's Catholic Junior School
Pupils in school	236
Proportion of disadvantaged pupils	18.64% (43 PPG and 1 SC)
Pupil premium allocation this academic year	£57,835
Academic year or years covered by statement	2020-2021
Publish date	January 2021
Review date	December 2021
Statement authorised by	Darren McCann (Executive Headteacher)
Pupil premium lead	Katie Redmond (Head of School)
Governor lead	S Massey (PPG Governor)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A Due to no SATs (COVID-19)
Writing	N/A Due to no SATs (COVID-19)
Maths	N/A Due to no SATs (COVID-19)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	70% (TA due to no SATs)
Achieving high standard at KS2	10% (TA due to no SATs)
Measure	Activity
Priority 1	To continue to access high quality training from Sarah Martin (Maths consultant) and Dawn Robertson (English consultant) to continue to improve the quality first teaching in Maths and English.
Priority 2	To access high quality CPD and subject leader training- specifically training from the St Helens Teaching Alliance to ensure subject leadership is strong and the revised curriculum delivered is of high quality and effective ensuring our children and staff receive the support needed to come through the pandemic.
Barriers to learning these priorities address	To ensure high quality CPD. To ensure consistency of training. To ensure training is disseminated effectively. To ensure impact is monitored for effectiveness.
Projected spending	£5000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve the national average progress score at end of KS2 in reading based on Teacher Assessment due to no end of Key Stage assessments To narrow the progress gap between PP pupils and their non PP peers in reading.	July 2021 End of academic year 20-21
Progress in Writing	To achieve the national average progress score at end of KS2 in writing based on Teacher Assessment due to	July 2021 End of academic

	no end of Key Stage assessments To narrow the progress gap between PP pupils and their non PP peers in reading.	year 20-21
Progress in Mathematics	To achieve the national average progress score at end of KS2 in Mathematics based on Teacher Assessment due to no end of Key Stage assessments To narrow the progress gap between PP pupils and their non PP peers in reading.	July 2021 End of academic year 20-21
Other	To improve/ maintain the attendance of PP children to ensure it meets the whole school target of 96.5%	July 2021 End of academic year 20-21

Targeted academic support for current academic year

Measure	Activity
Priority 1	To renew subscriptions to the Accelerated Reader programme, TT Rock Starts, Purple Mash to maintain and increase engagement in Remote Learning and strengthen reading provision. To update/replenish ZPD provision in identified thresholds. Parent Workshop to develop home reading strategies and enhance reading engagement. Subscription to RISE Resilience in Education Programme to support staff and children working through the pandemic.
Priority 2	To deliver high quality objective specific interventions in 1:1 or in small groups for disadvantaged pupils who are falling behind in achieving age related expectations. (This is specific to PPG children and separate from Catch-up Funding)
Barriers to learning these priorities address	Impact of COVID-19. Lack of engagement for PPG pupils who did not access offered school places during lockdown. To ensure parental support in the promotion of home reading.

	To ensure through monitoring, that interventions are high quality and impact is measurable. When impact is not rapid/ significantly measurable-ensure there is confidence to change strategies swiftly.
Projected spending	£19,468.52 (£19,872 balances)

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that the attendance and punctuality for Pupil Premium children meets school target of 96.5% Continued work with EWO
Priority 2	Ensure that Pupil Premium children and their families receive targeted pastoral support from Pastoral Manager
Priority 3	Subsidise or fully fund identified school trips, club attendance, items of uniform,
Barriers to learning these priorities address	Ensure that barriers to learning such as poor attendance/ punctuality are removed and children have increased readiness to learn.
Projected spending	£32,963

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure CPD assessed by all staff is consistently applied and put into action to ensure high quality teaching that ensures the delivery of a curriculum that has intent, implementation and impact.	<p>Clearly targeted CPD sourced from high quality providers.</p> <p>Regular and robust monitoring for consistency and impact.</p> <p>Evident impact within assessment and in outcomes for pupils.</p> <p>Ongoing curriculum impact and evaluation to ensure effectiveness.</p>

		CPD Logs on National College
Targeted support	<p>Ensure sessions are high quality and bespoke to the needs of individual PP children to ensure the gaps that these children may have are addressed to ensure they meet the expected age-related expectation and the gap between PP pupil and their non PP pupils is narrowed.</p> <p>Ensure pupils continue to assess a rich and varied enriching curriculum not narrowed or affected by interventions taking place during non-core subjects.</p>	<p>Use accurate teacher assessment to highlight pupils who required targeted support and intervention.</p> <p>Regular robust monitoring of interventions to ensure impact and value.</p>
Wider strategies	<p>Ensuring we reach all targeted PP families, including those disengaged and hard to reach. Particular focus on those children during periods of Remote Learning.</p>	<p>Continue to develop and maintain links with extended community service such as the police, school nurse, housing associations, local charities and support services within our community. We will then signpost our families to the most relevant services.</p> <p>Continue to develop workshops such as sleep solutions and healthy lifestyles, drop in sessions and coffee mornings to promote open door policy. During periods of lockdown we will look to offer these virtually.</p>

Review: last year's aims and outcomes

Review 2019-2020

Significant challenges presented by COVID-19 and National Lockdown impacted last year's strategy. However, PPG spending had a positive impact on pupils academically and pastorally.

In-year tracking shows a narrowing of progress data between all pupils and PPG pupils by the end of KS2 up to Spring Term (data was not recorded after this due to National Lockdown and schools providing emergency childcare provision)

Good support was accessed via external consultants which benefitted curriculum planning.

Purchased subscriptions improved engagement.

Support for families with school trips (that were able to go ahead), resources, food packages and uniform provision (PE Kit as well as School Uniform) was appreciated and impacted in school positively. This is reflected in attendance data.

Pastoral Support was excellent and particularly beneficial during lockdown. The Pastoral Manager along with class teachers identified and targeted specific PPG children and their families to enable a holistic and concentrated support package with home and school united in meeting their complex and often wide ranging needs. This support includes, cognitive and behaviour assessments with the educational psychologist, including meetings with parents and specific, individual learning and behaviour programmes. Maintaining contact with families during lockdown was vitally important in allowing children to return to school safely and mentally ready in September.