

# St Wilfrid's RC Primary School – Pupil Premium Strategy

## Spend Review 2020-2021

<b>Governance – monitoring the effectiveness of the Pupil Premium Strategy</b>		
<b>Governors involved:</b> A Wake ; J Shaughnessy; B Kinsey; J Sands; C Blenkinsop		
<b>Committee meeting dates</b>		
	<b>Autumn December 2020</b>	<b>Spring April 2021</b>
		<b>Summer February 2021</b>
	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Cognitive teaching and learning approaches are not explicitly evident in planning and classroom practice	Staff have understanding of teaching and learning, using a metacognition and self-regulation approach. The impact of this can be seen in lessons and attainment across the curriculum.
		<ul style="list-style-type: none"> <li>• National College Webinar training is booked, recorded and ready for staff meeting/twilight this term via ZOOM with all staff at a cost of £50</li> <li>• Further training with Innerdrive has been sourced and costed. This is available remotely but a date is yet to be finalised for the full CPD - £1200</li> <li>• DHT accessed training online during lockdown – disseminating to staff Summer 1.</li> <li>• Training prepared and delivered to staff, as twilight training by DHT.</li> <li>• Support resources - work analysis and evaluation materials for in class application handed to staff.</li> </ul>
	<b>B</b> Teachers and teaching assistants need greater understanding and resilience to address specific learning difficulties.	Teachers and teaching assistants are well equipped and regularly supported in order to identify and address specific learning needs.
		<ul style="list-style-type: none"> <li>• Meetings have been suspended so far this academics year, as TA priorities have shifted to in class support.</li> <li>• TAs continue to receive CPD around key interventions and refresher training</li> <li>• New CPD for FFT and LaunchPAD interventions has taken place – including catch up training for FFT fluency into comprehension intervention programme.</li> <li>• During lockdown interventions and support were offered in school to Key Worker and Vulnerable pupils and online via zoom.</li> <li>• Over spring term, 14 pupils attended Zoom support sessions.</li> <li>• Due to rising cases, crossing bubbles has been reduced during Summer Term, therefore TA meetings should resume in Autumn 21.</li> <li>• Performance management of TA's focussed on use of targeted reading intervention and ability to apply intervention.</li> <li>• All TA staff have confirmed they have received training in intervention and have resources.</li> </ul>
<b>C</b> Pre phonic and fluency difficulties are not addressed through expert or explicit intervention	TAs and teachers have clear understanding of principles of developing pre-phonics skills, fluency into comprehension, leading to identified groups being identified quickly and supported in a structured and programme of intervention	
	<ul style="list-style-type: none"> <li>• All staff in EYFS and Key Stage 1 have received in house training in principles of LfL.</li> <li>• CPD and Catch up training for FiC has been delivered to all KS2 TAs</li> <li>• Intervention groups have been baseline assessment data across Years 1,2 and 3.</li> <li>• 17 children were accessing this intervention before school closed, of which 13 are PP.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Small step progress within the intervention looks promising, but intervention has been suspended for most as the intervention has a strong emphasis on physically interactive activities.</li> <li>• Reading Plus intervention has been recommended for appraisal – which follows similar principles to FFT programme, but allows children to access books online.</li> <li>• CPD and catch up training for Fluency into Comprehension has been delivered and is available for all KS2 TAs for reference and future proofing.</li> <li>• LfL delivered as part of blended learning to groups during lockdown – sessions will continue on school’s full return</li> <li>• LfL has become embedded within support planning for SEN children and is becoming well resourced in KS1 and LKS2</li> <li>• Over the Summer Term, staff have resourced and studied the intervention, ready to deliver immediately children return to full school opening.</li> <li>• Daily phonics and phonics interventions over whole of summer term. Phonics screening assessment moved to end of October 21.</li> </ul>	
Targeted academic support	D	A gap is evident between pupils who have not engaged with learning during lockdown.	Pupils who have not engaged in home learning are able to address learning gaps and make rapid progress to close the gap
		<ul style="list-style-type: none"> <li>• Targeted sessions have not taken place after school due to school’s partial closure</li> <li>• Vulnerable children have been offered a school place during closure</li> <li>• Small group live lessons have been offered to disadvantaged children who have not been engaging in learning and who appear to have widening gaps in learning during the current lockdown. This has had a major impact on PP engagement, with some children improving from no engagement at all, to daily work being shared with class teachers. Parents have fed back positively about these sessions, saying that it has given them confidence and motivated their children.</li> <li>• Additional resources have been sourced</li> <li>• Targeted sessions have not taken place after school due to partial closure</li> <li>• Vulnerable children have been offered a school place during closure</li> <li>• During lockdown, no after school sessions were given – these will be offered in April.</li> <li>• Online support was offered and additional support given top pupils (upto 33 PP pupils attending in lockdown)</li> <li>• After school sessions have been delivered weekly since reopening by teachers and TAs in each class.</li> <li>• Data informed groups have been identified to ensure children with capacity to reach ARE in English and Maths are selected.</li> <li>• All classes have offered sessions for at least 2 groups, with some classes offering three groups.</li> <li>• These groups will continue until the end of term, and some into Autumn 1 2021</li> </ul>	
	E	Reading, writing, maths and shape attainment results show a falling trend across EYFS in the last 3 years.	Pupils make improved progress in all areas and from their starting points at the beginning of the autumn term, and intervention is quickly put in place to
		<ul style="list-style-type: none"> <li>• The early years lead has received some Launchpad for Literacy training, which she has begun to implement, however the in school support has been put on hold due to the pandemic.</li> <li>• All Key Stage one TAs have had training in LfL intervention, pupils have been assessed and intervention programmes were started before Christmas.</li> <li>• Full roll out of LfL planned for Summer – resources during lockdown in school and in Zoom support.</li> <li>• EYFS lead has accessed further training and resources from LfL source – Kirsty Page, and continues to disseminate these within the EYFS unit.</li> </ul>	

F	PP Pupils enter school with poor communication skills	Pupils with specific skills gaps are quickly identified and needs addressed through effective intervention, leading to improved outcomes in communication skills impact on achievement across the EYFS and KS1 curriculum.
	<ul style="list-style-type: none"> <li>● SALT teacher has been unable to work across school this academic year so far, due to the need to limit staff /bubble contacts.</li> <li>● The reception children will be involved with the Nuffield early language intervention, this training was due to start after the Christmas holidays but has been put on hold. We are awaiting further information from the training provider.</li> <li>● Nuffield – ELI school have registered for the programme and awaiting response and future dates.</li> <li>● Still waiting for follow up on programme – EYFS lead to investigate.</li> <li>● SALT support limited during lockdown – pupils with needs in school still accessing sessions from staff within their bubble.</li> <li>● Staff reshuffle organised at end of Summer term to allow specialist SALT teacher to prepare to access more children (COVID guidance permitting)</li> </ul>	
G	Reading, in key stage 2 show a falling trend, and are below national average, with a gap between attainment of PP and non PP pupils.	Reading skills are much improved – particularly with the children who are below ARE, and rapid progress in reading ages are demonstrated on a termly basis.
	<ul style="list-style-type: none"> <li>● PIRA assessments materials were delivered across school, and data used to set SHINE intervention tasks. These were well met by staff, and data was heartening with regard to reading ages and children achieving ARE.</li> <li>● Next steps interventions in the form of SHINE activities have been used in most classes in the Autumn Term.</li> <li>● Online reading intervention – Nessy has been used in classes across school and some children are continuing to access this at home, but home engagement is limited.</li> <li>● Impact of this has shown that across Y1-Y6 at baseline, 15% of PP pupils were at ARE in reading, which increased to 42% by Christmas AP2.</li> <li>● The greatest gains were in Y2 and Y6, where a gain of over 30% was achieved across both classes.</li> <li>● Epic reading and Reading Plus online ebook programmes are being investigated to allow children to read whilst school is closed, as Activelearn has had limited uptake from families. Possibly due to limitations in device accessibility (not mobile/ipad friendly)</li> <li>● DHT and all TA's have accessed FFT training across Key Stage 2.</li> <li>● LfL interventions have begun in the Autumn Term with 17 pupils (13 PP) and initial programme progress appears promising, but wider impact on English skills is yet to be seen or measured.</li> <li>● Shine resources planned for Spring, but lockdown limited their use</li> <li>● Online subscriptions – Active Learn, Nessy etc ,widely used during lockdown</li> <li>● All staff able to have overview of pupils' enagement and attainment within online platforms.</li> <li>● Activelearn essential for tracking of reading over lockdown.</li> <li>● Following Spring assessments, all classes using Shine interventions to support reading attainment.</li> <li>● Shine interventions used by teachers and TAs as whole class catch up materials – addressing Spring Term gaps.</li> <li>● Analysis, using PIRA reports in the Spring Term, has allowed more targeted parental reporting, and identifying areas for intervention</li> <li>● 87% PP eligible pupils made expected or better progress over the year – attainment for many was below expected but progress form baseline was positive.</li> </ul>	
H	Writing in key stages 1 and 2 show a falling trend, and are below national average, with a gap between attainment of PP and non PP pupils.	Improved attainment levels in writing, rapid progress among PP pupils, closing the gap between them and non PP peers.

	<ul style="list-style-type: none"> <li>• Jungle Week was organised across the whole school – whilst still maintaining covid19 safety measures</li> <li>• Teachers reported improved engagement and performance from PP children.</li> <li>• A virtual book event and author visit took place across key stage 2, with poet, Paul Cookson delivering a bespoke session to KS2 classes.</li> <li>• Year 2 engaged with local children’s author and The Auckland Project to contribute to a published Christmas book about The Woodhouse Mouse. This included live virtual writing sessions and creative workshops to produce lanterns. All children received a copy of the book for Christmas.</li> <li>• At baseline assessment, only 7% of PP pupils were at ARE, increasing to 40% of PP pupils by Christmas AP2.</li> <li>• Children’s illustrator Liz Million had been booked to visit this term, and is rescheduled to visit in person when possible.</li> <li>• No additional events during lockdown</li> <li>• Nessy apps – widely accessed by pupils at home and in school.</li> <li>• Illustrator and author – Liz Million visit (in person) worked with pupils from Y1 -6 on narrative creative writing.</li> <li>• Bespoke sessions planned by LM with class teachers to inspire and compliment class work.</li> <li>• Feedback has been positive – with individuals demonstrating improvements in quality and stamina when writing.</li> <li>• Bugs and Dens week took place after half term, and linked to LM visit.</li> <li>• Non fiction writing focus and outdoor learning took place across school. Again, individuals demonstrated much improved stamina and specific authentic writing skills across a range of literacy disciplines.</li> <li>• Metacognition training has been prepared and delivered, by DHT during twilight session.</li> <li>• 70% of PP eligible pupils made expected or better progress from baseline over the academic year.</li> </ul>	
I	Maths progress is varied in Key stage 2, with a gap between PP and non PP pupils.	Rapid progress from starting points for PP pupils, closing the gap in attainment.
	<ul style="list-style-type: none"> <li>• In Autumn Term, PUMA maths assessments were delivered and analysed to identify groups for immediate intervention, using the SHINE scheme.</li> <li>• During lockdown, teaching videos, materials and child resources from the Whiterose maths scheme have proved invaluable for home learning. Parents have responded well to the progressive and accessible and easily differentiated format.</li> <li>• Maths Whizz, TT Rock Stars and Purple Mash have allowed children unlimited access to maths activities at home since Christmas, although engagement has varied across classes and individuals.</li> <li>• At baseline – 10% of PP pupils were working at ARE from Y1-Y6, with none at ARE from Years 2,3 and 4. By Christmas this had increased to 37% across these classes, with the greatest gain being in Year 4, where 45% of PP pupils were assessed at ARE.</li> <li>• Shine resources planned for Spring, but lockdown limited their use.</li> <li>• On,line subscriptions – Nessy, Activelearn, etc widely used during lockdown</li> <li>• All staff able to access how well pupils are engaging with online patforms.</li> <li>• Active learn essential for tracking pupils’ engagement with reading.</li> <li>• Following Spring assessments, all classes using Shine interventions to support reading attainment.</li> <li>• Shine interventions used by teachers and TAs as whole class catch up materials – addressing Spring Term gaps.</li> <li>• Analysis, using PUMA and PIRA reports in the Spring Term, has allowed more targeted parental reporting, and identifying areas for intervention in the Summer Term.</li> <li>• 84% of PP eligible pupils made expected or better progress in Maths over the year from baseline assessments.</li> </ul>	
J	Phonics screen results show the 2018/19 cohort fell well below the expected standard in phonics	Targeted cohort makes rapid progress in phonic skills and has greater access to the wider curriculum.

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|  |  | <ul style="list-style-type: none"><li>• TAs across EYFS and Years 1,2 and 3 have received in house training in auditory and visual interventions based on the LfL approach</li><li>• Pupils in Years 1,2 and 3 have been identified early in the Autumn Term, and interventions had begun before the partial school closure. Small step gains had been seen, using session diagnostic assessments, but the impact of this has not yet fully been assessed.</li><li>• Nurture groups have continued during partial closure as outlined, in the form of daily small group live lessons with HLTA staff. Staff have supported and provided differentiated maths and English activities. This has improved engagement for these pupils, and confidence as evidenced in work produced. It is difficult to assess the impact of this in terms of attainment or progress as children are working with home support.</li><li>• Full reopening before Easter, all groups reinstated.</li><li>• Sounds Write has phonics programme has been embedded in Reception, Early Years and Key Stage 1. Teachers report that the 'straight forward – repetitive nature' of the programme has helped delivery remotely and parental engagement during partial closure.</li><li>• Since returning to school, LfL has become embedded within support planning for SEN children and is becoming well resourced in KS1 and LKS2</li><li>• Over the Summer Term, staff have resourced and studied the FFT intervention, ready to deliver immediately children return to full school opening.</li></ul> |
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Wider Strategies	<b>K</b>	Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area.	Children are stimulated and gain experience, vocabulary and aspiration to inspire their efforts, both academically and in personal growth
		<ul style="list-style-type: none"> <li>• Jungle Week was organised across the whole school – whilst still maintaining covid19 safety measures</li> <li>• Teachers reported improved engagement and performance from PP children.</li> <li>• A virtual book event and author visit took place across key stage 2, with poet, Paul Cookson delivering a bespoke session to KS2 classes.</li> <li>• Year 2 engaged with local children’s author and The Auckland Project to contribute to a published Christmas book about The Woodhouse Mouse. This included live virtual writing sessions and creative workshops to produce lanterns. All children received a copy of the book for Christmas.</li> <li>• At baseline assessment, only 7% of PP pupils were at ARE, increasing to 40% of PP pupils by Christmas AP2.</li> <li>• Children’s illustrator Liz Million had been booked to visit this term, and is rescheduled to visit in person when possible.</li> <li>• All visitors and trips are on hold during lockdown.</li> <li>• Once reopened, visitors and trips will resume subject to guidance – including an enrichment trip/activity for each year group.</li> <li>• All classes have enjoyed educational or outdoor adventurous visits off site in the Summer term</li> <li>• Y5 and 6 spent two days at Weardale Adventure Centre, river walking and high ropes etc.</li> <li>• Y3 and 4 visited Low Barns, and linked this with the bugs and dens week</li> <li>• Y1 and 2 visited Hall Hill Farm</li> <li>• Illustrator and author – Liz Million visit (in person) worked with pupils from Y1 -6 on narrative creative writing.</li> <li>• Bespoke sessions planned by LM with class teachers to inspire and compliment class work.</li> <li>• Feedback has been positive – with individuals demonstrating improvements in quality and stamina when writing.</li> <li>• Bugs and Dens week took place after half term, and linked to LM visit.</li> <li>• Non fiction writing focus and outdoor learning took place across school. Again, individuals demonstrated much improved stamina and specific authentic writing skills across a range of literacy disciplines.</li> <li>• An end of term wet n wild day is planned for the final week of term.</li> <li>• Visitors across curriculum subjects – including history, PE and geography have worked with children in school across KS1 and 2</li> <li>• School sports days have been timetabled and an overall colour team winner will be calculated from winning colours in classes</li> </ul>	
	<b>L</b>	Post lockdown, non covid-19 related attendance figures are significantly lower .	Improved attendance for all PP children.
		<ul style="list-style-type: none"> <li>• Learning mentor has collated and acted on audited attendance at virtual sessions and engagement, as well as in school attendance.</li> <li>• Welfare and support calls have improved amount of work being submitted to teachers and engagement by individuals across all classes.</li> <li>• During lockdown, learning mentor role focussed on pupil engagement in remote learning.</li> <li>• Daily welfare and support calls were made by mentor and senior leaders</li> <li>• School places were offered to those finding difficulty accessing/engaging with school work.</li> <li>• Learning mentor has continued to monitor attendance over Summer term and keep in contact with parents, 2 attendance meetings have been completed.</li> <li>• Attendance at end of year for PP pupils 95% close to target of 96%</li> </ul>	
<b>M</b>	Children have experienced emotional and well being difficulties during lockdown due to absence from school/bereavement etc	Pupils are well supported and equipped to deal with well being issues, and are more able to access curriculum and learning as a result.	

		<ul style="list-style-type: none"> <li>• Counsellors have worked with children in school, including throughout partial school closure on the school site.</li> <li>• 4 children have been seen by the counsellors this term (all PP children) and referrals and review of need/support will continue on an ongoing basis.</li> <li>• 3 PP children, who are currently in school, continue to access counselling.</li> <li>• From February, counselling sessions continued for 2 pupils</li> <li>• Remote sessions were offered to other pupils but were declined</li> <li>• On return to school sessions back to twice weekly – 4 pupils accessing sessions (10 different children have accessed sessions so far this academic year</li> <li>• Counselling has continued throughout Summer Term</li> <li>• Counselling from 2 counsellors have been timetabled for pupils in Autumn Term 2021</li> </ul>		
	<b>N</b>	<table border="1"> <tr> <td>A number of families have not engaged with home learning during the lockdown period, many of whom are PP pupils.</td> <td>A strong remote learning offer is in place, that is accessible to all pupils and parents are supported in delivering this when the need arises.</td> </tr> </table>	A number of families have not engaged with home learning during the lockdown period, many of whom are PP pupils.	A strong remote learning offer is in place, that is accessible to all pupils and parents are supported in delivering this when the need arises.
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		<ul style="list-style-type: none"> <li>• Parent surveys were conducted immediately lockdown was imminent and all PP families reporting a need for electronic devices or internet supply were provided with these.</li> <li>• 10 devices and 7 routers/dongles were paid for using the PP budget.</li> <li>• All delivered to PP families who had identified needs and were used during lockdown to access remote learning</li> <li>• On full reopening of school, families are keeping the hardware in case of future isolations.</li> <li>• Online platforms, like Nessy, powermaths, accelerated reader and TYMTR are planned to be re-subscribed.</li> <li>• Engagement over lock down around 60% of PP pupils at home were engaging well. Those not engaged were contacted and many offered places at school but were not taken up by parents. Close to 50% of pupils in school were PP eligible.</li> </ul>		
	<b>O</b>	<table border="1"> <tr> <td>Some PP pupils are unable to access adequate nutrition during term time and in addition holiday periods due to reduced 'furlough' wages.</td> <td>PP pupils receive a healthy breakfast and are better able to concentrate throughout the school day. Children maintain good nutrition during time away from school, and return in good health in January</td> </tr> </table>	Some PP pupils are unable to access adequate nutrition during term time and in addition holiday periods due to reduced 'furlough' wages.	PP pupils receive a healthy breakfast and are better able to concentrate throughout the school day. Children maintain good nutrition during time away from school, and return in good health in January
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		<ul style="list-style-type: none"> <li>• Breakfast club has continued to operate since September, implementing distancing measure between class bubbles.</li> <li>• In Autumn Term, 55 children attended Breakfast club with some regularity – of which 54% are PP</li> <li>• Since partial closure, 32 children continue to access Breakfast Club, 48% being PP eligible.</li> <li>• Spring Term – breakfast club still offered for key worker and vulnerable pupils attending school. All access free.</li> <li>• New resources for breakfast club activities ordered, but not yet received – due to lockdown.</li> <li>• Since full reopening, breakfast club available to all pupils, and attendance has returned to between 50 and 60</li> <li>• Resources have arrived, ready for dissemination in Autumn Term 2021</li> </ul>		