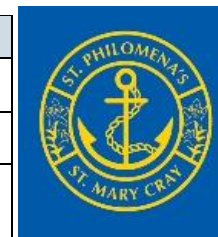


## Pupil premium strategy statement 2020-2021 – End of year analysis



1. Summary information					
School	St Philomena's CP School				
Academic Year	2020-2021	Total PP budget	£43,692	Date of most recent PP Review	Nov 2020
Total number of pupils	207 Increased to 208	Number of pupils eligible for PP	21 + 2 PP+ = 23 PP children Increased to 30 + 2 PP+ = 32 PP children during this academic year	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
KS2 (2020-2021) second COVID closure year so no SATS results	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving expected level or above in reading (age related)	2/5 40%	18/25 72%
% achieving expected level or above in writing (age related)	2/5 40%	19/25 76%
% achieving expected level or above in maths (age related)	3/5 60%	19/25 76%
% achieving expected level or above in science (age related)	2/5 40%	19/25 76%
% making at least 6 steps of progress in reading (Aut 1 - Sum 2)	3/5 60%	11/25 44%
% making at least 6 steps of progress in writing (Aut 1 - Sum 2)	2/5 40%	13/25 52%
% making at least 6 steps of progress in maths (Aut 1 - Sum 2)	3/5 60%	12/25 48%
% making at least 6 steps of progress in science (Aut 1 - Sum 2)	1/5 20%	5/25 20%
KS1 (2020-2021) second COVID closure year so no SATS results	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving expected level or above in reading (age related)	0/2 0%	17/24 71%
% achieving expected level or above in writing (age related)	0/2 0%	16/24 67%
% achieving expected level or above in maths (age related)	0/2 0%	14/24 58%
% achieving expected level or above in science (age related)	1/2 50%	23/24 96%
% making at least 6 steps of progress in reading (Aut 1 - Sum 2)	2/2 100%	13/24 54%
% making at least 6 steps of progress in writing (Aut 1 - Sum 2)	1/2 50%	9/24 38%
% making at least 6 steps of progress in maths (Aut 1 - Sum 2)	1/2 50%	12/24 50%
% making at least 6 steps of progress in science (Aut 1 - Sum 2)	2/2 100%	24/24 100%

Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Progress is a focus for our PP pupils (to ensure no gap between PP and non-PP).		
B.	A number of our pupil premium pupils also have SEN and appropriate support is put in place.		
C.	Behaviour/ emotional needs/ lack of parental support could have an impact on some of our PP pupils		
D.	Prior lower attainment in EYFS and KS1 could have an impact on attainment		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
E.	Attendance rates have been identified as an issue for some of our PP but improvement has been seen. A close eye will be kept on this to ensure pupils attendance at least matches or exceeds that of all pupils nationally (96%).  Isolation due to COVID-19 will also impact on children's attendance during this academic year.		
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>			
A.	Continued accelerated progress for our PP pupils (since the number in the school is small we can target them all easily)	<ul style="list-style-type: none"><li>- Higher percentage of children making expected progress by the end of KS1 and KS2</li></ul>	See detailed plans in this report
B.	Individual learning and emotional needs identified and supported by SENCO and class teachers	<ul style="list-style-type: none"><li>- Clear appropriate interventions planned to match needs</li><li>- Data to be checked regularly to ensure effectiveness.</li></ul>	
C.	Emotional needs and well-being of pupils supported and developed appropriately	<ul style="list-style-type: none"><li>- Happy, well rounded pupils who enjoy coming to school and learning</li><li>- Pupils achieving their own potential</li></ul>	
D.	Improved attendance and parental support for those PP pupils that are impacted by this.	<ul style="list-style-type: none"><li>- Happy, well rounded pupils who enjoy coming to school and learning</li><li>- Pupils receive all the support we put in place if they attend school every day, therefore improving their progress</li><li>- Parental support will help with learning from home (homework, reading, learning spellings) and pupils will see the importance of learning.</li></ul>	

## Expenditure plans for 2020-2021

### Explanation

1. The lists below outline the various interventions used across St Philomena's school which are subject to ongoing further funding through the pupil premium grant. **These strategies aim to diminish the difference in the achievement between PP pupils in St Philomena's and others nationally. They also support the learning of all pupils in the 2020-2021 cohort which includes disadvantaged pupils (PP).**
2. The tables on pages 4-12 outline the expenditure linked to addressing the **specific barriers which the school's internal analysis indicates are hindering the progress of PP pupils** (see the barriers highlighted in page 2)
3. The colour-keyed headings in the table below are matched with specific aspects of the whole-school provision. These colours have also been used to show these types of interventions specifically targeted at PP pupils in St Philomena's.

**Everything planned for this academic year will be COVID-19 restriction dependent and will follow our whole school risk assessment.**

Curriculum Provision and Teaching and learning Intervention	Emotional, behavioural and social needs intervention
<ul style="list-style-type: none"><li>• Targeted intervention groups (RWI, precision spelling and reading, social skills, 5 minute box, handwriting groups, touch typing groups)</li><li>• Parent workshops (phonics, maths, SATs)</li><li>• SLT to support both pupils and staff with managing behavioural needs and using data to inform teaching and learning</li><li>• Year 6 and year 2 boosters for SATs spring and summer term</li><li>• Music lessons – 'rock steady'</li><li>• Mymaths subscription and Homework Mymaths club</li><li>• SALT SLA language groups (speed sounds, receptive, expressive) bought in</li><li>• Specialist computing teacher and PE coaches</li><li>• SEN laptops available for all classes daily</li><li>• LGFL resources including WordQ being used in the classroom.</li><li>• TA in every classroom for science lessons</li><li>• Focus on previous lower, middle and higher attainment in all planning and teaching</li><li>• Whole staff training from computing consultant about Office 365</li></ul>	<ul style="list-style-type: none"><li>• Subsidised trips, breakfast club and after school club</li><li>• Social skills groups</li><li>• Paul Cabb support (EP)</li><li>• External reviews of EYFS from external consultant</li><li>• Rewards throughout the school for good behaviour, attendance and work</li><li>• TA's on the playground to ensure extra support for vulnerable children</li><li>• Sensory room set up to support those who need quiet, calm time out</li><li>• Family support worker (completing CAFs)</li><li>• Release breaks – regular and flexible</li><li>• Lunchtime activities (Lego table, drawing tables)</li><li>• Sports ambassadors helping set up and play games at break time</li><li>• Referrals to SEMH outreach/phoenix centre/ visits from ADHD nurse</li><li>• Access to 1:1 small group teaching</li><li>• Access to key members of staff (mentor)</li><li>• Monitoring of attendance</li><li>• Strategies in classrooms to support staff and pupils : Visual symbols, timetables, now/next board, social stories</li></ul>

### Curriculum Provision Intervention 2020-2021

Overall desired outcome	Target PP Group	Intervention and estimated cost	Chosen approach to learning  -By when	Staff lead	Monitoring and evaluating of impact/ by when How will this happen? Quantitative and Qualitative evidence of impact	Estimated impact and lessons learned																																																																																	
<b>Continued accelerated progress and improvement in attainment for our PP pupils.</b>  <b>To ensure our average progress for disadvantaged children improves to match NA.</b>	All 23 of our PP pupils	<b>TA support in class meaning more focused learning at each child's level. (£15,295)</b>  <b>Intervention groups to fill gaps and increase progress (see next row)</b>  <b>Each class teacher to focus on previous lower, middle and higher attainment in all their planning and teaching. They must be aware of where the child has been and where they need to reach. SLT to evaluate this in book scrutiny, lesson observations and data analysis.</b>  <b>EYFS ongoing intervention/boosters – pre-teaching in maths and additional phonics sessions during continuous provision</b>  <b>Booster sessions in preparation for SATs (£200)</b>	Teacher and TA support in each class for PP children (PP pupils highlighted on all planning)  In-school and after school additional sessions	Each CT, TA, SENCO and SLT	Half termly data analysis  Observations and book scrutiny to ensure all TA's are trained and confidently and effectively teaching interventions.	<b>Interventions took place throughout the year and data was analysed by SLT, CT's and SENCO.</b> <b>Autumn 1 – Summer 2 (aiming for 5 steps progress)</b> <table><tr><th></th><th colspan="2">Reading</th></tr><tr><th></th><th>Progress</th><th>Attainment</th></tr><tr><td>EYFS (PP) 3ch</td><td>6.3</td><td>32</td></tr><tr><td>Non-PP 26 ch</td><td>7.6</td><td>34.5</td></tr><tr><td>Year 1 (PP) 8ch</td><td>4</td><td>38.7</td></tr><tr><td>Non-PP 22 ch</td><td>4.7</td><td>39.9</td></tr><tr><td>Year 2 (PP) 2ch</td><td>7.5</td><td>43</td></tr><tr><td>Non-PP 24 ch</td><td>5.5</td><td>46.3</td></tr><tr><td>Year 3 (PP) 4ch</td><td>1</td><td>43.8</td></tr><tr><td>Non-PP25ch</td><td>3</td><td>51.8</td></tr><tr><td>Year 4 (PP)5ch</td><td>4</td><td>55.8</td></tr><tr><td>Non-PP 27ch</td><td>4.3</td><td>58.4</td></tr><tr><td>Year 5 (PP) 5</td><td>4.7</td><td>62</td></tr><tr><td>Non-PP 27ch</td><td>5.4</td><td>63.6</td></tr><tr><td>Year 6 (PP) 5ch</td><td>4.5</td><td>66.3</td></tr><tr><td>Non-PP 25ch</td><td>4.6</td><td>70</td></tr></table> <table><tr><th></th><th colspan="2">Writing</th></tr><tr><th></th><th>Progress</th><th>Attainment</th></tr><tr><td>EYFS (PP)</td><td>6.3</td><td>32</td></tr><tr><td>Non-PP</td><td>7.6</td><td>34.5</td></tr><tr><td>Year 1 (PP)</td><td>5.3</td><td>37.8</td></tr><tr><td>Non-PP</td><td>5</td><td>39.5</td></tr><tr><td>Year 2 (PP)</td><td>5</td><td>39.5</td></tr><tr><td>Non-PP</td><td>5.4</td><td>46.2</td></tr><tr><td>Year 3 (PP)</td><td>0.7</td><td>43.5</td></tr><tr><td>Non-PP</td><td>2.6</td><td>51.7</td></tr><tr><td>Year 4 (PP)</td><td>4.8</td><td>55.6</td></tr></table>		Reading			Progress	Attainment	EYFS (PP) 3ch	6.3	32	Non-PP 26 ch	7.6	34.5	Year 1 (PP) 8ch	4	38.7	Non-PP 22 ch	4.7	39.9	Year 2 (PP) 2ch	7.5	43	Non-PP 24 ch	5.5	46.3	Year 3 (PP) 4ch	1	43.8	Non-PP25ch	3	51.8	Year 4 (PP)5ch	4	55.8	Non-PP 27ch	4.3	58.4	Year 5 (PP) 5	4.7	62	Non-PP 27ch	5.4	63.6	Year 6 (PP) 5ch	4.5	66.3	Non-PP 25ch	4.6	70		Writing			Progress	Attainment	EYFS (PP)	6.3	32	Non-PP	7.6	34.5	Year 1 (PP)	5.3	37.8	Non-PP	5	39.5	Year 2 (PP)	5	39.5	Non-PP	5.4	46.2	Year 3 (PP)	0.7	43.5	Non-PP	2.6	51.7	Year 4 (PP)	4.8	55.6
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Individual needs of PP pupils are identified and support put in place to improve	All PP pupils where appropriate	-Small group 'Precision Spelling' and 'Precision Reading' Groups -Support for pupils in streamed booster classes in Year 2 and 6	Interventions run throughout the year.	Each CT SLT SENCO	Half termly data analysis  Observations and book scrutiny	Groups took place within bubbles to support where identified and needed. Data from groups analysed by SENCO for effectiveness.  See data above for attainment and progress																																																																								

attainment and progress.	Fluid groups to ensure most appropriate support is given to individuals when needed	-Social Skills Groups (Year 1 and Year 4) - Social emotional mental health support programmes (Year 5 and 6) -Individual ICT Resources (£950) -Additional Educational Psychologist input (£1,275) -Speech and Language Therapy Support (£6,150) - RWI across EYFS and KS1 - 5 minute box to support literacy skills																												
Focus on attainment and progress in <u>maths</u> for PP pupils	Year 2, 3 and 6	Maths intervention groups for PP children who are underachieving and challenge for more able – next step questioning.  Offering mymaths homework club to all PP pupils.  Plus1 intervention taking place in Year 3 and 4.	Small group support  Weekly	Taught by TA, overseen by CT and Maths leader	Half termly data analysis  Observations, book scrutiny  CT's to mark books and receive weekly feedback from TA	<table><tr><td></td><td colspan="2">Maths</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 2 (PP)</td><td>7.5</td><td>43</td></tr><tr><td>Non-PP</td><td>5.4</td><td>46.4</td></tr><tr><td>Year 3 (PP)</td><td>0.8</td><td>46.8</td></tr><tr><td>Non-PP</td><td>2.8</td><td>52.4</td></tr><tr><td>Year 6 (PP)</td><td>5</td><td>67</td></tr><tr><td>Non-PP</td><td>5.3</td><td>70.3</td></tr></table> <p>Maths intervention took place in the form of COVID catch up sessions every week as children had to stay in bubbles.</p> <p>Unable to offer mymaths club after school due to COVID restrictions but homework support was given during the school day by TA's.</p>		Maths			Progress	Attainment	Year 2 (PP)	7.5	43	Non-PP	5.4	46.4	Year 3 (PP)	0.8	46.8	Non-PP	2.8	52.4	Year 6 (PP)	5	67	Non-PP	5.3	70.3
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Focus on the attainment and progress in <u>reading</u> .	Year 2, 3 and 6	Differentiated lessons daily. Continued use of reading and writing weeks with Power of reading texts.  Targeted readers are heard regularly by TA's.	Small group support  Weekly	CT and science subject leader	Half termly data analysis with all staff using statements (for gap analysis) and steps progress every half term.	<table><tr><td></td><td colspan="2">Reading</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 2 (PP)</td><td>7.5</td><td>43</td></tr><tr><td>Non-PP</td><td>5.5</td><td>46.3</td></tr><tr><td>Year 3 (PP)</td><td>1</td><td>43.8</td></tr><tr><td>Non-PP</td><td>3</td><td>51.8</td></tr></table>		Reading			Progress	Attainment	Year 2 (PP)	7.5	43	Non-PP	5.5	46.3	Year 3 (PP)	1	43.8	Non-PP	3	51.8						
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		Toe-by-toe intervention taking place in Year 3			Observations and book scrutiny	<table><tr><td>Year 6 (PP)</td><td>4.5</td><td>66.3</td></tr><tr><td>Non-PP</td><td>4.6</td><td>70</td></tr></table> <p>All planned interventions were able to go ahead. New reading books bought for Y2 - 6 to add to our current reading scheme to continue to encourage reading.</p> <p>During lockdown, subscriptions bought for Serial mash and Oxford Owl to ensure child had a wide range of books that they could read from home on a laptop or tablet. Subscriptions last for a whole year so children are encouraged to continue using these regularly.</p> <p>Books being sent home daily as always and TA's and teachers regularly hear PP children read.</p>	Year 6 (PP)	4.5	66.3	Non-PP	4.6	70																								
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Focus on the attainment and progress in writing	Year 2, 3, 5 and 6	Phonics intervention groups for PP children who are underachieving (Year 3) as well as letter formation group.	Small group support	CT Maths and English subject leaders	Half termly data analysis with all staff using statements (for gap analysis) and steps progress every half term.	<table><tr><td></td><td colspan="2">Writing</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 2 (PP)</td><td>5</td><td>39.5</td></tr><tr><td>Non-PP</td><td>5.4</td><td>46.2</td></tr><tr><td>Year 3 (PP)</td><td>0.7</td><td>43.5</td></tr><tr><td>Non-PP</td><td>2.6</td><td>51.7</td></tr><tr><td>Year 5 (PP)</td><td>4</td><td>61</td></tr><tr><td>Non-PP</td><td>5</td><td>63.6</td></tr><tr><td>Year 6 (PP)</td><td>3.5</td><td>64.5</td></tr><tr><td>Non-PP</td><td>4.9</td><td>70</td></tr></table>		Writing			Progress	Attainment	Year 2 (PP)	5	39.5	Non-PP	5.4	46.2	Year 3 (PP)	0.7	43.5	Non-PP	2.6	51.7	Year 5 (PP)	4	61	Non-PP	5	63.6	Year 6 (PP)	3.5	64.5	Non-PP	4.9	70
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To identify gaps in knowledge and skills due to school closure and to fill those gaps.	All 23 of our PP pupils.	Focus group to be targeted in every class and additional intervention groups led by the class teacher once a week.	Daily Weekly	CT Maths and English subject leaders	Half termly data analysis	Groups took place within bubbles to support where identified and needed.																														
					Observations and book scrutiny	Medium term planning identified any gaps in knowledge after first (and then second closure) to ensure the gaps were filled as quickly as possible.																														
					Aiming for accelerated																															

					progress from each child in the focus groups.				
<b>To ensure the progress of LPA (lower previous attainment) in Maths, Reading and Writing is accelerated</b>	All 23 of our PP pupils, with particular focus on LPA PP pupils	Targets set for CT to have high expectations in every class and across the key stages.  LPA identified on planning and a focus in observations.  Interventions as above for maths, reading and writing focus.	Daily	CT  Subject leaders  SLT	Continued monitoring of the overall progress in each key stage.  Pupil progress meetings	Data for children who had previous lower attainment and PP			
							Maths	Reading	Writing
						Year 1 PP and PLA (8ch)	4.5	4	3
						Year 2 PP and PLA (1 ch)	12	8	7
						Year 3 PP and PLA (4 ch)	4.8	4.3	3.2
						Year 4 PP and PLA (3 ch)	5	4	5
						Year 5 PP and PLA (1ch)	3	4	5
						Year 5 PP and PLA (3 ch)	5.3	4.5	3
Data at the end of this year has shown our children with PLA and PP are making slower progress than we would have liked due to COVID closures and they will continue to be a focus next year.									
Data for all PP children can be found in the first table									
<b>To ensure all PP pupils have their understanding checked throughout lessons to ensure they get the most out of every lesson.</b>	All 23 of our PP pupils	Continued focus for all class teachers - questioning, mini-plenaries, targeted differentiation and TA support.  Staff training and expectations made clear to all teachers.	Daily	CT  SLT	Focus for observations.  Book scrutiny	PP children having their understanding checked throughout lessons to ensure they get the most out of every lesson is fully engrained in class teachers planning and teaching.			
						Staff training completed by all staff.			



To ensure our PP pupils are exposed to an enriched extra-curricular provision and experiences and can access them all.	Offered to all 23 PP pupils	<ul style="list-style-type: none"><li>- 'My Maths' after school club (£339)</li><li>- Forest School sessions</li><li>- Rock Steady music lessons</li><li>- 'Gunner' the therapy dog visits every week to do reading sessions with PP children</li></ul>	Ongoing throughout the year, when needed.	Maths subject leader  SLT	Regular observations of extra-curricular provision and ensuring our PP children make the most of the opportunities.	Unable to offer mymaths club after school or have 'Gunner' the therapy dog visits every week to do reading sessions with PP children due to COVID restrictions.  Both to start again after restrictions are lifted.																												
To support five PP pupils with additional needs to be able to access the curriculum in English and Maths lessons daily.	Individual 1:1 support in English and Maths lessons for a Year	<p>These children are in need of support to fulfil their potential. Extremely successful over the last two years with good progress made by both children.</p> <p>Year 1 – 3 hours a day, 5 days a week for 38 weeks £6500 (£2,500 from PP as rest funded by SEN)</p> <p>Year 2 – 3 hours a day, 5 days a week for 38 weeks £6500 (£2,500 from PP as rest funded by SEN)</p> <p>Year 3 - 3 hours a day, 5 days a week for 38 weeks £6500 (£500 from PP as rest funded by SEN)</p> <p>Year 5 – 3 hours a day, 5 days a week for 38 weeks (£2,500 from PP as rest funded by SEN)</p> <p>Year 6 – 3 hours a day, 5 days a week for 38 weeks £6500 (£4,500 from PP as rest funded by SEN)</p>	Support in class daily (mornings )	2 x 1:1 TA's  CT and SENCO	CT and TA to work closely together on the most appropriate support needed in each lesson. Planning completed by CT and given to TA.	<table><tr><td></td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>Child 1</td><td>4</td><td>3</td><td>3</td></tr><tr><td>Child 2</td><td>12</td><td>8</td><td>7</td></tr><tr><td>Child 3</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Child 4 (joined this year)</td><td>6</td><td>4</td><td>8</td></tr><tr><td>Child 5</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Child 6</td><td>7</td><td>4</td><td>3</td></tr></table> <p>Ability to access the curriculum increased considerably with 1:1 support and improvement seen in progress over previous years. The aim is for 5 steps progress this year, which has been possible for some of our PP and SEN children but not all.</p> <p>They will continue to have the support they need next year.</p>		Maths	Reading	Writing	Child 1	4	3	3	Child 2	12	8	7	Child 3	0	0	0	Child 4 (joined this year)	6	4	8	Child 5	3	4	5	Child 6	7	4	3
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Child 6	7	4	3																															

<b>To support PP pupils struggling with fine motor skills and handwriting.</b>	PP pupils in all classrooms	Laptops with WordQ Handwriting groups Touch typing groups	Laptops available daily.	CT SENCO	Typed work and handwriting seen in books during scrutiny and laptops seen during observations.	Handwriting groups happening weekly, as well as the use of IDL, which has supported touch typing further.
<b>Focus on PP children improving and developing their long term memory 'remembering more, knowing more, doing more'</b>	All PP children	Staff training on developing long term memory with expectations made clear to all teachers.  Focus in observations	Daily – part of everyday normal classroom teaching	CT SLT	Focus for observations and discussions with PP children.  Book scrutiny of PP books.  Half termly data analysis	Staff meeting attended by all staff. Has become part of the language used in school when discussing lessons.
Total budget cost (Approx.) <b>£ 36,709</b>						

Emotional, Behavioural and Social Needs Intervention						
Overall desired outcome	Target PP Group	Intervention and estimated cost	Chosen approach to learning  -By when	Staff lead	Monitoring and evaluating of impact/ by when How will this happen? Quantitative and Qualitative evidence of impact	Post monitoring and impact comments ongoing; review next steps to reach the desired outcome; Who/when
<b>Supporting PP pupils with behavioural or emotional needs to help them be focused academically (as well as emotionally) when in school</b>	All PP pupils	Whole school focus after lockdown. Staff training on expectations of children returning to school after such a long time away. Interventions led by TA's on emotional needs and emotional literacy. One TA to complete ELSA training	Weekly	All staff	Calmer, more focused pupils	Whole school has been very aware of supporting the behavioural and emotional needs of pupils after lockdown.  TA fully trained as ELSA and timetabled as an ELSA for 2021-2022.



<p><b>Attendance of PP pupils to stay above National average (96%)</b></p> <p><b>To put strategies in place to reduce the persistent absence figures for PP pupils so it matches or is lower than the latest figure for all pupils nationally.</b></p>	<p>All pp pupils (esp. 1 PP child in Year 5)</p>	<p>Working closely with parents to get them to understand the importance of regular attendance.</p> <p>Ringling parents on the morning of any absence</p> <p>Lots of positive encouragement for the pupils – attendance stickers for best class, attendance board, attendance certificates, competition in the newsletter, treat for all those pupils who achieve 100% attendance.</p>	<p>Daily</p>	<p>SLT</p> <p>Office staff</p>	<p>Regular data analysis of attendance</p>	<p>Attendance</p> <p>Reception – Year 6 PP 96.67%</p> <p>Reception – Year 6 PP (without Y5 PP child) 96.92%</p> <p>Reception – Year 6 NON - PP 97.85%</p> <p>Year 1 – Year 6 PP 96.69%</p> <p>Year 1 – Year 6 PP (without Y5 PP child) 96.67%</p> <p>Year 1 – Year 6 NON - PP 97.88%</p> <p>All of these percentages are above the previous National average of 96% (which has dropped significantly over the last year due to COVID) but we have managed to keep ours as high.</p> <p>Areas of concern for 2021-2022</p> <p>1 Yr 5 PP child's attendance = 88.89%</p> <p>1 Yr 4 PP child's attendance = 88.45%</p>
Total budget cost (Approx.) <b>£1,900</b>						

**Total: £38,609**

## REVIEW OF EXPENDITURE 2019-2020

### Curriculum Provision Intervention 2019-2020

Overall desired outcome	Target PP Group	Intervention and estimated cost	Chosen approach to learning  -By when	Staff lead	Monitoring and evaluating of impact/ by when How will this happen? Quantitative and Qualitative evidence of impact	Estimated impact and lessons learned																																													
<b>Continued accelerated progress and improvement in attainment for our PP pupils.</b>  <b>To ensure our average progress for disadvantaged children improves to match NA.</b>	All 32 of our PP pupils	TA support in class meaning more focused learning at each child's level. (£13,800)	Teacher and TA support in each class for PP children (PP pupils highlighted on all planning)	Each CT, TA, SENCO and SLT	Half termly data analysis  Observations and book scrutiny to ensure all TA's are trained and confidently and effectively teaching interventions.	<table><tr><td></td><td colspan="2">Combined RWM</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 1 (PP)</td><td><b>2 steps</b></td><td><b>30</b></td></tr><tr><td>All</td><td><b>2.2 steps</b></td><td><b>36.4</b></td></tr><tr><td>Year 2 (PP)</td><td><b>2.7</b></td><td><b>39.3</b></td></tr><tr><td>All</td><td><b>3.3</b></td><td><b>43.1</b></td></tr><tr><td>Year 3 (PP)</td><td><b>3.5</b></td><td><b>50.2</b></td></tr><tr><td>All</td><td><b>3.2</b></td><td><b>49.5</b></td></tr><tr><td>Year 4 (PP)</td><td><b>3.6</b></td><td><b>54.3</b></td></tr><tr><td>All</td><td><b>3.4</b></td><td><b>55.9</b></td></tr><tr><td>Year 5 (PP)</td><td><b>3.2</b></td><td><b>59.4</b></td></tr><tr><td>All</td><td><b>4</b></td><td><b>61.8</b></td></tr><tr><td>Year 6 (PP)</td><td><b>3.5</b></td><td><b>67.6</b></td></tr><tr><td>All</td><td><b>3.6</b></td><td><b>68</b></td></tr><tr><td colspan="3">Aiming for 3 steps progress by Spring 1 (school closure).</td></tr></table>		Combined RWM			Progress	Attainment	Year 1 (PP)	<b>2 steps</b>	<b>30</b>	All	<b>2.2 steps</b>	<b>36.4</b>	Year 2 (PP)	<b>2.7</b>	<b>39.3</b>	All	<b>3.3</b>	<b>43.1</b>	Year 3 (PP)	<b>3.5</b>	<b>50.2</b>	All	<b>3.2</b>	<b>49.5</b>	Year 4 (PP)	<b>3.6</b>	<b>54.3</b>	All	<b>3.4</b>	<b>55.9</b>	Year 5 (PP)	<b>3.2</b>	<b>59.4</b>	All	<b>4</b>	<b>61.8</b>	Year 6 (PP)	<b>3.5</b>	<b>67.6</b>	All	<b>3.6</b>	<b>68</b>	Aiming for 3 steps progress by Spring 1 (school closure).		
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	Year 2 and 6	Intervention groups to fill gaps and increase progress (see next row)  Each class teacher to focus on previous lower, middle and higher attainment in all their planning and teaching. They must be aware of where the child has been and where they need to reach. SLT to evaluate this in book scrutiny, lesson observations and data analysis.  Booster sessions in preparation for SATs	In-school and after school additional sessions			Planning and marking has a focus on PP children in every classroom, ensuring the children are given feedback and next steps regularly to push their learning on. Booster sessions took place virtually in the form of differentiated home learning sent to every child. Class teachers rang PP children at least once a fortnight and marked all work completed with feedback.																																													
<b>Individual needs of PP pupils are identified and support put in place</b>	All PP pupils where appropriate	-Fresh Start' small group Phonics and Reading Support - Year 5 and 6 PP and non-PP	Intervention s run throughout the year.	Each CT  SLT  SENCO	Half termly data analysis  Observations and book scrutiny	Precision spelling and reading groups took place during the terms the school was fully open.  Additional Educational Psychologist input – only during Autumn and Spring (£450)																																													

to improve attainment and progress.	Fluid groups to ensure most appropriate support is given to individuals when needed	<ul style="list-style-type: none"><li>-Small group 'Precision Spelling' and 'Precision Reading' Groups</li><li>-Support for pupils in streamed booster classes in Year 2 and 6</li><li>-Social Skills Groups</li><li>-Individual ICT Resources (£950)</li><li>-Additional Educational Psychologist input (£1,275)</li><li>-Speech and Language Therapy Support (£6,150)</li><li>- RWI across EYFS and KS1</li><li>-Nessy and 5 minute box to support literacy skills.</li></ul>				<p>TA (LB) did training in the Spring term with Ed Psych (ELSA)</p> <p>Speech and language took place via zoom £460 Summer term</p> <p>-Individual ICT Resources (£950 not spent as laptops donated)</p> <p><b>Wide range of interventions took place throughout the year and data was analysed by SLT, CT's and SENCO.</b></p> <table><tr><th></th><th colspan="2">Reading</th></tr><tr><th></th><th>Progress</th><th>Attainment</th></tr><tr><td>Year 1 (PP)</td><td>2</td><td>30</td></tr><tr><td>Non-PP</td><td>2.2</td><td>36.7</td></tr><tr><td>Year 2 (PP)</td><td>1</td><td>38</td></tr><tr><td>Non-PP</td><td>2.4</td><td>43</td></tr><tr><td>Year 3 (PP)</td><td>3.3</td><td>49.3</td></tr><tr><td>Non-PP</td><td>3.7</td><td>50.4</td></tr><tr><td>Year 4 (PP)</td><td>3.6</td><td>54.3</td></tr><tr><td>Non-PP</td><td>3.5</td><td>56.3</td></tr><tr><td>Year 5 (PP)</td><td>3.2</td><td>59.5</td></tr><tr><td>Non-PP</td><td>4.3</td><td>62.6</td></tr><tr><td>Year 6 (PP)</td><td>3.3</td><td>68.2</td></tr><tr><td>Non-PP</td><td>3.7</td><td>68.6</td></tr></table> <table><tr><th></th><th colspan="2">Writing</th></tr><tr><th></th><th>Progress</th><th>Attainment</th></tr><tr><td>Year 1 (PP)</td><td>2</td><td>27</td></tr><tr><td>Non-PP</td><td>2.5</td><td>36.3</td></tr><tr><td>Year 2 (PP)</td><td>3.3</td><td>39.3</td></tr><tr><td>Non-PP</td><td>4.2</td><td>44</td></tr><tr><td>Year 3 (PP)</td><td>3.5</td><td>49.8</td></tr><tr><td>Non-PP</td><td>3.9</td><td>50.6</td></tr><tr><td>Year 4 (PP)</td><td>3.3</td><td>53.3</td></tr><tr><td>Non-PP</td><td>3.3</td><td>56</td></tr><tr><td>Year 5 (PP)</td><td>2.7</td><td>59</td></tr><tr><td>Non-PP</td><td>3.9</td><td>62</td></tr><tr><td>Year 6 (PP)</td><td>3.5</td><td>67.3</td></tr><tr><td>Non-PP</td><td>3.8</td><td>68</td></tr></table>		Reading			Progress	Attainment	Year 1 (PP)	2	30	Non-PP	2.2	36.7	Year 2 (PP)	1	38	Non-PP	2.4	43	Year 3 (PP)	3.3	49.3	Non-PP	3.7	50.4	Year 4 (PP)	3.6	54.3	Non-PP	3.5	56.3	Year 5 (PP)	3.2	59.5	Non-PP	4.3	62.6	Year 6 (PP)	3.3	68.2	Non-PP	3.7	68.6		Writing			Progress	Attainment	Year 1 (PP)	2	27	Non-PP	2.5	36.3	Year 2 (PP)	3.3	39.3	Non-PP	4.2	44	Year 3 (PP)	3.5	49.8	Non-PP	3.9	50.6	Year 4 (PP)	3.3	53.3	Non-PP	3.3	56	Year 5 (PP)	2.7	59	Non-PP	3.9	62	Year 6 (PP)	3.5	67.3	Non-PP	3.8	68
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Focus on attainment and progress in maths for PP pupils	Year 4 and Year 5	Maths intervention groups for PP children who are underachieving and challenge for more able – next step questioning.  Offering mymaths homework club to all PP pupils.  Maths consultant (Steph King) to run a whole staff INSET in October on using manipulatives in the classroom. (£100)	Small group support  Weekly	Taught by TA, overseen by CT and Maths leader	Half termly data analysis  Observations, book scrutiny  CT's to mark books and receive weekly feedback from TA	<table><tr><td></td><td colspan="2">Maths</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 4 (PP)</td><td>4</td><td>55.3</td></tr><tr><td>Non-PP</td><td>3.5</td><td>56.2</td></tr><tr><td>Year 5 (PP)</td><td>3.6</td><td>67.3</td></tr><tr><td>Non-PP</td><td>3.4</td><td>67.8</td></tr></table> <p>Pleased with how much the gap between PP and non-PP children has closed over this academic year.</p>		Maths			Progress	Attainment	Year 4 (PP)	4	55.3	Non-PP	3.5	56.2	Year 5 (PP)	3.6	67.3	Non-PP	3.4	67.8																														
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Focus on the attainment and progress in reading.	Year 4 and Year 5	Differentiated lessons daily. Continued use of reading and writing weeks with Power of reading texts.  Targeted readers are heard regularly by TA's.	Small group support  Weekly	CT and science subject leader	Half termly data analysis with all staff using statements (for gap analysis) and steps progress every half term.  Observations and book scrutiny	<table><tr><td></td><td colspan="2">Reading</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 4 (PP)</td><td>3.6</td><td>54.3</td></tr><tr><td>Non-PP</td><td>3.5</td><td>56.3</td></tr><tr><td>Year 5 (PP)</td><td>3.2</td><td>59.5</td></tr><tr><td>Non-PP</td><td>4.3</td><td>62.6</td></tr></table> <p>Groups in blue will be a focus in 2020-2021.</p>		Reading			Progress	Attainment	Year 4 (PP)	3.6	54.3	Non-PP	3.5	56.3	Year 5 (PP)	3.2	59.5	Non-PP	4.3	62.6																														
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To ensure the reading curriculum exposes all PP children to a wide range of reading opportunities with books that match their phonics knowledge in EYFS (linked with inspecting early reading – section 5 OFSTED).	All 32 of our PP pupils exposed to a wide range of reading opportunities  5 EYFS PP pupils.	Class teachers having a designated reading time each day.  Reading taught through guided reading and comprehension lessons regularly.  New reading books linked to what they have learnt in phonics to be sent home with PP pupils to consolidate learning further (£2,000).  5 minute box used regularly to provide secure basic skills for reading, spelling and writing.	Weekly	English subject lead  CT	Half termly data analysis  Observations and book scrutiny	New reading books bought for all of KS1 linked to what they have learnt in phonics to be sent home with PP pupils to consolidate learning further (£2,511).  Books being sent home daily.																								
Focus on the attainment and progress in writing	Year 2, Year 4 and Year 5	Writing intervention groups for PP children who are underachieving.  Differentiated lessons daily.  Continued use of reading and writing weeks (introduced last year) with RWI and Fresh start to support.  Continued use of precision reading and spelling each morning with small focus groups.	Small group support  Weekly	CT Maths and English subject leaders	Half termly data analysis with all staff using statements (for gap analysis) and steps progress every half term.  Observations and book scrutiny	<table><tr><td></td><td colspan="2">Writing</td></tr><tr><td></td><td>Progress</td><td>Attainment</td></tr><tr><td>Year 2 (PP)</td><td>3.3</td><td>39.3</td></tr><tr><td>Non-PP</td><td>4.2</td><td>44</td></tr><tr><td>Year 4 (PP)</td><td>3.3</td><td>53.3</td></tr><tr><td>Non-PP</td><td>3.3</td><td>56</td></tr><tr><td>Year 5 (PP)</td><td>2.7</td><td>59</td></tr><tr><td>Non-PP</td><td>3.9</td><td>62</td></tr></table> Groups in blue will be a focus in 2020-2021.		Writing			Progress	Attainment	Year 2 (PP)	3.3	39.3	Non-PP	4.2	44	Year 4 (PP)	3.3	53.3	Non-PP	3.3	56	Year 5 (PP)	2.7	59	Non-PP	3.9	62
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To ensure all PP pupils have their understanding checked	All 32 of our PP pupils	Continued focus for all class teachers - questioning, mini-plenaries, targeted	Daily	CT  SLT	Focus for observations.  Book scrutiny	Seen in lesson observations but will continue to be a focus next year.																								



throughout lessons to ensure they get the most out of every lesson.		differentiation and TA support.  Staff training and expectations made clear to all teachers.																
To ensure our PP pupils are exposed to an enriched extra-curricular provision and experiences and can access them all.	Offered to all 32 PP pupils	-‘My Maths’ after school club (£2,000) - Subsidised Breakfast / After School Club Provision - Forest School sessions - Rock Steady music lessons subsidised for Year 5 PP+ pupil (£150) - ‘Gunner’ the therapy dog visits every week to do reading sessions with PP children	Ongoing throughout the year, when needed.	Maths subject leader  SLT	Regular observations of extra-curricular provision and ensuring our PP children make the most of the opportunities.	-‘My Maths’ after school club ran in Autumn and Spring term Rock steady has been an excellent experience and incentive to come to school for the subsidised PP child.  MyMaths has been a well-attended intervention and PP will be encouraged to attend again in 2020-2021  - Rock Steady music lessons subsidised for Year 5 PP+ pupil (£150)												
To support two PP pupils with additional needs to be able to access the curriculum in English and Maths lessons daily.	Individual 1:1 support in English and Maths lessons for a Year 4 PP pupil and a Year 5 PP+ pupil	These children are in need of support to fulfil their potential. Extremely successful over the last two years with good progress made by both children.	Support in class daily (mornings)	2 x 1:1 TA's  CT and SENCO	CT and TA to work closely together on the most appropriate support needed in each lesson. Planning completed by CT and given to TA.	Ability to access the curriculum increased considerably with 1:1 support and improvement seen in progress over the year. The aim is for 6 steps progress in a year, but data shows until Spring 1 so aiming for 3 steps. <table><tr><td></td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>Child 1</td><td>4</td><td>3</td><td>3</td></tr><tr><td>Child 2</td><td>3</td><td>2</td><td>3</td></tr></table> Support will continue next year.		Maths	Reading	Writing	Child 1	4	3	3	Child 2	3	2	3
	Maths	Reading	Writing															
Child 1	4	3	3															
Child 2	3	2	3															
To support PP pupils struggling with fine motor skills	PP pupils in all classrooms	Laptops with WordQ  Handwriting groups	Laptops available daily.	CT  SENCO	Typed work and handwriting seen in books during scrutiny and laptops seen during observations.	Support will continue next year and introducing touch-typing group next year.												

and handwriting.						
<b>Focus on PP children improving and developing their long term memory 'remembering more, knowing more, doing more'</b>	All PP children	Staff training on developing long term memory with expectations made clear to all teachers.  Focus in observations	Daily – part of everyday normal classroom teaching	CT SLT	Focus for observations and discussions with PP children.  Book scrutiny of PP books.  Half termly data analysis	Planned for Summer term but training did not take place due to COVID19- will move over to 2020-2021 planning.

Emotional, Behavioural and Social Needs Intervention						
Overall desired outcome	Target PP Group	Intervention and estimated cost	Chosen approach to learning  -By when	Staff lead	Monitoring and evaluating of impact/ by when How will this happen? Quantitative and Qualitative evidence of impact	Post monitoring and impact comments ongoing; review next steps to reach the desired outcome; Who/when
<b>Supporting PP pupils with behavioural or emotional needs to help them be focused academically (as well as emotionally) when in school</b>	PP pupils 2 x Year 5 1 x Year 6	Art therapist until Christmas  (£2,800)	1:1 art therapy sessions weekly	Art therapist and SENCO	Weekly feedback between art therapist, CT and SENCO	Very positive for the mental well-being of the children she worked with and also the parental links. Finished at Christmas as planned.
<b>Support for PP pupils with SEN needing</b>	Rec Year 1 Year 4 Year 5	Termly visits from Social and Communication consultant with feedback and strategies given to	Termly visits with reports written	SENCO EP CT	Strategies put in place to support the pupils academically, socially and emotionally.	Social and Communication consultant only during Autumn and Spring.

<b>external input</b>	Year 6	parents and teachers. (£1,900)				<p>Data identifies that all PP children with SEN have made some progress, with some making accelerated progress.</p> <p>Feedback from visits was beneficial with advice and strategies.</p> <p>The data has been passed on to new teachers, identifying who needs to make accelerated progress in 2020-2021.</p>
<b>Further engagement of parents to support their PP pupils</b>	EYFS, Year 1, 2 and 6  Year 5 PP+	<p>Parental workshops – Phonics and SATs Encouraging parents to come along to workshops being offered in school to inform parents of the importance of supporting their child (even simply by helping with homework and reading regularly). Additional letters sent to the homes of PP pupils to encourage parents.</p> <p>Homework club during the school day.</p>	Sessions each term	SLT	<p>Feedback from parents.</p> <p>Improvement seen in amount of homework completed and how regularly the child is supported with reading.</p>	<p>Phonics workshop took place but SATs did not due to COVID19 closure.</p> <p>Homework club happened weekly with 1:1 support.</p>
<b>Further improve the procedures in place to ensure children feel safe in school and have someone to talk to.</b>	All PP pupils (esp. Year 4 and Year 5 pupils with 1:1 support)	<p>1:1 LSA on the playground to support vulnerable children as playground interaction is an important part of the day for our PP pupils.</p> <p>Use of the sensory room, release breaks, mentors and lunchtime activities (lego and drawing) to ensure pupils feel safe in school and that they have places to go to calm down and talk with a trusted adult.</p>	Daily support	SLT 1:1 support	<p>Calmer, more focused pupils when returning after a positive playtime each day.</p>	<p>1:1 support on the playground has been successful and there are more members of staff that any of our PP children can talk to.</p> <p>Sensory breaks, release breaks, lego and drawing clubs are all happening regularly around the school.</p>

		Sports ambassadors running games on both infant and junior playgrounds every day (to ensure all children have an opportunity to play games in a group and no one feels alone on the playground)				
<b>Attendance of PP pupils to stay above National average (96%)</b>  <b>To put strategies in place to reduce the persistent absence figures for PP pupils so it matches or is lower than the latest figure for all pupils nationally.</b>	All pp pupils (esp. 1 PP child in Year 4)	<p>Working closely with parents to get them to understand the importance of regular attendance.</p> <p>Ringing parents on the morning of any absence</p> <p>Lots of positive encouragement for the pupils – attendance stickers for best class, attendance board, attendance certificates, competition in the newsletter, treat for all those pupils who achieve 100% attendance.</p>	Daily	SLT  Office staff	Regular data analysis of attendance	<p>Average attendance for PP children was <u>88.55%</u> (down from 97.09% the year before) <u>88.21%</u> if reception are included (up from 87.76% the year before) Although this is considerably less, this was the year of COVID-19 so attendance was going to be lower.</p> <p>Non PP was 97.4% (97.45% the year before) 97.4% without Reception (97.81% without Rec the year before)</p> <p>Attendance of pupils will continue to be a whole school focus – especially with PP children.</p> <p>Year 4 child increased attendance from 86.6% to 92.7% and will continue to be a focus in 2020-2021.</p>



St Philomena's CP school is committed to enabling all children to gain an outstanding education. We recognise that children from disadvantaged backgrounds can face particular challenges and welcome the Pupil Premium (PP) as an important way to support them.

Our approach is ensure that all aspects of the school support children from disadvantaged backgrounds, as well through providing targeted support when it is needed. For example, in examining the progress of every pupil, teachers, the Headteacher and school governors look in detail at the development of children from disadvantaged backgrounds, as well as those with other needs. It is by providing quality teaching, tailored to the needs of every child and supported specific help to enable pupils who are falling behind to catch up quickly and those who are excelling to be stretched further, that each can reach their full potential.

We also recognise that, to enable pupils to develop wider skills, talents and experiences, participating in clubs and school trips play an important role and should be accessible to all. We therefore use some pupil premium money to subsidise these activities for those who would not otherwise be able to afford them. We constantly monitor how each child is progressing and use this to vary our support as needed.