

Pupil premium strategy statement St Cleopas CofE Primary School

1. Summary information					
School	St Cleopas C of E Primary School				
Academic Year	2020-2021	Total PP budget	£155,735	Date of most recent PP Review	Oct 2020
Total number of pupils	272	Number of pupils eligible for PP	130	Date for next internal review of this strategy	Oct 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths combined	Covid-19: Data not available	Covid-19: Data not available
% achieving higher standard in reading, writing and maths combined	Covid-19: Data not available	Covid-19: Data not available
% achieving expected standard in reading	Covid-19: Data not available	Covid-19: Data not available
% achieving higher standard in reading	Covid-19: Data not available	Covid-19: Data not available
% achieving expected standard in writing	Covid-19: Data not available	Covid-19: Data not available
% achieving higher standard in writing	Covid-19: Data not available	Covid-19: Data not available
% achieving expected standard in maths	Covid-19: Data not available	Covid-19: Data not available
% achieving higher standard in maths	Covid-19: Data not available	Covid-19: Data not available
% achieving the expected standard in Grammar, Punctuation and Spelling	Covid-19: Data not available	Covid-19: Data not available
% achieving the higher standard in Grammar, Punctuation and Spelling	Covid-19: Data not available	Covid-19: Data not available

	Nur1	Rec 1	Rec 2	Year1	Year 1/2	Year2	Year 3	Year 3/4	Year4	Year5	Year6	Whole School
Pupils (PP)	5	5	7	10	13	16	11	12	15	22	14	130
Boys	2	2	2	5	7	10	5	6	9	11	6	65
Girls	3	3	5	5	6	6	6	6	6	11	8	65

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Poor attendance by PP children compared to others is limiting their opportunities for learning. |
| B. | Children in EYFS are entering with poor oral language skills. |
| C. | Gaps in progress across KS2 for PP children (especially greater depth) are not diminishing. |
| D. | The health and wellbeing of pupils and families. (Covid-19) Pandemic restrictions to school: closures/opening, partial opening based on government decisions/sickness/class isolation periods etc. have culminated in long periods of lost learning opportunities. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| E. | Socio-Economic Issues: Limited life experiences for some pupils and access to wider cultural, sporting and social opportunities and pupils' and their families have social & emotional difficulties, including medical and mental health issues |
| F. | National Pandemic Tier restrictions |

4. Desired outcomes

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| A. | Attendance of PP children is improved and in line with NPP. |
| B. | Strategies in place to improve oral language skills. Oral language skills improved in most children. |
| C. | PP children closing the gap with NPP children in terms of progress and attainment and including at greater depth. |
| D. | That pupils and family can access the support they need. That even in the event of school closure our disadvantaged families will have access to materials to fully support in learning. |
| E. | PP children able to access a wide range of cultural, sporting and social opportunities in school and beyond that support social, emotional, physical and mental health needs. |
| F. | Whole school approach to data, attendance and intervention strategies to monitor and act on issues that impact on progress and attainment. |

5. Planned expenditure						
Academic year	2020-21					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
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?	Budget
That all pupils have access to Quality first teaching	<p>Whole school expectation of never less than good teaching and learning across the school and increasing examples of outstanding.</p> <p>Targeted challenge work for HA children and teacher/support staff input in lesson planning.</p> <p>Continue to improve the quality of feedback both written and verbal.</p>	<p>Consistency of practice and a shared understanding of what good teaching and learning is in every year group.</p> <p>Quality First Teaching promotes achievement by, creating a safe happy environment for learning; promoting independent learning; having high expectations for all and sharing clear expectations. With Quality first teaching pupils will be engaged and motivated learners who take responsibility for their own learning and progress.</p> <p>Our pupils will develop resilience through supported risk taking and exciting tasks.</p>	<p>Lesson observations Learning walks Book scrutiny Pupil voice</p> <p>(keeping in line with social distancing measures and whole year group bubbles)</p> <p>Termly reports to governors</p>	SLT/Class teachers	Termly	Supply Cover: £4250
Improved outcomes for PP eligible pupils to diminish the difference in Writing and Maths by providing interventions alongside quality first teaching	<p>Varied interventions (according to need) to be provided before, after and sometimes during school.</p> <p>Whole phase approach to classroom organisation & staffing support aimed at closing the gap for disadvantaged pupils Class teacher will identify the pupils, prioritising disadvantaged and provide regular, tailored verbal feedback sessions.</p>	<p>EEF have found that Interventions should start early, be evidence-based and be carefully planned. Research states that Interventions should include explicit and systematic instruction.</p> <p>We want our staff to understand how interventions are connected to whole class instruction. Research has</p>	<p>Intervention staff to track children and inform teacher. Teachers will always be fully aware of how the pupil is progressing in interventions.</p> <p>Senior leaders Monitor delivery as appropriate across the school to give priority to those who need the greatest support.</p> <p>Termly assessment and review of</p>			Supply Cover: £5000

		shown that effective interventions do not always need to be time consuming or intensive to be effective.	pupil outcomes and progress. Appropriately tailored interventions for specific periods of time with clear outcomes delivered by well-trained staff are shown to accelerate learning for pupils. Termly reports to governors			
Ensuring PP greater depth in Maths, Reading and Writing	<p>Quality First Teaching and focus on PP expected to achieve greater depth.</p> <p>English lead working with DGT to create standardisation booklet and progress measures without SATs.</p> <p>Maths lead on mastery course-embed approach across the school. Embed Read to write scheme and monitor/evaluate effectiveness across the school.</p> <p>Collaborative moderation across the DGT</p> <p>Quality books for the library that support the foundation subjects Quality books for each Reception child at the end of their English unit to take home and build their own library.</p>	<p>End of year data shows that our PP children are not achieving greater depth.</p> <p>New training approaches in maths and English can support PP children not achieving greater depth.</p> <p>Children need access to books to develop their understanding of the world they live in. By providing the books to reception children that they have been reading in class, will enable them to read at home with their parents and build vocabulary.</p>	<p>Maths and English leads supporting the moderation of what greater depth looks like and how to achieve it through teaching and learning.</p> <p>DGT support in staff meetings to understand how to achieve greater depth in the classroom.</p> <p>Using targeted interventions in the classroom based on progress each half term.</p> <p>Pupil progress meetings to include specific questioning about PP children and their progress.</p> <p>Termly reports to governors</p>	E Porter L Reid I Fitzgerald L Gannon	Summer 2021	<p>Supply Cover: £4250</p> <p>Read to Write Resources: £3000</p> <p>Home Readers: £3500</p>
PP children to apply skills across the curriculum.	<p>Curriculum leads to look for opportunities in their curriculum areas for developing opportunities and motivate the interests of PP children through:</p> <ul style="list-style-type: none"> • Trips • Experts coming to the school • Online History, Geography and Science resources. • Charanga- online music resources to enable quality teaching and 	Using the interests of children and planning this into a curriculum that is unique to every child is key to motivating and developing children's skills.	<p>PP lead and Curriculum leads to look at opportunities in the curriculum that targets PP children's interest</p> <p>Develop after school clubs that interest PP children.</p> <p>Termly reports to governors</p>	E Porter I Fitzgerald Curriculum leads.		<p>Summer 2021</p> <p>Trips: £13000</p> <p>Experts: 4300</p> <p>Curriculum ICT Resources: £3000</p> <p>Resonate: £5000</p> <p>Minibus upkeep: £3500</p>

	<ul style="list-style-type: none"> understanding Resonate School minibus – maintain the upkeep, petrol and insurance 					
To support families during periods of closure of self-isolation and allow PP families to have all the work they need to ensure children continue to learn	<p>All children will receive a curriculum that supports any gaps in learning deriving from schools closures. Teaching of all children across the school is considered never less than good, including catch-up and remote learning opportunities.</p> <p>Purchase Purple Mash Online Learning and Computing Programme</p> <p>Purple Mash will be used to ensure that children receive a high quality Computing Curriculum with an emphasis placed on basic skills in each year group. Purple Mash is also used to support in the event of self-isolation or school closure during the ongoing pandemic through remote learning opportunities.</p> <p>Post-Covid, Curriculum leads to look for opportunities in their curriculum areas for developing basic skills opportunities in English and mathematics through the wider curriculum to support lost learning and consolidate work done in English and maths lessons.</p>	<p>Purple Mash is used to deliver A high-quality remote curriculum which equips pupils to use computational thinking and creativity to understand and change the world through basic skills.</p> <p>Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>Catch up programmes in place for when school re-opens to improve outcomes. This includes increased daily timetable time devoted to basic skills in English and maths.</p>	<p>Teachers feel confident in delivering a rich and vibrant computing curriculum allowing the children to build on the skills that they are learning through a programme that allows accessible, remote teaching and learning.</p> <p>Pupil Voice</p> <p>Monitoring of remote learning</p> <p>Termly reports to governors</p>	L Gannon I Fitzgerald SLT A Doyle	Half-Termly	PM; £1200 Training: £3000
Improved outcomes for disadvantaged	Develop KS1 class base outdoor area to ensure that children have adequate safe space to play and	There are many benefits to children and playing outside. Outside, children can release	Children will have access to numerous opportunities to develop physical health. More	L Gannon I Fitzgerald SLT	Termly	£20000

<p>KS1/EYFS pupils who lack confidence and experience in the outdoors.</p> <p>Children's, social skills, communication and physical health and wellbeing will be developed.</p>	<p>develop physical skills. This will also support transition from EYFS to KS1 in a phased continuous provision.</p> <p>(This incorporates installation of awnings, planter/dividers/fences/gates, outdoor seating and supporting resources across three class bases</p>	<p>energy, use loud voices, play vigorously, and engage in messy projects developing a range of practical skills to support physical development. In addition, children can experience the plants and animals in their local ecosystem</p> <p>Research has helped us identify many other benefits to playing outdoors (Children and Nature Network, 2012), such as:</p> <ul style="list-style-type: none"> • Better physical health • Numerous opportunities to strengthen motor skills • Stress relief • Greater visual-motor integration (or the ability to control hand or body movement guided by vision) • Greater creativity • Stronger verbal and social skills <ul style="list-style-type: none"> • Production of Vitamin D (an essential vitamin for bone health) through exposure to sunlight • Increased attention and cognitive abilities (Wells, 2000) 	<p>after school clubs can take place due to the increased areas for this to happen-monitor.</p> <p>Monitoring of teaching and learning opportunities.</p> <p>Termly reports to governors</p>	<p>J Conn</p>		
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ii. Targeted support

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?	Budget
<p>Strategies in place to improve oral language skills.</p> <p>Oral language skills improved in most children.</p>	<p>Continue to use 'Mouse Club' - an intervention programme to identify Communication, speech and language needs in Early Years and build on the Warrington Teaching School Alliance's oracy intervention programme – to have an Improved quality and quantity</p>	<p>Research has shown that delayed language skills set the scene for under-performance later in life, yet many children still arrive in primary school undiagnosed.</p> <p>Our programmes support a</p>	<p>Staff trained in using programme and monitored by SLT and EYFS lead.</p> <p>When monitoring, a focus is needed on CLL in EYFS, data will show</p>	<p>L Gannon I Fitzgerald J Conn</p>	<p>Termly</p>	<p>Intervention: £2000 Training: £2500</p>

	<p>of oral language exchanges/improved, oracy skills/increased and pupil confidence & wellbeing impacted on positively.</p> <p>Staff in EYFS are specifically trained to deliver these programmes.</p> <p>Highly-trained staff in Nursery assess children on entry, identify children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in our Early Years provision.</p>	<p>diagnostic approach to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment.</p> <p>Every child deserves a secure, good, safe and happy childhood. EYFS sets the standards for learning, growth, development and care of children from birth to five years old. Proper development of these areas are essential for healthy growth and to have a better future learning.</p> <p>Quality EYFS provision will have a positive impact on attainment as pupils' progress through the school.</p>	<p>impact.</p> <p>Pupil Progress Reports</p> <p>IEPs monitored by SENCo for targeted S&L elements.</p> <p>Termly reports to governors via EYFS Lead.</p>			
<p>Improved progress for high attaining pupils across the school and to diminish the difference between pp children and non pp children and ensure that all pp pupils continue to do well.</p>	<p>Weekly small group sessions in reading, writing and mathematics for pp children including high attaining pupils.</p> <p>Booster sessions in the morning and after school delivered by teaching and support staff.</p> <p>SENDCO to monitor IEPs to ensure that all children are making expected/better than expected progress.</p>	<p>We know that small group interventions can prove useful in providing extra support. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with some further interventions delivered by the HT, DH, and HLTAs.</p> <p>We want the provision of interventions and challenging teaching for children identified to support those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.</p>	<p>Impact monitored</p> <p>Targeted CPD for teaching assistants as needed.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>SLT and teachers released to participate in pupil progress meetings. Teachers and support staff released to meet with SEND Lead to review progress of vulnerable pupils.</p> <p>Termly reports to governors</p>	L Gannon I Fitzgerald SLT	Termly	<p>£6500 booster</p> <p>£2500 supply</p>
<p>To support a safe environment for pupil premium and vulnerable pupils over lunchtime</p>	<p>Weekly monitoring of provision by SLT to ensure a safe and quality environment for all pupils. Training provided on ADHD for lunchtime staff.</p>	<p>We believe that a well-staffed and organised lunchtime will provide a quality environment for all pupils helping them to play and learn together socially and be ready to learn in the</p>	<p>DHT to communicate weekly with all lunchtime staff and teaching support staff with regular updates on the needs of children.</p>	DHT Lunchtime staff	Half-Termly	<p>Training: £3000</p> <p>Play Resources(including safe storage: £8000</p>

	All lunch time staff received First Aid training. Have a zoned the playground so that children are engaged in meaningful and Covid- safe activities monitored by a member of Staff. Increase staff levels to support children in using the new zones and in facilitating play.	afternoon.	Timetabling Weekly Monitoring			Staffing: £000

iii. Other approaches

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?	Budget
Attendance of PP children is improved and in line with NPP.	School Admin Officer to monitor attendance of pp children and liaise with HT/DHT and Educational Welfare Officer (EWO). Regular letters to parents where attendance is a concern. EWO home visits/phone contact with families. Court Action if necessary. Purchased attendance Awards. Attendance reward trips (ART). EWO service level agreement - 1 hour per week.	We can't improve attainment for PP children if they aren't actually attending as much as non-pp children.	Regular feedback from School Admin Officer to HT/DHT. Regular meetings with families/RWO as necessary. Attendance figures shared with Governors.	L Gannon J Pinnington I Fitzgerald M Rufus	Oct 2021	Resources: £ 1000 EWO: £ 5000 ART: £5000
Attendance at Breakfast Club and After School Club.	Provision in Breakfast and After School Club (post-covid) for pupils eligible for PP encouraged / facilitated when possible.	Access to breakfast club/after school club supports children and their families with improved learning, attendance and behaviour at school, punctuality, healthy eating, social development and fun through play.	Attendance at Breakfast Club and After School Club monitored by staff and reported to SLT.	F O'Brien SLT	Oct 2021	Food: £ 5000 Resources £2000 Staffing: £5000
For PP children able to access a	Pupils eligible for PP provided with access to a wide range of	We understand that enriching and	Subject Leaders and class teachers plan to organise a wide	L Gannon I Fitzgerald	Half-Termly	Activities/Trips: 15000

<p>wide range of cultural, sporting and social opportunities in school and beyond</p>	<p>cultural, sporting and social activities.</p> <p>To pay / part of residential experiences e.g. PGL for PP children. (if residential trips go ahead due to Covid 19)</p>	<p>stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment.</p> <p>Raising pupil's cultural capital improves learning outcomes.</p> <p>A school residential trip gives children a chance to interact with the outdoors and have many opportunities to develop their Cultural Capital. It also gives them a chance to try sports/activities that they may not have had an opportunity to do so otherwise.</p>	<p>range of activities/ trips termly. Covid restrictions will apply.</p> <p>Monitor pupil involvement through pupil voice</p> <p>PP children will be actively encouraged to attend trips /swimming and residential and we will see the development of social, personal and study skills. We will monitor the take up of these. (residential trips may not go ahead due to Covid 19)</p>	<p>SLT N Ralston</p>		<p>Residential: £3735</p>
<p>To Support social, emotional, physical and mental health needs</p>	<p>SENDCO to provide support from Seedlings/CAHMS agencies and arrange meetings with parents</p> <p>Utilising counselling sessions for vulnerable children provided by seedlings. Staff will attend ROAR mental health training provided by CAHMS and training will be delivered on INSET to all staff. Regular Staff meetings to develop further throughout the year.</p> <p>Jigsaw PHSE scheme has been purchased to ensure a coherent and developed system of supportive and progressive lessons to prepare children for life, helping them really know and value who they truly are and understand to relate to others. This will be further developed in school this academic year with additional training given to staff</p>	<p>Families with identified social, emotional or health needs are proven to need more support and time in a school setting and or accessing services to support this.</p> <p>Work with Seedlings and other outside agencies/consultants will provide support in sourcing purposeful interventions.</p> <p>Pupils are supported by school staff thought a fit for purpose scheme so that the needs are removed or alleviated – families are also supported.</p>	<p>SENDCO to be available 2.5 days per week on a non-teaching basis to support families.</p> <p>Reports and feedback from outside agencies.</p> <p>PHSE lesson observations.</p> <p>Staff receiving regular training on delivery and openness in the</p>	<p>L Gannon I Fitzgerald M Rufus K McDowell A Berry</p>		<p>Seedlings: £4000</p> <p>Staff training courses: £2500</p>

	<p>and TA's.</p> <p>Whole school approach to mental health – addressed in all areas of curriculum and pastoral care.</p>	<p>Mental health disorders can prevent children and youth from succeeding in school, from making friends or becoming independent from their parents. Children and youth with mental health disorders may have trouble reaching their developmental milestones.</p>	<p>classroom and in school based on mental health policy.</p> <p>Website used to signpost services and support good mental health through remote learning opportunities.</p> <p>Termly reports to governors</p>			
<p>That pupils and family can access the support they need. That even in the event of school closure our disadvantaged families will have access to materials to fully support learning.</p>	<p>Technical support/laptops/mobile sim cards available for remote learning.</p> <p>School website has learning tasks for year groups, mental health and wellbeing activities and links and signposts sign-posts to services and support.</p> <p>Access to food hampers, food vouchers as allocated and accessible via home delivery or school pick-up.</p>	<p>There is a local and national issue that children and families do not have the necessary technical equipment/wifi to access remote learning.</p> <p>School has made available laptops and mobile sim cards to access wifi for those families that need them to access learning.</p>	<p>Parents feel supported during periods of self-isolation or in the event of school closure and that they know the expectations of learning to take place. Feedback from Parents.</p> <p>Pupil Voice</p> <p>Monitoring of remote learning</p>	<p>L Gannon I Fitzgerald SLT</p>	<p>Half-Termly</p>	<p>Laptops: £3000</p> <p>Charging Stations: £2000</p> <p>Sims: £500</p> <p>ICT Maintenance and setup: £5000</p>
<p>F</p> <p>Whole school approach to data, attendance and intervention strategies to monitor and act on pandemic issues that impact on progress and attainment.</p>	<p>Use data to track key groups of children who may need support as a result of Pandemic restrictions.</p> <p>Data threads will include: Progress and attainment trackers Attendance figures SEN/vulnerable list Remote learning monitoring – usage and engagement.</p> <p>Modifications to remote learning will be made based on need, interventions set up for children who need additional support and information shared with teachers to ensure planning considers</p>	<p>Proven and practical means to track vulnerable groups/children not making expected progress or accessing quality education due to C-19 restrictions. It is a familiar and practical approach for staff to use that will positively impact on assessing individual and group needs.</p>	<p>Reporting to governors.</p> <p>Head/SLT to monitor</p> <p>Key groups/individuals identified and accessing additional support.</p>	<p>Gannon Rufus Porter Class teacher</p>	<p>Termly</p>	<p>Supply Cover: £4000</p>

	need.					
Total budgeted cost						£155 735

6. Additional detail

School reserves the right to alter and amend the details of this strategy document to support the changing needs of the children through the pandemic. This may include ad-hoc support, linked for example, to enabling access to remote learning, ensuring children and families have enough to eat and other issues linked to deprivation.

Each term the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the whole school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item at governors' meetings.