



St Mary's Roman Catholic Primary School

Pupil premium strategy review of 2020-2021

St. Mary's Catholic Primary School, Lowestoft

1. Review of expenditure 2020 - 2021

Previous Academic Year 2020 – 2021

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High quality teaching enables all children, and particularly PP to excel in learning and match the national levels for attainment for PP pupils.	<ul style="list-style-type: none"> Improve the quality of teaching by providing ongoing CPD for staff. Use CPD time and target the needs of the school to reflect the effectiveness of CPD. Whenever appropriate use of VNET CPD Support Developing personalised CPD between St Mary's and SMSP to address gaps in practice and bring consistency in teaching and learning. 	<ul style="list-style-type: none"> Staff have developed greater understanding of pedagogical models and eagerly take part in CPD Both schools have strengthened their relationship in sharing expertise Curriculum lead as well as a couple of teachers took part in Teaching and Learning project; 	<ul style="list-style-type: none"> This in return supported PP pupils engagement with learning during lessons and live learning during lockdown This in return have increased subject leadership capacity and ensured greater consistency across the school This has been incredibly supportive in developing stronger retrieval practices to support pupils understanding 	£27506.29

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	INSET days reflect SIDP and support PP strategy.			
To further improve the progress in Reading between non PP and PP pupils.	<ul style="list-style-type: none"> Library and books reviewed Timetables Reading for Pleasure time 15min daily with class novel focus Introduce new Reading assessment Accelerated Reader and Myon which will target and further improve reading comprehension 	<ul style="list-style-type: none"> Books have been reviewed and the school invested in updated RWInc phonics books for the EYFS and KS1 All classes have been reading daily; this helped to develop whole class approach to class novels HoS had conversations with the company; unfortunately due to high cost of IT infrastructure involved, we cannot purchase this at this time 	<ul style="list-style-type: none"> We are still needing to improve our reading books in order to support hesitant readers further up the school Further emphasis on more effective approach to reading for pleasure and teaching of the reading strategies to support comprehension are needed High pricing and lack of IT infrastructure means that we need to look into cheaper options 	
To rapidly close gaps in learning across all subjects.	<ul style="list-style-type: none"> linked to normal teaching, put in place as soon as any slowing of progress is seen. An additional TA is employed to provide Sunrise club interventions before and after school and at lunch time. TA provided targeted support in class. 	<ul style="list-style-type: none"> First Quality Teaching strategies more embedded across the school Sunrise club is being used, meant that borderline children were specifically targeted in order for them to make greater progress More CPD for the TAs ensured raising standards across TA 	<ul style="list-style-type: none"> Continue with this approach to narrow the gap Continue with this strategy; morning intervention by invitation only sees more children benefitting from NELLY programme 	

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	<ul style="list-style-type: none"> ● Maths mastery approach- developing expertise and knowledge skills and progression within the school ● Participate VNET Curriculum Network & training ● Participate in networks for subject leader 	<p>support within the school where TAs predominantly focus on disadvantaged group as well as low attainers</p> <ul style="list-style-type: none"> ● Maths mastery approach, as well as investment in Maths No Problem means that more children are able to meet national standards in mathematics 	<ul style="list-style-type: none"> ● Continue with this approach as it proved successful, and more PP pupils benefitted from targeted approach ● Teachers developed greater understanding of how to effectively deliver mathematics and deepen children's understanding; this year we have seen more PP children attaining at GD 	
<p>School Teaching Model Self-regulated learning & metacognition</p>	<ul style="list-style-type: none"> ● Improve the quality of teaching across the curriculum for all ages, by providing ongoing CPD for staff to establish a school teaching model based on self-regulated learning & metacognition - activate prior knowledge, leading to independent practice 	<ul style="list-style-type: none"> ● The school took part in MAT based project on Teaching and Learning; learning from this training was shared across the school and is now being implemented as a policy; ● Staff member took part in Metacognition learning strategies and is sharing best practice across the school 	<ul style="list-style-type: none"> ● Adopting MATs Teaching and Learning model means that the school has a system in place for ensuring high quality teaching consistently monitored. This in return ensures that all children, including those from disadvantaged background are more likely to make better progress; 	

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	before ending in structured reflection.			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased parental engagement	<ul style="list-style-type: none"> ● Video updates from school on curriculum and learning ● Curriculum on display-showcasing the learning to parents ● Virtual newsletters from the HoS ● Workshops for parents. ● School celebrations ● Pastoral Support for Parents and Carers in need of guidance-developing <i>'Achievement for All' culture in St Mary's</i> 	<ul style="list-style-type: none"> ● Virtual newsletters meant that parents were able to meet the new HoS at least in this form; ● Due to Covid-19 restrictions, we were not able to invite parents in to school for any forms of personal contact ● Change to behaviour policy as well as celebration assembly sees more pupil engagement ● Achievement for all was not purchased, however the school invested in 3 day a week Pastoral lead; this improved parental engagement as support is provided when needed and helps to build 	<ul style="list-style-type: none"> ● In person initiatives have greater impact and therefore this will be a focus for the next year. ● A change to school celebrations, means that more pressure is put on ensuring that children's achievements are celebrated in line with school's behaviour policy as well as mission and values ● The school has now budgeted for a permanent role of Pastoral Lead in order to provide ongoing pastoral as well as Thrive support to pupils who need it most 	£10000

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	<ul style="list-style-type: none"> Developing links between the school and Lowestoft Early Help Hub Increased communication between class teacher and parent/ carer 	<p>positive relationship with parents who have fear of authority; this was also successful in terms of establishing links with the Early Hub;</p>		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: <small>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</small>	Lessons learned <small>(and whether you will continue with this approach)</small>	Cost
Ensure PP children have access to all extracurricular opportunities and to enable them to reach their potential as members of society	<ul style="list-style-type: none"> Information leaflet regarding eligibility to all new parents Newsletter update on Situation re-Covid-19 and change to personal circumstances Send a PP eligibility reminder on termly basis 	<ul style="list-style-type: none"> Information regarding PP eligibility is given to all new parents and is a standard item in the fortnightly newsletter The school has funded trips for eligible pupils as well as breakfast clubs and after school activities 	We will increase PP support to funding 1 full school uniform a year for eligible pupils in return for parental volunteer support;	£1498.71

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	Support in partial funding of school trips and school uniform in return for parent volunteer exchange			
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2. Additional detail - Current attainment and progress of PP cohort within each class

Pupil Premium SUMMER 2021

Summer End	Attainment %					
	1	2	3	4	5	6
Cohort	27	30	28	30	24	28
Reading	41%	73%	69%	64%	79%	39%
Writing	56%	80%	29%	57%	62%	54%
Maths	63%	77%	70%	76%	85%	39%
RWM	44%	70%	29%	53%	52%	36%
Cohort	4	1	4	5	6	9
PP (RWM)	0%	100%	0%	0%	0%	22%
Cohort	2	5	0	5	8	2
SEND (RWM)	0%	20%	0%	17%	17%	0%
Cohort 32	4	3	6	9	4	3
EAL (RWM)	0	100%	71%	75%	75%	33%
	Gender %					
	Boy/Girl	Boy/Girl	Boy/Girl	Boy/Girl	Boy/Girl	Boy/Girl
Cohort	12/15	13/17	11/17	15/15	9/14	17/11
Reading	67/53	69/82	45/65	73/67	88/77	53/45
Writing	42/67	62/94	18/35	60/53	63/62	41/73
Maths	58/80	69/94	64/65	80/67	88/54	71/64
RWM	33/53	54/ 82	18/35	53/53	63/46	29/43

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