



St Adrian's Catholic Primary School

'To learn, to love, to live as a community of God with Christ as our teacher'



Pupil premium strategy and self-evaluation (Primary)

1. Summary information					
School	St Adrian's Catholic Primary School				
Academic Year	2020/21	Total PP budget	£21,525	Date of most recent PP Review	July 20
Total number of pupils	229	Number of pupils eligible for PP	19 (8%)	Date for next internal review of this strategy	July 21
Statement authorised by:	Dominic Bedford	Pupil premium lead:	Alex Sallis	Link governor:	Martha Moroney

2. Current attainment for disadvantaged pupils		
Early Years Foundation Stage outcome	2018/2019	2019/20 predicted
% Good level of development (GLD)	100%	Not applicable
% Reading	100%	Not applicable
% Writing	100%	Not applicable
% Number	100%	Not applicable
% Shape and space	100%	Not applicable
Year 1 Phonics screening	100%	100%
Key stage 1 outcomes	2018/2019	2019/20 predicted
% achieving expected standard or above in reading, writing & maths	100%	0%
% making expected progress in reading	100%	100%
% making expected progress in writing	100%	100%
% making expected progress in mathematics	100%	50%



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Key stage 2 outcomes for disadvantaged pupils	2018/19	2019/20 predicted
% achieving expected standard or above in reading, writing & maths	50%	100%
% making expected progress in reading	100%	100%
% making expected progress in writing	50%	100%
% making expected progress in mathematics	50%	100%
Disadvantaged KS2 pupil progress scores for last academic year KS2	2018/19	2019/20 predicted
Reading	3.57	0
Writing	-4.08	0
Maths	-2.44	1.7

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Covid19 lockdown and school closure have adversely affected the most vulnerable and disadvantaged children in reading, writing and maths across whole school with new entrants joining Nursery and Reception with lower baselines
B.	Some pupils are in other vulnerable groups or have additional needs such as SEND
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
C.	Lower attendance amongst the PPG cohort than non PPG
D.	PPG parents tend to play a less active role in the education of their children. This includes attendance at SEND reviews, parental consultations, performances, events, completion of homework activities, updating Reading Records and joining celebrations of learning etc.
E.	Some pupils require support for emotional deficits or family support. Family concerns and parenting issues can impact upon achievement over the longer term.



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4. Strategy Aims for disadvantaged pupils		Success criteria	By
A.	<p>Pupils receive 'back on track' curriculum support to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. National Tutoring Programme to provide additional, targeted support when details are finalised and individual school funding announced.</p> <p>Pupils' attainment is at least in-line with age related expectations and at least expected progress is achieved in reading, writing and maths. Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils.</p> <p>Support disadvantaged pupils in Y2 to pass the missed phonics screening.</p> <p>Early years disadvantaged pupils with lower baseline are supported.</p>	<p>PPG pupils recover lost learning and learning attitudes at least as well as non-PPG pupils.</p> <p>The difference between reading, writing and maths attainment of PP and others will be diminished.</p> <p>100% of Y2 disadvantaged pupils pass phonics screening.</p> <p>EYPP with lower baselines make better than expected progress.</p>	Sum 2021
B.	<p>Ensure that PPG pupils on the SEND, BAME and EAL registers receive high quality teaching and support in the classroom in addition to detailed planned SEND support.</p>	<p>PPG pupils on the SEND register will make at least expected progress from their starting points.</p> <p>PPG pupils in other vulnerable groups make at least expected progress from their starting points</p>	Sum 2021
C.	<p>Improve attendance for our PPG pupils to reach 96%.</p>	<p>Attendance for PPG children is in line with Hertfordshire target of 96%</p> <p>Overall PPG attendance improves from 94.6% to 96%</p>	Sum 2021
D.	<p>Improve parental engagement so that education is seen as a high priority within the family setting. Homework or remote learning completed, reading records completed and all consultation meetings attended.</p>	<p>PPG families work in partnership with the school to support PPG pupils with their learning.</p> <p>Daily reading and weekly homework completed.</p> <p>Consultations and other school meetings attended.</p>	Sum 2021
E.	<p>Support PPG pupils and families with emotional well-being via Safe Space Counselling and Vista St Alban's Plus. Also DHT to mentor specific PPG pupils.</p>	<p>The mental health and well-being of PPG pupils and their family life will be supported to improve academic outcomes.</p>	Sum 2021



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5. Planned expenditure					
Academic year		2020-2021			
Teaching priorities: Quality of teaching for all					
Action	Barriers to learning	Intended outcome	Rationale	How we will ensure it is implemented well?	Review
Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils by continuing split/small class sizes KS2	Covid19 has adversely affected all pupils but especially the disadvantaged	Raise attainment and accelerate progress for children eligible for PPG funding so that it is similar to the non-disadvantaged.	To continue to ensure that PPG children at St Adrian's have the opportunity to fulfil their potential and thrive academically as evidenced by the success of the programme over the last three years	By completing the following actions: <ul style="list-style-type: none"> Identify gaps in prior knowledge Assessment outcomes will be accurate and swiftly addressed. Key Skills will be addressed. Developing spelling and mathematical fluency will be addressed. 	July 2021
Implement the Recovery Curriculum for English using Use HfL Back on Track English resources	During Covid19 lockdown writing skills have deteriorated among all pupils especially the disadvantaged	Raise attainment and accelerate progress for children eligible for PPG funding so that it is similar to the non-disadvantaged.	Back on Track: English packages support English Subject Leaders and teachers to prepare for the effective delivery of the English curriculum, ensuring that key skills are prioritised and taught within rich and engaging contexts.	By completing the following actions: <ul style="list-style-type: none"> Identify gaps in prior knowledge Assessment outcomes will be accurate and swiftly addressed. Key Skills will be addressed. Develop spelling and phonic knowledge 	July 2021
Implement the Recovery Curriculum for Mathematics using Maths No Problem & NCETM 'Back on track' Curriculum	During Covid19 lockdown maths skills have deteriorated among all pupils especially the disadvantaged	Raise attainment and accelerate progress for children eligible for PPG funding so that it is similar to the non-disadvantaged.	Maths No Problem toolkit includes carefully-designed resources to help close learning gaps and get pupils back on track.	By completing the following actions: <ul style="list-style-type: none"> Identify gaps in prior knowledge Assessment outcomes will be accurate and swiftly addressed. Key Skills will be addressed. Develop mathematical fluency 	July 2021
PPG budget cost: In excess of £ 15,000					



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Targeted academic support					
Action	Barriers to learning	Intended outcome	Rationale	How we will ensure it is implemented well?	Review
<p>Provide targeted 'booster' support to PPG pupils including EYFS.</p> <p>When National Tutoring Programme funding to the school is confirmed additional, targeted support will be provided.</p>	<p>Disadvantaged pupils especially those in other vulnerable groups or have additional needs such as SEND have suffered adversely during Covid19.</p>	<p>Raise attainment and accelerate progress for children eligible for PPG funding so that it is similar to the non-disadvantaged.</p>	<p>Small group and 1-1 interventions have proven successful over recent years.</p>	<p>By completing the following actions:</p> <ul style="list-style-type: none"> • Support teachers and TAs to work with targeted children in small groups or 1-1 to address the gaps identified by class teachers • Key Skills will be addressed. • Phonics catch up especially for Y2 & 3 • EYFS staff to support EPP pupils through common approaches to early literacy and numeracy 	<p>July 2021</p>
<p>Total budgeted cost: In excess of £ 5,000</p>					



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Wider Strategies					
Action	Barriers to learning	Intended outcome	Rationale	How we will ensure it is implemented well?	Review
Monitor closely the attendance of PPG children and take swift action to address absenteeism	Low attendance means lost learning adding to the gap created by Covid19 closures	Improve disadvantaged pupils' attendance to 96%	PPG attendance was 94.6% for 2019/20 (to March) compared to whole school of 97%. The EEF Toolkit indicates that a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in lessons and behaving appropriately for learning.	Track attendance half termly and celebrate pupils' successes. Link attendance to the merit system. Meet with targeted families and implement strategies to improve attendance and punctuality.	July 2021
Support PPG pupils and families with emotional well-being via Safe Space Counselling and Vista St Albans Plus. Also DHT to mentor specific PPG pupils.	Some pupils require support for emotional deficits or family support. Family concerns and parenting issues can impact upon achievement over the longer term.	Our pupils will be ready and able to learn because they have a positive attitudes and behaviours. Their well-being and mental health is good.	The EEF Toolkit indicates that interventions which target social and emotional learning have impact by seeking to improve attainment by improving the social and emotional dimensions of learning. Our interventions will focus on the ways in which our pupils work with (and alongside) their peers, teachers, family or community.	<ul style="list-style-type: none"> Identify pupils who would benefit from class based well-being activities. Identify pupils who require individual mentoring by staff. Identify pupils who require further support from Safe Space Counselling Identify families who require support of Vista St Albans Plus 	July 2021
Improve parental engagement and provide extra curricula opportunities that are available to others.	Due to other constraints, education is often a low priority within the PPG family setting. This allows pupils the opportunity to see the advantage of a broad education	Parents are supported so that homework or remote learning completed, reading records completed and all consultation meetings are attended. Provide opportunities to access broader experiences of school	The EEF toolkit cites studies that suggest that increasing parental engagement had a positive impact. However, there are also examples where there has not been any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.	Improve parental engagement for that education is seen as a high priority within the family setting. Encourage parents to read with their children and support them with homework and remote learning. Music lessons, swimming, after school clubs and trips are financially supported allowing pupils the opportunity to see the advantage of a broad education.	July 2021
Total budgeted cost: £1,500					



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6. Review of expenditure – grant received £21,398																			
Previous Academic Year		2019-20																	
Priority last year was to increase the number of children working at expected or above in reading, writing and maths in all year groups, and to accelerate individual pupils' progress in reading, writing and maths, with particular attention to increasing the number of eligible Pupil Premium children meeting expectations.																			
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned																
Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils by continuing split/small class sizes KS1 & 2	Pupils' attainment is in-line with age related expectations in reading, writing and maths	<p>Prior to Covid19 school closures, PPG pupils (Y1-Y6) attaining age related expectations (ARE) were:</p> <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>94%</td> <td>88%</td> <td>88%</td> <td>82%</td> </tr> </tbody> </table> <p>There was a positive attainment gap with PPG pupils' attainment rates higher than non-PPG pupils:</p> <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>+10%</td> <td>+12%</td> <td>+4%</td> <td>+8%</td> </tr> </tbody> </table>	R	W	M	RWM	94%	88%	88%	82%	R	W	M	RWM	+10%	+12%	+4%	+8%	<p>Split classes have less impact on Year 1 learning especially in the autumn. As a result of this we will move to a 'continuous provision' approach in Year 1 with split classes continuing for Y2-6.</p> <p>Progress in for the PPG pupils must be monitored as a small minority have not made expected progress. This is most evident in mathematics.</p>
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Provide targeted 'booster' support to PPG pupils including EYFS	Pupils' attainment is in-line with age related expectations in reading, writing and maths.	<p>Year 6 PPG pupils were 100% ARE in RWM combined with Year 2 at 0% (1 pupil).</p> <table border="1"> <thead> <tr> <th>Y1-6 progress (March 2020)</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Better than expected progress</td> <td>11.8%</td> <td>11.8%</td> <td>29.4%</td> </tr> <tr> <td>Expected and better than expected progress</td> <td>88.2%</td> <td>88.2%</td> <td>76.5%</td> </tr> <tr> <td>Less than expected progress</td> <td>11.8%</td> <td>11.8%</td> <td>23.5%</td> </tr> </tbody> </table>	Y1-6 progress (March 2020)	R	W	M	Better than expected progress	11.8%	11.8%	29.4%	Expected and better than expected progress	88.2%	88.2%	76.5%	Less than expected progress	11.8%	11.8%	23.5%	<p>Continue with this approach. When National Tutoring Programme funding to the school is confirmed additional, targeted support will be provided.</p>
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Other approaches – to provide opportunities for PPG children to access the wider curriculum including extra-curricular activities			
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned
Monitor closely the attendance of PPG children and take swift action to address absenteeism	Improve pupils' attendance (focus FSM pupils)	Attendance for the whole school improved to 97% and for PPG pupils it rose to 94.6%. In most cases PPG attendance was 95% or higher but in a small number of pupils it was below 90%.	Dialogue and support which encourage attendance works well. Letters that adopt this approach, especially the opportunity to discuss matters, have most impact.
Provide opportunities that are available to others	Music lessons, swimming, after school clubs and trips are financially supported allowing pupils the opportunity to see the advantage of a broad education	PPG children were able to access residential trips and to access extra-curricular clubs including music clubs. Thus they had an opportunity to experience a broader and richer school life.	Continue with this approach