

Pupil Premium strategy statement

2020-21 Expenditure Plan + 2019-20 Review

School name	St Nicholas of Tolentine
Pupils in school	148
Number and proportion of disadvantaged pupils	79 (53%)
Pupil premium allocation this academic year	£98,185.00
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	March 2021
Statement authorised by	Hilary Dunford
Pupil premium lead	Cat Wilcox
Governor lead	Marian Curran

Disadvantaged pupil performance overview for last academic year 2019-20 and previous year for comparison

Measure	2019-20	2018-19
Meeting expected standard at KS2 (combined measure)	60%	36%
Achieving high standard at KS2	0%	0%
Progress in reading	- 0.3	-4.6
Progress in writing	+0.9	-3.4
Progress in mathematics	+1.4	-5.7%

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Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low self-esteem resulting in poor behaviour choices
B.	Poor oral language skills with limited understanding of a wide range of a vocabulary
C.	Not being a fluent reader, which can impact on the learning of our curriculum
D.	Low emotional resilience
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance (punctuality has improved due to Covid-19)
F.	Lack of educational experiences
G.	Safeguarding concerns impacting on social skills, emotional well-being and resilience.
H.	Parents are less engaged in the academic aspects of learning

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 wider school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater)	HLTAs provide release time and intervention for teachers	EEF PP report June 2010 recommends schools take a	SCIFF bid is in place by CLF which	HD	Monitoring of teaching and learning, books

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depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.	so that high quality mentoring and coaching modes can be implemented. Two are deployed to the end of key stages: Year 2 reading intervention. Year 6 curriculum intervention. LKS2 HLTA to be trained in Reading Recovery.	tiered approach with teaching being the top priority, including professional development, training and support for early career teachers	is monitored for the DfE. Interim Management Committee (IMC) monitors progress and impact regularly (please refer to SDP)		scrutiny, planning and outcomes/data each term.
Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.	Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training & to purchase fully decodable books in the early stage of reading. B&C	EEF phonics + 4 months (Phonics) New members of staff and failure to meet National standard in previous years	An external expert has worked with school staff to carry out as baseline audit and will continue to monitor and measure impact of collaboration.	HD	Termly assessments of pupils in R and Y1 by phase
Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.	Training and support to develop teachers' assessment, planning and preparation for children with EAL. Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff. All year groups to implement appropriate strategies for improving the teaching of vocabulary.	EEF + EAL Lower starting points for EYFS and new arrivals. Data informs that the gap continues through the school. Low vocabulary levels are a consistent factor for EAL/ disadvantaged pupils across the country. Children with restricted vocabularies at 5years old are		CW/EP	

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	Plan strategic induction pack for children with EAL. Train staff to implement thorough induction process. B&C	more likely to be poor readers as adults.			
<p><u>Costings:</u></p> <p>£3,000 RR training</p> <p>£21,895 RR HLTA salary</p> <p>£ 500 cover for Mangotsfield Hub work</p> <p>£3447 % DHT salary for EAL/language development work</p> <p>£1095 of HLTA salary for EAL/language development work</p>					<p>Total: £29937</p>

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Quality of teaching for all Challenges:	Mitigating Action
Ensuring enough time is given over to allow for staff professional development. Ensuring enough time is given for strategic development of EAL policy.	Use of INSET days and additional cover being provided by senior leaders. Use of additional (Covid) INSET will support with this.

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?
Improved personal, social and emotional physical development across EYFS	Small group play work B&C	EEF + 5 months (Oral language and early years intervention) Lower starting points for EYFS. Data informs that the gap	.	CP (EYFS lead)	Term 2, term 4 and term 6

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<p>Improved outcomes for phonics screening in EYFS/Y1</p>	<p>Small group phonics intervention at KS1</p> <p>B&C</p>	<p>EEF phonics + 4 months (Phonics) Identified as not being on track to achieve phonics screening (40% at the end of Y1). Successful intervention for progress in previous years.</p>	<p>Ongoing training for LSA. Termly assessment</p>	<p>CMc</p>	<p>Termly</p>
<p>Attendance for PP will be above national and the percentage of PP children identified as persistently absent or late will reduce</p>	<p>Attendance and behaviour mentor to lead strategies. Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance.</p> <p>Analyse individual attendance on a weekly basis to ensure quick intervention. Regular communication about punctuality and attendance in newsletters.</p>	<p>Every child matters – ‘attendance is the single most influential factor on achievement’ Attendance data showed PP group were lower last year so needed targeted support</p> <p>This targeted strategy has proved successful in the past closing the attendance gap</p> <p>Narrowing the attainment gap - Daniel Sobel FSM children are twice as likely to be persistently absent.</p>	<p>Data on attendance monitored by Attendance and behaviour on a weekly basis and quality assured by EWO</p> <p>Impact shared termly with Safeguarding and Achievement teams/IMC</p>	<p>CA</p>	<p>EWO meetings</p>

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<p>Children are supported emotionally</p>	<p>One to one or individual support. THRIVE practitioner and ELSA practitioner.</p> <p>On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group.</p> <p>A&D</p>	<p>EEF + 5 months (Social and emotional interventions)</p> <p>Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>THRIVE approach</p> <p>Evert child needs to feel valued, involved and appreciated. If children have been emotionally thrown off track, either temporarily or over longer periods, THRIVE helps us understand their needs being signalled by their behaviour and gives us targeted strategies to help them re-engage allowing</p>	<p>Clear line management in Safeguarding and Achievement teams team and target children monitored in pupil progress meetings</p>	<p>Term 2, term 4 and term 6</p> <p>Weekly updates on VPT</p>
<p><u>Costings:</u></p> <p>Stargate (25% of weekly costs) £4132</p> <p>Salary for phonics instruction £1941</p> <p>£33,861 Full Salary for MOS- Behaviour and Attendance/Family Support worker</p> <p>£16334 Thrive/EYFS LSA salary</p>				<p>Total: £56268</p>

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Targeted support Challenges	Mitigating Action
Lack of engagement from families to improve attendance.	PP Trustee challenge and use of SIF colleagues to ensure systems are robust.

Wider Strategies					
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?
Children can access outdoor adventure enrichment opportunities within school.	Whole school participation in forest school – every class, every week. (All PP students prioritised for forest school intervention) F	EEF + 4 months (Outdoor adventurous learning) Engagement in these opportunities by PP children is low so we want to ensure that cost does not stop them attending. Enriching education has significant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.	HLTA trained as forest school leader. Timetable in place for every class every term.	HD	Term 2, term 4 and term 6
Children can access musical enrichment opportunities within school.	Whole school music provision delivered by Preludes. (All PP students prioritised for music intervention) F	EEF Arts Participation + 4 months Engagement in these opportunities by PP children is low so we want to ensure that cost does not stop them attending. Enriching education has significant benefits. All children including those from disadvantaged backgrounds	Preludes are a reputable provider and are associated with Bristol Plays Music. Provision is prioritised for EYFA, year 1 and year 2 though all year groups benefit from the teaching.	HD	Term 2, term 4 and term 6

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		deserve a well-rounded culturally rich education.			
All parents can access learning workshops and celebration events throughout the school year	<p>Targeted support for parents to engage and collaborate in learning so they can help their children at home (face to face parent meetings).</p> <p>Service celebrations conducted outdoors</p> <p>Later this year (post-pandemic): Family Art Days with children in school.</p> <p>H</p>	<p>EEF +5 months (Collaborate learning)</p> <p>EEF +3 months (Parental engagement)</p> <p>Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops</p>	Register of attendance Parent voice Homework complete across the school	HD	Termly End of year report from Maths with parents including parent & pupil voice
Ensure the most vulnerable have access to provision before school.	<p>Bagel breakfast & healthy snacks for all at breaktime. Subsidised through magic breakfast & fair share.</p> <p>G, A, D & H</p>	<p>EEF + 5 months (Extending school hours)</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	Register of use	HD	Termly
Ensure the most vulnerable have access to provision after school.	<p>After school forest school provision at Trinity Church.</p>	<p>EEF + 5 months (Extending school hours)</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	Register of use	LSA costs to support	Termly

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<u>Costings:</u>					
Art & Drama – Black Artists on the Move £2000- 20% of total year spend					
School trips £5000					
50% of the whole school music costs £3150					
£5249 LSA wages for after school forest school/breakfast club					
Total budgeted cost					Total : £15399
Overall budgeted cost					£101,604

Review: last year's aims and outcomes

Aims <i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>	Outcome
Reading, writing and maths outcomes for PP are improved in every year group (Expected and greater depth)	<u>Baseline data September 2019</u> (KS2 national 65%)	Outcomes improved between September 2019 baseline and end of term 2 assessment in every subject in every year group. The only exception to this is in year 2 where the greater depth percentage remained the same for reading. Teacher assessment during the pandemic was a challenge, a thorough baseline and assessment of need was conducted on pupils' return. End of term 6 teacher assessment for year 6 showed the following results:

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		<table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th>Maths</th> <th colspan="3">Combined</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Exp Std</th> <th>Cohort</th> <th>Exp Std</th> <th>Cohort</th> <th>Exp Std</th> <th>Cohort</th> <th>Exp Std.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>21</td> <td>57%</td> <td>21</td> <td>67%</td> <td>21</td> <td>67%</td> <td>21</td> <td>57%</td> </tr> <tr> <td>PP</td> <td>10</td> <td>60%</td> <td>10</td> <td>80%</td> <td>10</td> <td>60%</td> <td>10</td> <td>60%</td> </tr> </tbody> </table>									Reading		Writing		Maths	Combined				Cohort	Exp Std	Cohort	Exp Std	Cohort	Exp Std	Cohort	Exp Std.	All	21	57%	21	67%	21	67%	21	57%	PP	10	60%	10	80%	10	60%	10	60%
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Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%) and punctuality is significantly improved	PP attendance 95.6% PP persistent absence 11.3%	Term 2: PP attendance at point of lockdown 93.1% (NA PP 94.4%) PP persistent absence 11.4% (NA PP 16.1%)																																											
Children's emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved scores and exclusion remain low.	THRIVE training was completed in January 2020. Individual assessments were due to be completed at the point of lockdown – these were then completed on return. Class assessments will be completed 2020/21 <i>*This work will continue in 2020/21 when schools return.</i>																																											
Children feel safe and can learn because their needs are met by QFT	Children with SEND, (including those with SEMH) have their needs met and they make good progress because the appropriate assessments and interventions are in place.	The school has a rigorous timetable in place so that those most vulnerable children are accessing provision that will enable them to learn. These strategies include THRIVE, ELSA, SPARKS, Forest School (Trinity Church), additional music lessons, art as therapy and mentoring. THRIVE now has a good dedicated space and a practitioner who has also started his training to become fully qualified. <i>*This work will continue in 2020/21 when schools return.</i>																																											

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