

St Michael's Catholic Primary School Pupil Premium Impact Statement 2020

Context
Total amount = £334, 095
<p>COVID 19 Statement:</p> <p>Due to the national pandemic, school was closed on 20th March 2020 and we moved to a hub system for key worker & vulnerable children only. This interruption to children's learning had, and continues to have, a huge impact on progress and many intended strategies were affected. During the pandemic, the following key steps were taken to ensure that 'disadvantaged' pupils' barriers to learning continued to be addressed and overcome wherever possible:</p> <ul style="list-style-type: none"> · Step 1 - Children attended school. · Step 2 - Ensuring children have the correct tools to complete home learning. · Step 3 - Family support through home visits, welfare calls etc.

Quality teaching for all			
Action	Desired outcome	Impact	Lessons learned
<p>Talk 4 Writing CPD INSET day provided for all staff by external T4W consultant.</p> <p>Use of INSET / staff meeting time to deliver specific training related to SDP. Consultants to work alongside targeted individual staff as necessary.</p> <p>Lesson observations / learning walks / book looks show quality first teaching.</p> <p>Pupil Progress mtgs held termly and supported by Progress Coaches holding regular sessions with each year group.</p> <p>Year 2 attainment and progress will be closely monitored in order to continue the growth in attainment and focus more closely on PP.</p>	<p>Improved progress and outcomes for all, including PP, in Reading, Writing and Maths in KS1 and KS2.</p>	<p>Talk 4 Writing CPD empowered staff in following the approach across the whole school and initial lesson observations and book looks in the Autumn term supported this.</p> <p>Throughout COVID19 lockdown, CPD training was delivered remotely with staff accessing courses to support return to school, delivery of core / foundation subjects in light of the recovery curriculum and responding to the crisis using assessment. SIL provided numerous training opportunities as part of the universal offer</p> <p>Only Autumn term PP meetings took place due to Covid however these placed a higher emphasis on tracking and monitoring progress in each year group. However, Y2 predictions were set to exceed Summer 2019 in all areas. This strategy has continued and further adjustments will be made to assessments systems in light of the pandemic and recovery curriculum.</p> <p>Talk Boost training provided in house for all year groups. These groups took place in Autumn term in EY & KS1 – early results showed a very positive impact from baseline and Talk Boost remains a key intervention moving forwards.</p> <p>LT and MT plans were updated in all subjects with vocabulary as a high priority. English Lead trialled strategies in utilising vocabulary</p>	<p>High quality focussed CPD is essential in improving outcomes for all and remains a high priority this year. We will invest further in CPD programmes which focus on improving T&L.</p> <p>Y5 have taken part in an online T4W project – positive feedback has led to Y4 being signed up also.</p> <p>Assessment is crucial in supporting pupils in the Recovery Curriculum and again remains a high priority with a further audit and review of current systems planned. Previous year groups NFER tests were used in Sept 2020 as a baseline tool and a diagnostic assessment approach has been introduced.</p> <p>One positive of COVID has been the rise in the number of remote training sessions meaning more staff can access more readily.</p>

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<p>Staff CPD in terms of planning the curriculum with a heavy focus on widening vocabulary across the whole curriculum – INSET day and staff meeting time.</p> <p>Specific Speech and Language training in EY. Use of Talk for Writing approach to boost vocabulary and encourage children to orally rehearse, act out and become immersed in language. Children to also be able to employ T4W strategies in other curriculum areas as appropriate.</p>		<p>across the curriculum and these have been rolled out across the school.</p>	<p>All interventions must be monitored more robustly to ensure consistency. This will fall under the umbrella of the newly formed T&L team from 2020 – 2021.</p> <p>Vocabulary must be directly taught and revisited – this will be focussed upon during our work with subject leads and through our staff CPD programme on Rosenshine's Principles.</p>
<p>Breakfast Club Attendance</p> <p>To promote good attendance and punctuality. To ensure that children eat a healthy breakfast, which aids learning. Providing targeted booster sessions for PP children that attend.</p> <p>Attendance Rewards = Improved attendance and punctuality. Settled and positive start to the day therefore improving learning outcomes.</p>	<p>Social and emotional support /interventions to improve attendance and pupil well-being e.g. Breakfast club and Mentoring Programme.</p> <p>Raising self-esteem through targeted PE, Health and Well Being Programme</p>	<p>Breakfast Club was well attended in the Autumn term with PP children invited along and subsidized. BC is run by our 2 learning mentors with a heavy focus on readiness for learning each day and pupil wellbeing with staff identifying those who may need support that day. When school reopened in June to selected year groups breakfast was provided to all pupils every day with staff feedback reporting the positive impact it has upon pupil's attitudes and work. PE coaches continued to work with us in the hub and school throughout the pandemic and again staff and pupil feedback was extremely positive and pupil wellbeing remained high with very few pastoral or behaviour incidents in school.</p>	<p>Covid has impacted on the use of boosters within Breakfast Club – this strategy will be reviewed with boosters taking place at another point in the day so that children can settle.</p> <p>We would like to continue providing breakfast to all pupils in some way during the pandemic.</p> <p>Continue to place a high focus on physical wellbeing.</p> <p>Work with the Mental Health team to explore ways to improve pupil MH in 2020 – 2021.</p>

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Targeted support			
Action	Desired outcome	Impact	Lessons learned
<p>Talk Boost programme bought in and used across the school for identified children.</p> <p>Targeted Interventions to support PP to develop their phonic knowledge in order to read fluently and have a secure comprehension of what they have read and to aid writing.</p>	<p>Targeted interventions to support PP develop S&L skills.</p> <p>Testing and data used for target setting identifies pupils needing additional support. Consultant support days bought in across the year. Subject Lead to receive weekly Management Time as well as release time to support staff in delivering RWI. Reading Plus used in Y5 & 6.</p>	<p>Talk Boost took place in Autumn term in EY & KS1 – early results showed a very positive impact from baseline and Talk Boost remains a key intervention moving forwards.</p> <p>The onset of the pandemic in March 2020 abruptly halted all planned interventions as children had no access due to school closures.</p> <p>Autumn 2019 predictions for Y6 were on track to exceed July 2019 in reading (78% at expected or above).</p> <p>RWI data shows steady progress made in KS1 from Sept 2019 – March 2020.</p> <p>Fluency baselines introduced across the school in September 2019 with all children baselined and teachers using the outcomes to group and plan interventions. Initial findings positive where this happened consistently.</p>	<p>These and all interventions must be monitored and evaluated more robustly moving forwards. This will now fall under the remit of the T&L team in 2020 – 2021 with a planned timetable of interventions and reviews in place.</p> <p>RWI must be delivered with consistency and fidelity. We have joined a 2 year RWI project through the LA and have had whole school CPD from a consultant. We have established a phonics team with the DHT as strategic lead and the RWI lead as operational lead with the support of the 3 AHTs (EY Lead, KS1 Lead & KS2 Lead/ English Lead) to drive forwards RWI. This team will meet regularly with our designate RWI consultant to discuss assessment, data and practice.</p> <p>Reading is a priority following our ofsted inspection in February 2020. Fluency remains a focus and again this must be robustly monitored and consistently addressed.</p>
<p>Use of additional Team Teachers in identified year groups in order to create smaller groups for daily precision teaching. Progress Coaches introduced in all year groups to regularly monitor progress of groups. Purchase Y6 revision guides for Y6</p>	<p>To support PP to in making accelerated progress in RWM.</p>	<p>The use of Team Teachers has had a positive impact on cohorts where utilised.</p> <p>Y6 PP predictions for EXS + indicated: R – 31/46 W – 31/46 M – 32/46</p>	<p>Continue with the use of Team Teachers where budget and COVID allows. Progress coaching replaced by Coaching for Teaching and Learning to place a focus on improving teaching quality. Use of assessment and the marking and feedback policy to be a CPD focus to boost the use of precision teaching in all</p>

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pupils with PP to use at home and within the classroom for English and Maths. Booster sessions in small groups for Y6 pupils with an experienced t teacher (before/after school).		The focus on in year progress in all year groups through the Progress Coach model led to professional discussions and improvements in practice.	year groups replicating where possible the team-teaching model. Introduction of the Pupil Engagement Tracker to identify those at risk of falling further behind. All teachers aware of their PP pupils. Pupil voice to be a focus on in 2020 – 2021.
Tutoring pre/ post school where appropriate, Seedlings MH worker support 1 x day per week, Family Support Worker involvement if needed, pastoral team intervention as and when required, purchase of resources to use in school and at home – revision guides, high quality texts, laptop etc.	LAC pupils are supported to achieve at GDS/ Higher Standard.	LAC children identified as GDS/ High Standard were a focus for teachers and appropriate actions put into place. Autumn data showed that 2 of the 3 identified children (across the school) were on track to achieve GDS in at least 1 subject. Laptops and revision guides provided as well as books and practical resources. Tutoring utilised for selected Y6 pupil due halted due to COVID. LAC children strongly encouraged to access Hubs but uptake was not high & they did not all attend the hub where our staff were placed. Most LAC children did return in June.	LAC children to remain a priority and widened to focus on accelerated progress for all LAC pupils. Actions must be made on a pupil by pupil basis as not all strategies are appropriate for all children. Best practice highlights the need for purposeful, personalised strategies not a blanket 'LAC' approach.

Other approaches				
Action	Desired outcome	Impact		Lessons learned
School minibus pick up for targeted children. Weekly attendance meetings to highlight children and families. Breakfast Club and Sparkles after school club heavily subsidised. Uniform subsidised. Dedicated attendance team provide a robust first response approach. Attendance is a key priority of the SDP. EWO bought in 1 x day per week.	To improve the punctuality and attendance of PP pupils.	2018 - Sept to Dec	96.03%	We have made the difficult decision to cease the use of the minibus for attendance pickups. Our aim moving forwards is to support parents in bringing their children to school themselves Attendance and first response remains a priority as does supporting those families self-isolating and shielding – regular welfare calls from teachers, SENCo and admin are made.
		2019 - Sept to Dec	94.43%	
		2020 - Sept to Dec	95.37%	
		The minibus pick ups were successful for some of the targeted families but did not improve parental responsibility. Weekly attendance meetings were highly effective in identifying PAs and at first the face to face meetings with parents did improve attendance for some however attendance of these dropped off and then had to be halted due to COVID. A positive of lockdown has been parental support for the welfare calls and visits made during lockdown. In the January 2021 lockdown we created a bespoke tracker filled in by staff each day and followed up by LT and admin/ attendance team		

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		to ensure we had contact with all families each week. Home visits were made each day to targeted families and referrals to EWO and family support worker where needed. We were able to maintain contact with all families throughout.	
<p>Whole school refinement of the curriculum plans to ensure key skills, knowledge and understanding are in place to support overall outcomes. Set up a debating society for Y5 and 6 to improve reasoning, confidence and higher order thinking skills. Provide funding and encouragement for PP to attend trips and residential trips, musical tuition and sports activities etc including after school clubs. Annual Aspire and Achieve Week – wide range of outside speakers, work shops etc brought in to raise pupil aspirations. Trips and wow events planned into each year groups curriculum plans on a termly basis</p>	<p>PP children to develop their knowledge and understanding of the world and be able to apply their developing S&L skills by going on trips and visits, having access to arts and cultural events and taking part in jobs across the school.</p>	<p>Formation of a Curriculum group (HT, DHT 2 X AHT/ Curriculum Lead) in Autumn 2019 to redevelop LT plans with a focus on sequential learning. Following our Ofsted in Feb 2020 we have further refined the LT & MT plans and worked with all subject leads to ensure vocabulary and crucial knowledge are at the heart of our curriculum. We have developed 3 core themes of equality, diversity and aspirations to ensure all pupils 'see themselves' in the curriculum. School invested in the Ignite/ Chester Zoo project with the aim of running a whole school wildlife project in Summer 2020 – cancelled due to COVID. Debate society did not take place due to COVID. Some trips were able to take place in Autumn 2019 – Y5 visited the World Museum, KS1 visited the local area and Colomendy residential (Y6) took place. Places subsidised and funded for PP pupils. Little Crosby residential (Y4) booked but cancelled due to COVID. Music tuition continued throughout all lockdowns. Pupil voice = positive.</p>	<p>Curriculum group to continue to monitor curriculum implementation – following Ofsted feedback. Plans have been further slimmed down to aid the recovery curriculum and the team has worked with the LA curriculum advisor. Continue with the Chester Zoo project if possible. Review the variety of after school clubs available in 2020 – 2021 and redevelop what is on offer (Ofsted feedback that there is a sports heavy focus). Consider how to offer 'trips' and wow events in the continuing pandemic – virtual visits etc.</p>