



St Elizabeth's Catholic Primary

Pupil Premium Strategic plan 2020-2021

Review date July 2021

Interim monitoring of impact each term

Pupil Premium Strategy 2020/21

There is a requirement for all schools to publish details of their Pupil Premium Strategy on their website

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium

Rationale.

The Pupil Premium represents a significant proportion of the school budget. The Premium places a duty on the school to support the needs of pupils from economically disadvantaged backgrounds and children looked after by the local authority (LAC). As a school we recognise that some families are financially challenged even though they may not qualify for free school meals (FSM).

For the target children (FSM & LAC) to thrive in school we believe that the school must ensure comprehensive provision for all children. A key factor for the success of any individual pupil is that they are in a school in which the particular needs of all pupils are successfully met.

Barriers to learning

Our school has many pupils living in economically challenging circumstance and experience daily the pressures of those circumstances. As a result many bring the social and emotional pressures to school and look to us to support them. We are very proud to say how successful we are in dealing with those pressures and consequently we place a very high value on the importance of the pastoral care that we offer.

St Elizabeth's Primary School is situated in a deprived and challenging Sefton ward and therefore the school is central to ensuring that the families and children facing those challenges are given the very best quality of education and support. We see it as our mission to give our young people the aspirations and ambitions to achieve well and become successful in life.

Introduction

Each year all school must publish on line information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on [what local-authority-maintained schools must publish online](#). Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals(FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2020 - 2021 we have been allocated a total of £231,000

This Strategic Plan is written in the context of the return to school –post Covid and the implementation of The Recovery Curriculum

There will be careful and ongoing analysis of the gap in pupils' learning with whole school staff development and targeted bespoke intervention and support.

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Will focus on evidence of EEF in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence.
- The above five key areas will form the core of the staff development and training plan for 2020-2021 by following the Thinking Schools Programme
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Make use of ability curve plotting to monitor the progress of each individual pupil and ensure speedy intervention where necessary.
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils by working together and ensure our Learner Profile is implemented.

Pupil premium strategy statement: St Elizabeth's Catholic Primary School 2020 - 2021

1. Summary information					
School	St Elizabeth's Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£231,000	Date of most recent PP Review	July 2020
Total number of pupils	371	Number of pupils eligible for PP	175	Date for next internal review of this strategy	July 2021

2. Current attainment. Please note that due to the closure of schools as a result of Covid 19 there were no national end of Key Stage assessments. NFER baselines will be set for all years at an appropriate time in order to assess progress over time.		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Current PP children do not have comparable knowledge and skills to non-PP children, or greater depth in core areas.
B.	Lower levels of language and communication skills on entry
C.	Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP. need to further develop capital of culture.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Lower self- esteem and self-regulation for some pupils, who need to further develop engagement and more positive attitudes to learning

E.	Some examples of family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment
F.	Attendance for pupils eligible pupils in 2019/20 prior to Covid Lockdown was below that of non-eligible pupils.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Further Improve and core knowledge and skills so they are comparable to non-PP in school.</p> <p>Measured by comparing age standardised scores in NFER tests at the end of each term and through formative assessment informing next steps in learning</p>	<p>Pupils eligible for PP make rapid progress by the end of the year and are at least the expected standard in core areas of English and mathematics</p>
B.	<p>To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. Overcome the vocabulary lag and develop wider vocabulary.</p> <p>Measured by Teacher observations, reading and writing work book scrutiny and Learning Deep Dives NFER comparative analysis.</p>	<p>To achieve at least expected levels of progress. To develop more articulate and confident speakers with a wide and more appropriate vocabulary To enable pupils to more fully access appropriate curriculum opportunities through improved language skills in all subject areas.</p>
C.	<p>PP children are exposed to a wide range of educational and enriching experiences to increase curriculum enrichment and wider cultural experiences (within the limitations of Covid 19 restrictions)</p> <p>These will be measured by progress against baseline measures of numbers involved in range of school events, including participation in a wider range of sporting activities. Assess the impact through pupil questionnaires and interviews. Numbers attending clubs and special events By pupil questionnaire and feedback By learning walk focus on pupil engagement,</p>	<p>Significant increase in number of pupils accessing enrichment opportunities and taking part in a wide range of educational and enriching experiences that they would not otherwise have accessed.</p> <p>Improvements in levels of engagement and insight into curriculum connections.</p>

D.	<p>To significantly improve levels of pupil self–esteem, engagement and self- regulation.</p> <p>To be measured by pupil questionnaire and interview and teacher observations. The use of PASS (Pupil Attitudes to Self and School) and where appropriate Boxall Profile. Also through Habits Of Mind Analysis</p>	<p>Evidence of increased pupil self-awareness and confidence. Greater levels of engagement and pupil progress. PP children show greater confidence and speak positively about themselves and their future.</p> <p>Pupils aware of Habits of mind and strategies for developing self regulation.</p> <p>Improvements in levels of persistence, attention to detail, learning from mistakes and working in teams.</p>
E.	<p>To increase parental engagement and involvement in their children’s learning. To improve home learning opportunities and increase parental skills To research further methods for engaging with parents</p> <p>These will be measured by progress against baseline measures of numbers involved in range of school events</p>	<p>Significant increase in parental attendance at all meetings and school events. Development of literacy and maths skills through basic skills classes.</p>
F	<p>Increased attendance rates for pupils eligible for PP. With a particular focus on boys Reduction in PA of PP pupils</p> <p>A target attendance of 97%</p> <p>Measured by weekly analysis of attendance information. Half termly formal review</p>	<p>Overall PP attendance improves to at least 97% in line with other pupils.</p> <p>There is reduction in the PA of PP children.</p>

Academic year 2020-21					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>(A) Improved core knowledge and skills for all pupils.</p> <p>By development of Thinking Schools approach across all years.</p>	<ul style="list-style-type: none"> • 2Year Staff training programme in Thinking Skills approach. • Development of Staff Drive Team to implement whole school Thinking Matters approach 	<ul style="list-style-type: none"> • Children need to be taught systematically how to analyse problems and develop reasoning skills • EEF research on impact of Thinking Schools and metacognition • Use of NFER analysis and QLA tool to examine specific question areas and focus on areas of improvement for individual pupils. 	<ul style="list-style-type: none"> • Implementation of Thinking Schools Programme for all staff • Deep lesson dive analysis and bespoke training in feedback and questioning. • Use staff meetings to deliver training on EEF Metacognition Research and reading comprehension strategies. • Invest further in Thinking Resources to engage children, in particular boys, with problem solving and enjoying more challenging work. 	<p>SLT</p> <p>Drive Team</p> <p>Subject Leader to lead and be given leadership time.</p> <p>Impact monitored by Drive Team, Assessment Leads with Head teacher based on NFER tests and standardised teacher assessment.</p> <p>Feedback from staff, pupils and parents on the implementation of Thinking Schools</p>	<p>Termly formal review</p> <p>Using Baseline Questionnaire</p> <p>Termly NFER review of progress</p> <p>Use of PASS questionnaires</p>
<p>(B) To ensure consistent high level of challenge for all pupils</p>	<ul style="list-style-type: none"> • Further develop <i>Marking & Feedback Policy</i> to make practice more efficient and effective. With a focus on Verbal feedback using EEF guidance 	<ul style="list-style-type: none"> • Aim to identify specific areas for improvement and address these through targeted intervention work. 			
<p>(C) Implementation of our school curriculum with emphasis on connected learning skills</p>	<ul style="list-style-type: none"> • Emphasis on problem solving and 	<ul style="list-style-type: none"> • More time to target number skills and 			

	<p>effective feedback as per EEF Metacognition Research. Particular emphasis on reading comprehension skills.</p> <ul style="list-style-type: none"> • Targeted support for all pupils who are at risk of not making expected progress. • Staff training on concept development and connected learning. • Focus on problem solving and independent learning • Training in analysis and use of NFER Assessments 	<p>develop understanding will improve standards.</p> <ul style="list-style-type: none"> • The Covid lockdown affected ongoing progress requiring a revisit of key skills 	<ul style="list-style-type: none"> • Development of Drive Team to explore additional resources and ensure implementation across all classes 		

<p>D.To raise standards of speaking skills, vocabulary and language development at least in line with similar pupils locally and nationally.</p>	<ul style="list-style-type: none"> • To improve pupils oral skills, and ability to participate more fully in all aspects of the curriculum. • Establish a common language of learning and broader vocabulary to explore personal learning development <p>Implementation of Thinking Skills programme across all classes</p>	<ul style="list-style-type: none"> • Speech & language therapist (where necessary), whole school support starting with early intervention in Foundation Stage • Sensory experiences/activities in EYFS and where appropriate in KS1 • Further develop staff Training by means of Thinking Skills programme and EEF research 	<ul style="list-style-type: none"> • Analysis of pupil abilities on intake. • Discussions with parents. • Prior experience • Visits to Pre-school settings <p>Lesson deep dives and analysis of NFER data and 6 week monitoring forms</p>	<p>SLT EYFS lead/Class teachers</p> <p>Drive Team</p>	<p>Regular monitoring of progress from established baselines.</p> <p>Reports from middle and senior leaders. Pupil questionnaire and interview, Pupil progress meetings.</p>
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<p>(E) Children are exposed to a wide range of educational and enriching experiences including sport and healthy living.</p> <p>Implementing Habits of Mind</p> <p>Development of positive Learning Dispositions</p> <p>Raised awareness of Healthy Bain – Healthy Body</p>	<ul style="list-style-type: none"> • Creative play to stimulate imagination and encourage cooperation, independence, confidence, resilience and teamwork. • Use of Habits of Mind across all classes • Focus on the science of learning and building understanding of curriculum connections and intelligent repetition 	<p>Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment.</p>	<ul style="list-style-type: none"> • Activities at break and lunch established in addition to residential trips and day trips which include activities the children will not have previously experienced 	<p>SLT, PP Lead and Safeguarding Lead.</p> <p>Drive Team</p>	<p>End of Term 1, 2 and 3 2020/2021</p>
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Targeted budget cost £ 145,000

Costs to cover: additional staffing
 Whole school Thinking Matters training
 Resources

ii. Targeted support for PP					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(A) Improve Core skills for pupils eligible for PP so they comparable to non-PP in school	<ul style="list-style-type: none"> • PP children identified and supported within intervention/catch-up programme. • Further support provided through TAs and Intervention Teacher in groups or individually. • Specific focus on PP not on track for expected or greater depth in Y6 	<ul style="list-style-type: none"> • We will provide targeted support to address areas identified through NFER assessments and work scrutiny, to raise standards. • Focus will be on comprehension, vocabulary development • Pupil motivation and self-regulation 	<ul style="list-style-type: none"> • Through additional staff training and close monitoring by use of 6-week analysis forms. • All staff Thinking Schools analysis 	<p>Core subject leads,</p> <p>Impact monitored by Core leads with Head teacher based on NFER tests and teacher assessment.</p> <p>Drive Team</p>	End of Term 1, 2 and 3 2020/2021

<p>(B)</p> <p>Improve language knowledge, skills and vocabulary so they are comparable to non-PP in school.</p> <p>Focus on identification of areas for improvement and use of Thinking Skills approaches and language development.</p>	<ul style="list-style-type: none"> • Weekly and daily small group/individual sessions with teacher and /or TA, in addition to standard lessons. • Specific focus on PP not on track for expected or greater depth in Y6 • Use of Thinking Skills approaches to build language confidence – peer mentoring and analytical thinking. • Establish a common language of learning across the curriculum 	<ul style="list-style-type: none"> • We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary to raise standards. • Make use of 6 week monitoring form 	<ul style="list-style-type: none"> • Intervention plan for each class established which details what intervention is taking place, for whom and when. • Impact overseen by English Subject Lead. • Teaching assistant (TA) CPD for TAs supporting the sessions. • Monitored by Intervention analysis form 	<p>Key stage Leads, English Lead and SENCO</p> <p>Impact monitored by English & Assessment Leads with Head teacher based on tests and teacher assessment.</p> <p>Drive team</p>	<p>End of Term 1, 2 and 3 2020-21</p>
<p>(C)</p> <p>Improved Writing knowledge and skills for all pupils to achieve greater depth</p> <p>To ensure writing skills across all curriculum areas.</p>	<ul style="list-style-type: none"> • Targeted support for all pupils who are at risk of not making expected progress. • Dedicated additional time before and after school to develop writing skills . • Use of Thinking Frames to help scaffold writing approaches 	<ul style="list-style-type: none"> • We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary will raise standards. • Use Thinking Schools approaches to build confidence and creative thinking 	<ul style="list-style-type: none"> • Intervention plan for each class established which details what intervention is taking place, for whom and when. • Monitored by Intervention analysis form • Termly NFER 	<p>English Subject Leader and SENDCO</p> <p>Impact monitored by Writing & Assessment Coordinators with Head teacher based on tests and teacher assessment.</p>	<p>End of Term 1, 2 and 3 2020/21</p>

<p>(D) Pupils have a wide range of educational and enriching Experiences, to build confidence and aspirations</p>	<ul style="list-style-type: none"> • Creative play to stimulate imagination, vocabulary and encourage cooperation, independence, confidence, resilience and teamwork. • Development of positive Habits of Mind <p>Specialist teaching:</p> <p>Visits to cultural sites when allowed under Covid restrictions</p> <p>Visitors to school when allowed</p>	<ul style="list-style-type: none"> • Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment. • Measure improvements in attitudes, engagement and positive Habits of Mind • Use of PASS analysis • Establish baseline survey 	<ul style="list-style-type: none"> • Activities at break and lunch established as well as residential trips and day trips which include activities the children will not have experienced previously. No cost to families. • Monitoring levels of uptake 	<p>TLR, PP Lead and Safeguarding Lead. Drive Team</p>	<p>End of Term 1, 2 and 3 2020/2021</p>
<p>Targeted budgeted cost</p> <p>Costs to cover additional staffing and resources for targeted interventions and support</p>					<p>£60,000</p>

III. Other approaches To overcome Barriers C,D,E, F

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>(A) Increased attendance rates so that year average is at least 95% for PP.</p>	<ul style="list-style-type: none"> • Close monitoring of pupils and follow up quickly on absences. – staff time • First day response provision. • Pastoral care and support to work with families • Implement rewards system • Offer free breakfast club and more staff to be put into place • Use motivational mapping 	<ul style="list-style-type: none"> • Sutton Trust Toolkit and DFE analysis of impact of absence • NFER briefing for school leaders identifies addressing attendance as a key step. 	<ul style="list-style-type: none"> • All staff focus on importance of full attendance 	<p>HT/ Attendance Officer</p> <p>Impact monitored through weekly, half termly, termly and end of year reports on attendance.</p>	<p>End of Term 1, 2 and 3 2020/2021</p>

<p>(B) Pupils who are eligible for PP have lower aspirations and fewer wider experiences.</p> <p>(c) Build pupil engagement and motivation through Habits of Mind, Emotional learning and Motivational mapping</p> <p>(d) Increase parental involvement in Home learning through Thinking at Home Programme as part of thinking schools</p>	<ul style="list-style-type: none"> • PP children with the capability to apply for the top achieving Secondary schools identified and from Y3 – 5 and will receive support and positive experiences – to raise aspirations • Increased access to wider sporting activities and key role in the Edible Playground programme • Work with parents to reinforce positive Habits of Mind • Implement Motivational mapping and raise levels of engagement in home learning 	<ul style="list-style-type: none"> • Previous experience that involvement in an enriching range of experiences raises aspirations and levels of engagement 	<ul style="list-style-type: none"> • Suitable pupils identified - especially PP. Parents invited in order to explain the rationale and how the programme will work. • Higher Ability Pupils progress will be monitored via the ability curve analysis and tracking systems. • Implement whole school Thinking Skills with focus on pupil attitudes • Engage with parents through the Thinking Schools Programme 	<p>SLT and Head teacher</p> <p>Drive Team</p> <p>Impact monitored by progress NFER termly tests.</p>	<p>End of Term 1, 2 and 3 2020/2021</p>
<p style="text-align: right;">Targeted budgeted cost</p> <p style="text-align: center;">Costs to cover additional staffing Capital of culture opportunities Work with parents</p>				<p>£26,000</p>	

Overall total budget cost £231,000

