

Pupil Premium Expenditure Plan 2020/21 UPDATE



Summary information					
School	St. Mark's Catholic Primary School				
Financial Year	2020-21	Total Pupil Premium	£80,508 This is including a carry forward of £25,306 from last financial year.	Number of pupils	46

Guidance

Pupil Premium – Post Covid-19

In March 2020, England went in to lock down due to the Covid-19 pandemic. As a result, children eligible for pupil premium funding were not able to receive the additional support we had planned as a school for them. This pupil premium funding expenditure plan has been updated to better meet the needs of the pupil premium children returning to school in September 2020. All children nationally have been affected by the Covid-19 pandemic as a great deal of learning time has been missed due to school closures. Children who are eligible for pupil premium funding should not be any further disadvantaged by the Covid-19 pandemic.

What is Pupil Premium?

Pupil premium is additional funding provided to publicly-funded schools in England. The grant's aim is to raise the attainment of disadvantaged pupils. This includes pupils eligible for free school meals, pupils in the care of an English Local Authority, and pupils who left this care due to adoption, a special guardianship order, a child arrangements order, or a residence order (sometimes known as the pupil premium plus).

The principles of funding allocation

The pupil premium is awarded solely based on whether pupils meet the eligibility criteria, not pupils' attainment or achievement. The pupil premium is not an entitlement for individual pupils, so it is not adjusted if a pupil leaves the school, with the exception of pupils who are permanently excluded.

How much Pupil Premium Funding does St. Mark's Catholic Primary School receive?

Pupil Premium funding per eligible child is £1,345 for 2020/21.

St. Mark's Catholic Primary School received **£62,340** Pupil Premium funding for 2020/21.

At St. Mark's Catholic Primary School, we are committed to narrowing gaps and ensuring that every pupil excels. We ensure that we raise the attainment of disadvantaged pupils and close the gap between them and their peers.

- The school has identified pupil premium children make greater progress when given precision teaching opportunities to catch up quickly.
- Children that have low self-esteem and confidence struggle to achieve their true potential. Supporting and improving children's wellbeing is fundamental as the Covid pandemic has impacted on ALL children's wellbeing in some way. By raising children's self-esteem and confidence children can succeed. Pupil Premium children are more likely to have lower self-esteem and this was a significant barrier on their achievement.
- The speech and Language therapy needs of pupil premium children in school were high. Early intervention and regular SPLT support to ensure that children not only make better progress with their communication skills but also across the curriculum.
- Pupils who have a greater attendance at school have better opportunities to access the required learning to have higher attainment.
- Pupil premium children were identified as having fewer resources to support them to access remote learning opportunities. Children who are able to access remote learning continue to thrive academically and socially during lockdown and isolation.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Data will be recorded with increasing accuracy and will be analysed to identify trends</u> Staff use SIMs software to input, monitor and evaluate PP data and can recognise trends in data. SIMS will allow staff to record the smaller steps of progress that children make therefore making data more accurate.</p>	<p>Staff will be trained by a SIMS consultant in how to input data and then how to extract this data to analyse trends in groups of children.</p> <p>No EEF data available £1,000</p>	<p>All staff to monitor and evaluate impact of PP interventions and progress made by PP children</p>	SLT	Ongoing
<p><u>Data will be moderated accurately</u> CPD support for all staff to moderate writing.</p>	<p>Literacy co-ordinator to quality assure writing data and work with teachers to agree end of year writing levels.</p> <p>No EEF data available</p> <p>£1,200 - supply costs for each class teacher to moderate with the new class teacher at the end of the academic year</p> <p>Total - £1,200</p>	<p>Data will be accurate moving into the academic year of 2021-2022.</p>	SLT	End of academic year
Total budgeted cost			£2,200	

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Groups of children make rapid progress</u> Pupil Premium children will make rapid progress to narrow/close the gaps to improve attainment.</p>	<p>Teacher or teaching assistant works with a small group of children to deliver quality first teaching focused on individual children's targets identified from assessment in Reading, Writing and Maths.</p> <p>Write Dance Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music</p>	<p>The impact will be measured by: Book looks Pupil Progress meetings Data Lesson observations</p>	DL/ CE	Ongoing

	<p>and the underlying principle is enjoyment to build confidence. KS1 staff have been trained to deliver these sessions by a qualified trainer.</p> <p>(EEF data + 3 months for physical development approaches)</p> <p><u>1:1 Phonics sessions</u> Children who are not making the expected progress in phonics receive a targeted 1:1 session daily delivered by a TA. Children are regularly reviewed and RML assessments are carried out to identify gaps in knowledge.</p> <p>EEF data + 4 months for early Literacy approaches +5 months for 1:1 tuition + 4 months for phonics</p> <p><u>Behaviour Interventions</u> TAs offer support for children who show challenging behaviour. They do this through mentoring and building relationships. TAs bring targeted individuals off the playground early (if needed) and take them to our Rainbow Room. This allows them to be calm and ready to learn after time outside. TAs spent time reflecting upon choices with children using their interests.</p> <p>EEF data + 3 months for behaviour interventions</p> <p><u>Comprehension Groups</u> TAs deliver comprehension groups to identified children. TAs use the question level analysis completed by teachers and knowledge of the children to identify areas of development for each child.</p> <p>EEF data +6 months for reading comprehension strategies</p> <p><u>Word Wasp</u> A comprehensive spelling intervention which begins with simple phonetic sounds and gets progressively harder. TAs deliver Word Wasp to identified children who are struggling with spelling. This intervention is delivered on a 1:1 basis daily.</p> <p>EEF data +5 months for 1:1 tuition</p>			
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	<p><u>Lego Therapy</u> Lego therapy is a play based piece of intervention which focuses on developing collaborative play skills. It is predominately used with children who have Autism or social interaction difficulties. However, it can be used with all children. Lego therapy works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing. In addition to this it works on language concepts such as; size, prepositions and colours. TAs have been trained to deliver Lego Therapy to small groups of children.</p> <p>EEF impact + 4 months for small group tuition + 5 months for oral language interventions + 5 months for collaborative learning</p> <p><u>Specialist Support</u> TAs have been trained to support a child who needs to learn to touch type. The TAs have received specialist training from an outside agency and deliver the touch typing session on a 1:1 basis daily.</p> <p>EEF data +5 months for 1:1 tuition</p> <p><u>Closing the Gap Interventions/ Pre and Post Tutoring</u> Same day interventions take place with groups as required. These interventions ensure that children are confident with a concept before the next lesson</p> <p>EEF impact + 4 months for small group tuition + 1 month for teaching assistants</p> <p>Total - £47,000</p>			
<p><u>Development of Forest Schools</u></p> <p>Forest School Sessions will be delivered to groups of children. This will enable children to develop social skills, resilience, empathy, self-control and team work. This will then support their learning.</p>	<p>Level 3 training for 1 teacher and Forest School First Aid course (£1,090) Level 2 training for 2 TAs £515 per person (£1,030) Development of the school site to include a nature area where Forest School can be taught in (£2,000) Forest School equipment (£500)</p> <p>EEF impact + 4 months Total - £4,620</p>	<p>The impact will be monitored through baseline assessments and case studies.</p>	<p>DL/ CE/ SS</p>	<p>Ongoing</p>

<p><u>Speech and Language Intervention</u></p> <p>Targeted interventions delivered by a trained Speech and Language therapist to support identified children and deliver targeted support. As a result of these sessions, children will make progress in their speech, language and reading.</p>	<p>Speech and Language consultant to deliver sessions to targeted children who have been identified by the school's SENDCO. The SALT will also train TAs to better support those children who are having issues with their speech and language.</p> <p>No EEF data available Total - £6,000</p>	<p>The impact will be measured during SEND progress meetings, Pupil Progress meetings and conversations between the SENDCO/ CT/ TA</p>	<p>MC/ DL and all teachers</p>	<p>End of each term</p>
Total budgeted cost				£ 57,620

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Child and Family Support Worker</u></p> <p>Children and families in need receive therapeutic family support which will improve their well-being and learning.</p>	<p>Support identified children to improve their well-being. A Malachai support worker will come into school to work with children and families on a 1:1 basis.</p> <p>No EEF data available Cost - £10,000</p>	<p>This will be reviewed regularly via regular discussions between all stakeholders.</p>	<p>DL/CE/MC</p>	<p>Ongoing</p>
<p><u>Improved attendance and punctuality</u></p> <p>Improved attendance and punctuality post lockdown. Children attend school regularly – all parents are well informed and updated about isolation and lockdown procedures.</p>	<p>Early identification and intervention is taken on attendance and punctuality matters. Learning and progress do not suffer as a result. Rewards for children who have high rates of attendance.</p> <p>No EEF data available Cost for attendance officer - £1,000 Cost for attendance rewards - £500</p> <p>Cost - £1,500</p>	<p>Attendance data will show improvements in absence and lateness.</p>	<p>Office staff and DL/ CE</p>	<p>Attendance meetings each half term</p>
<p><u>Behaviour Support</u></p> <p>Targeted behaviour support improves levels of classroom</p>	<p>Children are supported by a sports coach to develop a range of team building skills needed to play sport at lunchtimes and break times.</p>	<p>Regular review meetings between class teachers, SLT and Kieran.</p>	<p>Teachers/ CE/ KM</p>	<p>Review the children</p>

<p>disruptions, children's progress and learning. There will be fewer instances of poor behaviour at break at lunchtime.</p>	<p>EEF data - +3 months Cost - £4,000</p>			<p>attending each half term</p>
<p><u>Wider Opportunities</u> Because of the lockdown, many children have missed out on wider experiences. Wider opportunities will support children's creativity and well-being.</p>	<p>Drumming workshop - £2,640 Drama workshop - £1,020 SPaG workshop - £400</p> <p>EEF data – Arts participation +2 months, Collaborative learning +5months, Oral language intervention +5 months. Total - £4,060</p>	<p>Pupil interviews Feedback from staff</p>	<p>SLT</p>	<p>Review after each workshop</p>
<p><u>Wider Opportunities – Music</u> Because of lockdown restrictions and children having to remain in bubbles, music lessons have not taken place as they usually would. Music lessons will be delivered using a range of resources by a qualified musician</p>	<p>£500 to buy new musical instruments</p> <p>EEF data – Arts participation +2 months, Total - £500</p>	<p>Pupil interviews Feedback from staff</p>	<p>SF/ SLT</p>	<p>At the end of each half term</p>
<p><u>Laptops purchased to support home learning</u> All Pupil Premium children who are working at home will have a laptop provided for them. This will ensure that they can access online learning and that their learning is not halted due to lack of technology.</p>	<p>Questionnaires sent to all PP children's parents and laptop provided for those who don't already have working laptops.</p> <p>No EEF data available. £2,000</p>	<p>Look at Zoom attendance and data collated during the lockdown for work uploaded.</p>	<p>SLT/ class teachers</p>	<p>At the end of each week.</p>
<p><u>Online learning software purchased</u> New software purchased so that children working from home due to lockdown or self-isolation will have access to a broad and balanced curriculum</p>	<p>New software purchased so that children who are unable to be in school continue to make progress and learning is not reduced.</p> <p>EEF Data - +3 months £1,000</p>	<p>Data Conversations with teachers Pupil interviews</p>	<p>SLT/ class teachers</p>	<p>At the end of each half term</p>
Total budgeted cost				£23,060

£82,880 – spent on this spending plan	Pupil Premium funding 2020-2021:	£62,340
	Pupil Premium Carry Forward:	£25,306
	Pupil Premium total:	£80,508