

# St Vincent de Paul School Pupil Premium Strategy Statement 2020-23

## School overview

Metric	Data
School name	<b>St Vincent de Paul Catholic</b> Primary School
Pupils in school	450
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	<b>£51,110</b> based on <b>39</b> pupils in 2020-21
Academic year or years covered by statement	2020-23
Publish date	15 <sup>th</sup> September 2020
Review date	30 <sup>th</sup> January 2021
Statement authorised by	Teaching and Learning committee, Governing Body
Pupil premium lead	Rosemary Sherry
Governor lead	Mary Hewitson

## All Disadvantaged pupil progress scores for last academic year

Please note that there is no official data available due to Covid-19

Measure	Y 1-5	End KS1 (2 pupils) FFT data	End KS2 (9 pupils) FFT data
Reading	No data due to C-1	No data due to C-1	No data due to C-1
Writing	No data due to C-1	No data due to C-1	No data due to C-1
Maths	No data due to C-1	No data due to C-1	No data due to C-1

## Disadvantaged pupil performance overview for last academic year

Measure	EYFS 3 pupils	Score Years 1-6 RWM	Score end KS2 RWM
Meeting expected standard	No data due to C-1	No data due to C-1	No data due to C-1
Achieving high standard	No data due to C-1	No data due to C-1	No data due to C-1

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that additional staffing in class following the return to school allows for precision targeted teaching of interventions, including times tables and phonics, both in lesson time and through additional intervention (SDP 2.2)
Priority 2	Use considered re-deployment of staff, including teaching assistants to target specific setting groups for impact on progress including the addressing of wellbeing needs (SDP 6.6)
Barriers to learning these priorities address	<p><b>The Covid-19 pandemic and resulting time away from school and its impact on the following continuing challenges:</b></p> <p><b>Learning challenges</b> which may impact upon individual's attainment, progress and learning behaviours: specific learning needs, subject related "barriers", difficulties with home learning</p> <p><b>Mental health and wellbeing of</b> pupils can be impaired for various reasons at different stages in their schooling and if issues are not addressed with appropriate support their learning and progress will suffer</p> <p>Difficulties in <b>language and communication skills</b> e.g. identified speech and language needs; communication needs (e.g. ASD), make access to the curriculum more challenging and slow progress</p> <p>Variable family circumstances such as employment, housing, ill health, parental engagement with education and school attendance impact upon educational progress and ability to focus on learning, including access to wider learning opportunities</p>
Projected spending	<b>Staffing £30,000</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress end KS2	<b>Progress measures require improvement in writing and reading and need to be sustained in maths.</b>	July 2021

Progress for pupils with High Prior Attainment	Achievement at the higher standard requires an ongoing focus, particularly in writing. We need to accelerate the progress of pupils with English as their first language in comparison to those with EAL, particularly in Maths and Writing	July 21
	To increase the number of disadvantaged pupils in KS2 achieving GDS in Reading. EoY data 18/19: 0% 19/20: FFT 38% (EAL 55%)	July 21
	To increase the number of disadvantaged pupils in KS2 achieving GDS in Writing. EoY data 18/19: 0% 19/20: FFT 0% (EAL 50%)	July 21
	To increase the number of disadvantaged pupils in KS2 achieving GDS in Maths. EoY data 18/19: 0% 19/20: FFT 0% (EAL 41%)	July 21
Phonics	Phonics achievements at the end of Year 1 have been sustained at a higher level (i.e. above 80%) for two years now. This needs to be sustained and also increase achievement in Phonics (80%+) in order that standards are consistently above the national and generally above Herts.	Dec 2020 June 21
Other	<b>Cultural capital</b> – To provide additional opportunities for our disadvantaged pupils which will enhance our broad and balanced curriculum and develop cultural capital as our disadvantaged pupils may not get the same opportunities outside of school as their peers. <b>In the academic year 2020-21</b> this will require particular innovative strategies to provide such opportunities whilst complying with Covid-19 safety guidelines	Sept 21

**Focus support on all disadvantaged pupils reaching the expected standard in phonics check in Y2 (Autumn) and the end of Y1**

Measure	Activity
Priority 1	Ensure that all relevant staff (including new staff) are upskilled in the delivery and assessment of Phonic knowledge
Priority 2	Ensure that re-deployment of staff has secured effective 1:1 intervention for phonic and also speech development where necessary for pupils at risk of not reaching the expected standard
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions; support for parents to support phonic development through sharing of relevant materials and workshops Welcom screening and Eiklan interventions to identify and address specific language barriers All reading scheme books to reflect the phonic level of the reader
Projected spending	(Staffing costs noted above)

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all staffing (including new staff) are upskilled in the delivery and assessment of interventions and that assessment, additional personnel and rooming are used effectively, with consistency between class teaching and intervention.
Priority 2	Ensure that redeployment of staff and rooming has the greatest impact, is monitored closely throughout the academic year and adjusted where necessary, particularly in relation to wellbeing, and early intervention.
Barriers to learning these priorities address	Covid-19 and the resulting school closure on both mental health/ wellbeing and academic attainment/ achievement Ensuring staff use evidence-based interventions and support; support for families to address wellbeing,
Projected spending	Staffing costs (above) Family Support Worker and other resources <b>£3,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ongoing development of wellbeing for all pupils to promote self-regulation and respite from anxiety, particularly in light of the extended absence from school. <i>(Objective includes the provision of quiet spaces at breaks, and to provide the additional space required for individual and group interventions during school time).</i>
Priority 2	Rigorous monitoring of attendance and proactive engagement of support from other agencies such as The Family support worker, medical professionals, Mental Health services and the attendance officer.
Priority 3	In-school support for individual pupils' wellbeing and provision for personalised wider learning opportunities (inc. increased access to technology)
Barriers to learning these priorities address	Improving attendance, readiness to learn and access to resources for the most disadvantaged pupils particularly in the context of the impact of the pandemic and school closure on both mental health/wellbeing, academic attainment/achievement, and access to online remote learning

Projected spending	<b>£18,000</b> contribution to new classroom for small and individual group work
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HLTAs and senior leaders; particular focus will be the work of middle leaders to secure development of the wider curriculum
Targeted support	Ensure accurate assessment for learning that informs precisely targeted and well-timed interventions	<p>EYFS support for language skills and Personal, Social and Emotional development widened through movement of some staff to KS1 and further development of those in EYFS</p> <p>Additional phonic and academic support (lower Key Stage 2) with increased staffing</p> <p>Upper KS2 staffing enhanced to secure more in class support and individual targeted programmes</p> <p>Bespoke staff training for teaching assistants within year groups</p>
Wider strategies	Engaging and supporting the families facing most challenges to ensure educational opportunities are maximised	<p>Developing staff expertise in creating and maintaining dialogue with families, including remotely, that creates a productive relationship which addresses needs and adds impact for pupils.</p> <p>Working closely with Family Support Worker, the parish, DSPL and other local schools on individual family support, and cross-school training and outreach programmes</p> <p>Ensure access to wider opportunities for learning and cultural capital, through resources, including technology where applicable.</p>

## Review: last year's aims and outcomes

Aim	Outcome
Improved progress and attainment for all groups of children via improved feedback, in class intervention	<i>Progress data used to measure the impact on learning over the year was impacted by the school closure. The programme of in school interventions was in place and working well until March.</i> Progress of all PPG children was enhanced when taught in smaller groups or with additional adult support available in the classroom. During school closure there were a variety of learning and personal challenges which impacted upon individual's attainment, progress and learning behaviours. School responded to specific needs providing advice, resources including technology to address difficulties with home learning and endeavoured to prioritise places in school from June where possible for the more vulnerable pupils.
Enhanced learning opportunities through the provision of additional equipment and resources	KS1 reading provision was enhanced by the purchase of more phonic based readers which appealed to readers and ensured better matching of current phonic and reading levels. First News was delivered to individual families during the school closure as well as other reading resources and IT support where access to technology was a barrier to home learning. Essex Library provision ensured quality, up to date materials to support topic-based work in class and personal reading
Early identification of needs and intervention to minimise disadvantage  Targeted support for language development	Individual pupils were supported to address the gaps in their learning, including those related to early language learning, literacy and Mathematics. This included: <ul style="list-style-type: none"> <li>• Identification of pupils via Welcom screening to highlight specific problems early on</li> <li>• Speech and Language Support Groups to close gaps identified in the baseline screening. Time to Talk intervention enhanced social and emotional skills for pupils who might struggle to communicate their needs. External speech and language therapy were minimal, but school staff were proactive and flexible in using programmes</li> <li>• Gaps in language development close and fewer pupils in each year group required specific language support due to the screening <i>Progress was measured via numbers below age related expectations for communication and numbers requiring language support</i></li> </ul>
To provide wider curricular opportunities for disadvantaged pupils	Until school clubs/ music sessions/ trips /visitors were halted due to Covid -19 safety guidelines, we were proactive in promoting the attendance of PPG pupils through liaison with parents and financial support.
Families are supported in challenges faced by parenting their children and providing for the family  Children and parents are supported to deal with challenges related to behaviour, finance, and attendance at school.  <i>Progress measured on an individual case basis</i>	Improving standards of behaviour, attendance and parental engagement continued through more frequent dialogue especially for pupils with identified needs in these areas and whole school focus on wellbeing and self-regulation strategies. Support was accessed by vulnerable families through engagement with senior leaders, trained pastoral staff and a trained family support worker. Signposting to sources of additional funding, courses and support continued throughout school closures and various grants were accessed to support families financially. Deliveries of food were made weekly in the summer term and toys provided for holiday play. Vulnerable families were

	<p>targeted to return to school from June. Regular contact during school closure with those at home through calls, email and home visits helped school to identify and support families with individual challenges</p> <p>Until March 2020, financial barriers to attendance and inclusion were overcome including trips, visits, clubs, and Breakfast and After school provision where necessary. During the wider re-opening of schools, places were offered if at all possible to Pupil Premium pupils.</p>
<p>Pupils are supported in managing their emotional reactions</p> <p><i>Measured through self-reporting; feedback from pupils, families, and staff</i></p>	<p>Pupils' wellbeing, self-esteem and resilience were enhanced through the focus on personal wellbeing, resilience, and strategies for self-regulation</p> <p>Staff expertise and understanding were developed, and time was given to nurture and support a variety of emotional needs through a whole school focus on mental health and wellbeing and therapeutic approaches to behaviour. The whole school focus on Learning Pit model promoted resilience and perseverance and the St Louise room Wellbeing hub was a popular calm space for the more anxious pupils at breaktimes. Specific mentoring of individual pupils included personalised transition support as the usual programmes were not able to roll out due to the pandemic.</p>