

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Nicholas Catholic Primary School
Pupils in school	301 (including 33 Nursery)
Proportion of disadvantaged pupils	31 children
Pupil premium allocation this academic year	£51, 075
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	March 2021
Statement authorised by	Angela Folland
Pupil premium lead	Laura Walmsley Kelli Reynolds
Governor lead	Denise Sparkes

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Improve maths outcomes at KS1 and KS2 by working with the Trust and Maths Hub to implement Power Maths across the school. To include new resources and staff training.
Priority 2	Improve reading and writing outcomes by training all staff in Read Write Inc and continuing to implement Accelerated Reader.
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching interventions to improve outcomes for all children.
Projected spending	£22,464.75

## Teaching priorities for current academic year

Aim	Target	Target date
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Progress in Reading	Achieve above national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0+)	July 2021
Progress in Mathematics	Achieve national average KS2 Mathematics progress score in Maths (0)	July 2021
Phonics	Achieve at least national average Expected Standard in Year 1 Phonics Screening (and in 2021 for Year 2 children who did not take test in 2020 due to C19)	July 2021
Other	Ensure strong engagement and achievement across the curriculum through the implementation of a clear intent, including the use of outdoor learning.	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### **Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Continue to embed the use of Accelerated Reader to increase reading for pleasure and accuracy. Additional intervention for phonics, early literacy and maths.
Priority 2	Use of mentor to provide coaching and intervention for KS2 pupils who are at risk of falling behind expected progress. Thrive Practitioner to support social and emotional development
Barriers to learning these priorities address	The use of a mentor to ensure engagement and metacognition strategies are developed for specific pupils. Encouraging wider reading opportunities to improve engagement and experiences.
Projected spending	£19, 644.20

## Wider strategies for current academic year

Measure	Activity
Priority 1	Provide 75% subsidised experiences (including clubs) for those children currently receiving free school meals.
Priority 2	Continue to raise the attendance to above national average for non-disadvantaged and meet the pastoral needs of disadvantaged children (including social, emotional, mental health and nutrition needs). Assistant SENDCO and DSL allocated to early help strategies to support children and families.
Barriers to learning these priorities address	Attendance intervention increases children's ability to engage with learning and reduces sessions and learning missed. By removing financial barriers to engagement, children who are disadvantaged have the opportunity to experience a range of enrichment activities.
Projected spending	£8966.05

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time given to staff development.	Use of INSET days; technology used to enable staff to engage in peer to peer coaching; maths and literacy leaders released for ½ day a week each.
Targeted support	Securing dedicated time for the Pupil Premium Mentor to work with individuals.	Additional support purchased for ½ day a week to work alongside PP mentor.
Wider strategies	Engaging the families facing most challenges	Close multi-agency working and the development of the new Thrive practitioner.

## Review: last year's aims and outcomes

Aim	Outcome
Provision for PP children with SEND is secure which contributes to their progress and attainment.	Secure assessment of need using DGR tool. Termly targets set on Pupil passports

	<p>Targets CBP and inform teachers' planning and provision as part of first quality teaching.</p> <p>Outcomes and provision regularly reviewed to ensure progress.</p> <p>Targeted interventions (delivered by class teachers or TAs) to address gaps.</p>
School strategies to close the gap in attainment and progress between PP and non-PP mean that PP children with no additional SEND needs achieve in line with, or better than, their non-PP peers.	<p>Pupil passports identify reading, writing and maths targets for pp pupils with no SEND.</p> <p>Targets on CBP to inform teachers planning/provision.</p>
Increased opportunities for learning beyond the classroom have a positive effect on disadvantaged children's engagement and outcomes.	<p>Children engaged well with the Outdoor learning curriculum. Attitudes to learning were high and the outcomes for the curriculum were enhanced. This strategy could be used again in the future but has ceased due to constraints due to Covid 19.</p>
PP children's attendance to be at least in line with non-PP children.	<p>Up to Lockdown 20/03/2020 PP attendance 92.99% (31 chn) compared to Non PP 95.12%. For most children, attendance is high and in line with the national data. Issues continue to be focused on a very small minority of children.</p> <p>During lockdown 15/31 - 50% accessed school based learning</p>
Social and emotional difficulties will be well supported in school to enable children to engage in learning and develop a greater sense of well-being.	<p>2 Thrive practitioners with dedicated time allocated for intervention.</p> <p>Forest school sessions to support children with promoting social interaction and well being.</p>
School will support children and families to ensure they are fully engaged and have equality of opportunity to experience a wide range of enrichment activities.	<p>BASC sessions offered free of charge to families to support engagement.</p> <p>Regular phone check ins with PP families in need of additional support to access school/health/enrichment.</p>