

St Margaret Clitherow Pupil Premium Strategy Statement 2019-22

School overview

Metric	Data
School name	St Margaret Clitherow Catholic Primary School
Pupils in school	237
Proportion of disadvantaged pupils	6.8% 16 pupils (5xEYFS)
Pupil premium allocation this academic year	£ 17870 (11 x £1345 5 x £615)
Academic year or years covered by statement	2019-2022
Publish date	September 2020
Review date	July 2021
Governor lead	Hayley Merry

Disadvantaged pupil progress scores for last academic year

EYFS Attainment 2020

Cohort 30

2020	All Children	PP	Boys	Girls	Herts	National
% attaining a good level of development	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19

KS1 Attainment 2020

Cohort 30

2020	School Year 2 pupils % at the expected standard+ EXS+	School Year 2 PP pupils % at the expected standard+ EXS+	School Year 2 pupils % working at the greater depth standard GDS	School Year 2 PP pupils % working at the greater depth standard GDS	National Other Working at EXS+
Reading	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
Writing	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
Maths	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
Science	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19

KS2 Attainment 2020

Cohort 29

Cohort 30	% of all pupils at EXS+	% of PP pupils at EXS+	% of all attaining the high standard/ GD	% of PP pupils attaining the high standard/GD	National other % working at EXS+
Reading	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
Writing	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
Maths	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19
R,W+M	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19

Progress KS1-KS2

Cohort 30	Reading			Writing			Maths		
	School All	School PP	Nat Other	School All	School PP	Nat Other	School All	School PP	Nat Other
2020	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19	No data due to C-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No data due to C-19
Achieving high standard at KS2	No data due to C-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Reading progress has declined between 2018 and 2019 particularly for high prior attainers.</p> <p>For high prior attainers, key stage 2 progress in reading was significantly below national and in the lowest 20% of all schools in 2019.</p> <p>Boy's progress scores in Reading were below the national average.</p> <p>Maximise progress and achievement through consistently good and outstanding teaching and learning to ensure high rates of progress underpinned by effective knowledge of prior attainment and vulnerable groups with a particular focus on the assessment of Reading.</p> <p>A particular focus on boys and attainment at the higher standard.</p> <p>Review the Reading Curriculum to ensure teaching is consistent and provides clear progression.</p>

Priority 2	<p>Mathematic progress has declined between 2018 and 2019. Girls progress score in maths was below the national average.</p> <p>Deliver the new Teaching of Mastery Maths approach.</p> <p>Ensure high rates of progress in Maths through the development of a mastery approach. Maximise progress, achievement and confidence. Ensure clear progression and challenge using HfL Essential Maths.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • The C-19 pandemic and resulting school closure
Projected spending	£5,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Achieve national average progress scores in KS2 Reading (0). For PP pupils.</p> <p>Ensure that progress scores in Reading at the end of KS2 are above National and in line with Herts.</p>	July 2021
Progress in Writing	<p>Achieve national average progress scores in KS2 Writing(0). For PP pupils</p> <p>Ensure that progress in writing is accelerated. For PP pupils</p>	July 2022
Progress in Mathematics	<p>Achieve national average progress scores in KS2 Maths (0). For PP pupils.</p>	July 2021
Phonics	<p>Achieve the national expected standard for phonics in Year 1.</p> <p>Ensure that phonic achievements at the end of Year 1 are sustained at high levels (above 80%). Standards are consistently above the national and Herts.</p> <p>100% of PP pupils pass the phonic screening check</p>	July 2021
Phonics Year 2	<p>100% of PP pupils who were not tested due to C-19 achieve expected standard in Year 2.</p> <p>To ensure pupils at risk of not reaching the expected standard at the end of Year 2 are given support through phonic intervention and also speech or EAL support.</p>	July 2021
Progress for Pupils with High Prior Attainment	<p>Achievement at the higher standard requires an ongoing focus, particularly in reading and maths</p>	Sept 2021

	(The percentage of children achieving the higher standard doubled in writing and declined in reading and maths in 2019.)	
Other	To give social and emotional support to PP pupils and their families. To include work on the short and long term effects of the C-19 pandemic and the school closure. To provide additional extra-curricular opportunities for PP pupils whilst complying with the new C-19 safety guidelines	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

Measure	Activity
Priority 1 - Reading	<ul style="list-style-type: none"> • Children to be able to read fluently and with an increasing confidence through daily reading. • Revise and embed the school's Curriculum for Reading. • Develop children's comprehension skills by incorporating comprehension into English lessons, so that children have a quality text to draw from. • Provide children with a set of comprehension strategies that are consistent across the school. • Purchasing high quality engaging texts and some specifically targeted at boys. • Reading areas excite and promote a love for reading. • Additional teaching assistant support to target individuals and groups.
Priority 2 - Mathematics	<ul style="list-style-type: none"> • Develop a CPA (concrete, pictorial, abstract) approach to mastery techniques to mathematics. • Provide teachers with training. • Provide teachers with planning tool that provides ideas to deepen and extend mathematical thinking. • Ensure that teachers have a sequence of lessons that provide children with a stepped approach to their learning. • Embed Essential Maths interventions, for those children who need extra support or are falling behind. • Individual and group support to enable misconceptions gaps in knowledge and

	personalised individual learning styles to be addressed.
Priority 3 - Writing	<ul style="list-style-type: none"> • Ensure that all teaching of writing, derives from a core text. • Provide opportunities for the children to learn about the features in a range of text types. • Clear models and expectations of handwriting are present and consistent throughout the school. • Assessment of writing is consistently monitored against the yearly teacher assessment framework. • Additional TA support to target individuals and groups.
Priority 4 - Phonics	<ul style="list-style-type: none"> • Ensure that targeted phonic support is given to those children who did not finish reception at the expected standard. • Closely monitor those children who finished reception at the expected standard in phonics, ensuring that they maintain their current progress. • Targeted support those children who didn't meet the expected standard in Year 1.
Priority 5 - EYFS	<ul style="list-style-type: none"> • Literacy resources that provide children the opportunity to develop language and literacy and offer challenge. • Phonics resources that support children's ability to rhyme and support early spelling. • High quality daily phonic teaching to ensure children leave EYFS having completed Phase 4.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • C-19 and the resulting school closure and its effect on both mental health, well being, academic attainment and achievement.
Projected spending	£9,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Monitoring of attendance and engagement with other agencies such as attendance officer. Prioritise the transition back into school for pupils in the Autumn term.
Priority 2	Support for pupils as they transition back into school life following the extended school closure,
Barriers to learning these priorities address	C-19 and the resulting school closure and its effect on the mental health, wellbeing, academic attainment and achievement.
Projected spending	£4,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and implementation of new programmes	Additional leadership time provided. Staff meeting time.
Targeted support	Ensuring enough time for subject leads, teachers and TAs to support small groups and implement actions.	Leadership time provided. Additional TA time.
Wider strategies	Ensure engagement of families in need of support particularly in light of the C-19 pandemic and resulting school closure	Build staff expertise in creating a dialogue with parents.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	No data due to C-19
Progress in Mathematics	No data due to C-19