



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan

St Elizabeth's Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2020-2021

Pupil Premium Lead	Rosalyn Wilby	Governor Lead	TBC
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CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:	201	Total pupil premium budget:	£22,520 + £2345 Post LAC	Date of most recent PP Review:	
Number of pupils eligible for pupil premium:	16	Amount of pupil premium received per child:	£1345 + £2345 Post LAC	Publish Date:	??
Proportion of disadvantaged pupils:	8%	Date for next internal review of this strategy:	July 2021	Statement authorised by:	??

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	10	29%
Girls	6	70%
SEN support	2	12%
EHC plan	0	0%
EAL	2	12%

Assessment data for previous 3 years *

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic years, due to the Coronavirus pandemic.

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	0%	79%	77%	57%	74%	72%
% meeting EXP or exceeded in Reading	0%	86%	83%	62%	79%	77%
% meeting EXP or exceeded in Writing	0%	79%	77%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	0%	79%	77%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	na	67%	67%	57%	74%	72%
% meeting EXP or exceeded in Reading	na	77%	77%	62%	79%	77%

% meeting EXP or exceeded in Writing	na	77%	77%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	na	82%	80%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	50%	73%	70%	56%	73%	71%
% meeting EXP or exceeded in Reading	50%	77%	73%	63%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	58%	76%	73%
% meeting EXP or exceeded in Number	50%	81%	77%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	0%	100%	93%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	93%	93%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	na	83%	83%	68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	0%	78%	78%	50%	69%	65%

% meeting expected standard or above in reading	0%	93%	86%	62%	78%	75%
% meeting expected standard or above in writing	0%	81%	76%	55%	73%	69%
% meeting expected standard or above in maths	0%	96%	90%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	0%	53%	52%	51%	69%	65%
% meeting expected standard or above in reading	na	78%	78%	60%	78%	75%
% meeting expected standard or above in writing	na	78%	78%	53%	73%	70%
% meeting expected standard or above in maths	na	81%	81%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	50%	75%	73%	50%	68%	64%
% meeting expected standard or above in reading	0%	80%	77%	61%	78%	76%
% meeting expected standard or above in writing	0%	57%	55%	52%	71%	68%
% meeting expected standard or above in maths	100%	77%	77%	60%	78%	75%

KS2 Data 2018-19

	Pupils eligible	Pupils not	All pupils	National PP	National	National All
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KS2 Data 2018-19						
	for PP	eligible for PP			non-PP	pupils
Ks2 Attainment RWM combined	60%	83.8%	74%	51%	71%	65%
Progress score in reading	0.94	1.72	1.59	-0.62	0.32	0.03
Progress score in writing	-2.52	-0.19	-0.58	-0.50	0.27	0.03
Progress score in maths	4.04	1.70	2.11	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	100%	96%	97%	51%	70%	64%
Progress score in reading	5.97	3.23	3.52	-0.60	0.30	0.03
Progress score in writing	3.09	0.50	0.78	-0.40	0.20	0.03
Progress score in maths	6.78	3.62	3.96	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	100%	96%	97%	48%	67%	61%
Progress score in reading	5.33	5.20	5.21	-0.70	0.30	0.00
Progress score in writing	1.54	1.59	1.58	-0.40	0.20	0.00
Progress score in maths	6.54	4.52	4.72	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21 *			na
2019-20 *	94.07%	95%	na
2018-19	93.71%	96.39%	96%

* The pandemic has affected attendance figures in school in 2019-20 and 2020-21. There is no national attendance data available for the 2019-20 academic year.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Written language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.	
B	High ability pupils who are eligible for PP are making less progress than other high ability pupils across KS1, due to consistency in approach to pedagogy across key stadges. This prevents sustained high achievement in KS2.	
C	Writing skills in pupils eligible for PP are lower than other pupils. This is impacted year on year.	
External Barriers (such as poor attendance)		
D	PP children have less access to music and sports provision, trips, enriched curriculum, IT and Kidzone club. PP resources will address this by funding this provision for PP children.	
E	Attendance rates for pupils eligible for PP are below the national rate. This reduces their school hours and causes them to fall behind on average.	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Improve written language for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related

		expectations.
B	Higher rates of progression across KS2 for high attaining pupils eligible for PP. Measure by achieving in depth targets.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
C	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to being in line with other pupils and the national rate.
D	Pupils eligible for PP across the school have increased access to a wider and enriched curriculum.	Pupils eligible for PP across the school have increased access to a wider and enriched curriculum.
E	Improve writing skills for those eligible for PP so that they are making the expected progress.	Pupils eligible for PP will improve writing skills so that they are making at least the expected progress compared to national figures.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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1.Improved written language skills in Reception	Implemented ongoing to embed	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 21	£225.08	80% of reception class to achieve ELG
2. Improved progress for high attaining pupils including greater depth in writing.	Implemented ongoing to embed	We will achieve this by improving teacher subject knowledge through a comprehensive CPD offer and also by having consistent pedagogical content strategies in place e.g. Talk for Reading, My Book Blog,Talk for Writing, Big Maths/Power Maths.	Termly Reviewed Sept 21	Power Maths £3374.68 My Book Blog £480 Total: £3854.68	% of pupils achieving greater depth will be inline with national figures.
3. Improve writing skills for those eligible for PP so that they are making the expected progress.	Implemented ongoing to embed	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 21	£225.08	% of pupils achieving expected or higher within writing will be more in line with national figures.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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1.Improved written language skills in reception.	Implemented ongoing to embed	Small group provision for children in reception.	Termly Reviewed Sept 21	£421.75	80% of reception children will achieve ELGs
2.Improved progress for high attaining pupils.	Implemented ongoing to embed	Weekly small group sessions in maths, literacy, for high attaining pupils with experienced teacher in addition to standard lessons.	Termly Reviewed Sept 21	£3866.50	% of pupils achieving greater depth will be in line with national figures.
3. Improve writing skills for those eligible for PP so that they are making the expected progress.	Implemented ongoing to embed	Weekly small group sessions.	Termly Reviewed Sept 21	£3866.50	% of pupils achieving expected or higher within writing will be more in line with national figures.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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1.Support PP children through a range of extra activities.	No	Support school trips, music provision, Kidzone (as necessary) sports clubs, Lamda. Technology allocation.	Summer term Reviewed Sept 21	£4278	PP children will have greater access to a wider curriculum. Therefore inspiring and raising the aspirations of PP children.
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PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	For improved language skills for all children in EYFS.	Talk for Writing	Its an engaging programme, devised by Pie Corbett and supported by Julia Strong, that has building language skills at the heart of it. Its based on the way children learn, imitating and using modelled language.	Talk for writing process evident within the EYFS setting and through out the rest of the school. Lesson observations.		
2	Improved progress for high attaining pupils.	Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths	A consistent teaching and learning approach across the school will ensure continuity of learning. Children will be able to build on their learning	Evidence of programmes used in planning. Lesson observations. Learning walks.		

		and Power Maths.	year on year.	Book scrutiny.			
TOTAL estimated budgeted cost?			£4079.76	Amount spent?	£4079.76	Fund?	Recovery
TARGETED ACADEMIC SUPPORT							
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date	
1	Improved written skills for reception children.	Early identification of needs from baseline data for small group provision for targeted support.	EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Specific session timetabled for support (booster) work. Booster folder with evidence of planned work and examples of work. Termly monitoring.			
2	Improved progress for high attainers, including greater depth.	Early identification of needs from baseline data for small group provision for targeted support, with an experienced teacher	EEF Toolkit suggests that ‘evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’ It also states that ‘the quality of the teaching in small groups may be as or more important than	Specific session timetabled for support (booster) work. Planning and work based evidence. Termly monitoring.			

			the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).'				
TOTAL estimated budgeted cost?		£4288.25	Amount spent?	£4288.25	Fund?	Pupil Premium	
WIDER STRATEGIES							
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action		What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	For PP children to have the same access to the wider curriculum offered.	To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.		The EEF suggests that 'enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Evidence of trips, residentials and visitors well attended by all. Number of PP children involved in yr 6 band.		
TOTAL estimated budgeted cost?		£4278	Amount spent?	£420 – Kidzone	Fund?		Pupil Premium

REVIEW OF 3 YEAR STRATEGY July/Sept 2021

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Pass testing, Nfer academic impact. Talking to parents and children about how they're finding the situation. Boxall profiles nurture groups. Challenging behaviour reports to see if changes have happened. Care calls during lockdowns, DSL discussions happening afterwards if needed. Remote work engagement and work being sent in. Attendance figures. Engagement logs.	Continue to tack and monitor interventions already in place. Review and assess what is needed now. Collate data and review who needs what support and how. Pass tests KS2 follow up Pass test equivalent for KS1. Early years early intervention, EYFS baseline. Prime areas focus.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Nfer tests, baseline, recovery curriculum, support in place through recovery curriculum. Soft starts due to timings across bubbles time given to talk to children and foster nurturing activities.	Continue good practice, tracking progress, assessing needs and putting in support where its needed. Making sure info is passed on through transition processes. New teachers have a full picture of child and family. Provision maps amended etc.
What work have you done to establish the impact on pupils and their families?	Parent surveys during remote learning and after? Welfare calls, class emails, twitter and tapestry. Checking impact there and then, children safe and well accessing work etc. Asking what support children needed, technology barriers, technology need?	Look at responses from surveys in relation to pupil premium families. To continue to implement good practices and what has worked as and when its needed.
Do families know the impact of the pandemic on themselves and their child/ren?	Parents evenings still happening virtually so parents were still informed and updated. Tapestry and twitter to share success from home and school.	To continue and improve tapestry and twitter feeds to share home and school successes. Making sure parents feel they can share.

How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	Anecdotal from parents, children families during and after the lockdowns. Teachers have continued to flag up needs of children and families either to DSL, SENCO etc. as and when they have arrived. Pass tests. Told us many have rolled with the punches and are better able to cope than expected where as some have lost an amount of resilience.	Pupil voice surveys about feelings and anxieties following on from pandemic. Analyse data from pass tests.
What learning/experiences positive and negative took place (influences) and what was the impact?	Vulnerable children offered a place within school during closures. Interventions that would have happened in school continued with teachers and TA's during lockdowns. Opportunities to join remote lessons early to help support when struggling. Welfare calls included talking to children as well as adults.	To continue good practices communicating supporting and children and families that need it. Continuing to build upon the lines of communication that have developed and maintaining good relationships.
Impact of your strategies to mitigate/lessen the impact of lockdown?	Improvement of CPD for teachers to improve their remote learning skills between the first lockdown to the second lockdown, use of teams, century, live lessons.	Analysis of strategies is ongoing and continues to inform our responses.
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Class trips, residentials, visitors in school, peer interaction. Assemblies, liturgies, inter year group contact.	To reinstate community events across the school. Keep much of the recovery curriculum in mind in the following year.
Have you identified more vulnerable groups because of this?	Yes, more anxiety in children that wasn't there before. Anxiety from children feeding into anxiety of parents and vice versa. Groups identified and needs supported.	To continue to identify and maintain support.

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	Talk for Writing	Mid – Implementation year. Monitoring of planning and books shows evidence of implementation of T4W approach across year groups.	Continue with action to embed the T4W approach and show more impact of language skills for the EYFS children. Through baseline, mid and end of year oral story telling. Use of NELI for children's language skills.
2	Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths and Power Maths.	Mid – Implementation year. Monitoring of planning and books shows evidence of implementation of new pedagogical approaches across year groups.	Continue with action to embed new approaches, to see impact of new approaches through end of year data after a full uninterrupted year of teaching.
3	Talk for writing.	Mid – Implementation year. Monitoring of planning and books shows evidence of implementation of T4W approach across year groups.	Continue with action to embed the T4W approach. See full impact of approach through end of year writing data after a full year of uninterrupted teaching.
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	Early identification of needs from baseline data for small group provision for targeted support.	High – Early identification meant that children were targeted sooner and as such made good progress in their	Continue as we embed new approaches. Good practice to identify children early and review continuously to ensure that they receive the right targeted support.

		writing.	
2	Early identification of needs from baseline data for small group provision for targeted support, with an experienced teacher	High – Early identification meant that children were targeted sooner and as such made good progress in their writing.	Continue as we embed new approaches. Good practice to identify children early and review continuously to ensure that they receive the right targeted support.
	Early identification of needs from baseline data for small group provision for targeted support.	High – Early identification meant that children were targeted sooner and as such made good progress in their writing.	Continue as we embed new approaches. Good practice to identify children early and review continuously to ensure that they receive the right targeted support.

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.	Low – no trips or music provision due to covid limitations.	Continue to ensure children are able to access these provisions.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Shared with governors at meeting. Shared with staff during staff meeting and will be shared again. Shared with parents on website. Children's successes through interventions will be celebrated within school and shared with parents at home.
How do you know staff understand the strategy and apply correctly?	Shared with staff during staff meeting. Need to ensure staff know explicitly what our priorities are and how we are doing with them.

