

Pupil premium strategy statement

School overview

Metric	Data
School name	Keyham Barton Catholic Primary
Pupils in school	155
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£80680.83
Academic year or years covered by statement	20-21
Publish date	30/9/20
Review dates	Half-termly (full mid-year review 2/21)
Statement authorised by	Rachael Riley
Pupil premium lead	Fiona Quick
Governor lead	Alaine Cocker

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.56
Writing	4.37
Maths	5.57

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	71%
Achieving high standard at KS2	13%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Identify and diminish the gap between pupil premium and non-pupil premium children through targeted support and interventions.
Priority 2	Raise the attainment in writing through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Areas of weakness in group's and individual's knowledge and understanding of KPIs that prevent them from making progress and reaching their potential across the curriculum. 2. Many children are unable to demonstrate their true level of understanding (as shown orally) through their written responses across the curriculum. Accurate assessment will help to better identify next steps allowing pupils to make accelerated progress through more targeted teaching.
Projected spending	<p>Writing training / preparation £8000</p> <p>10 days PP champions release £1600@£160 supply</p>
Mid-Year Review	Y1: Whole class data still very low, but PP children outperform Non-PP children in reading and maths, with a significant positive difference in maths. In writing, the PP children are only just out-performed by the Non-PP children and the difference has decreased. The whole cohort needs continued support.

	<p>Y2: Whole class data very low with significant attainment drops since post-lockdown 1. PP are however performing better than Non-PP in reading after a significant improvement in attainment. They are also in line with Non-PP in maths and writing. The gap has diminished in all subjects since autumn 1. Keep going with the whole cohort.</p> <p>Y3: The data has changed significantly since autumn 1. Non-PP children outperform PP dramatically in reading and writing and maths with large improvements being made last term. PP children on the other hand have moved back in writing; remained the same in maths and have only made a small improvement in reading. This cohort could benefit from PP specific support.</p> <p>Y4: N.B. 3 children have joined the class all of whom are WT/WB across the curriculum. PP attainment has raised in reading, writing and maths, which has caused the gap to diminish across all three subjects. Keep going in reading and maths. There is still a significant gap between PP and Non-PP in writing and more PP support would be beneficial.</p> <p>Y5: PP children have made significant progress in reading and are now in line with Non-PP children. There has been a decline in both group's maths attainment and although the attainment gap has decreased slightly, there is still a significant difference. There has been a slight improvement with PP writing attainment; however there is also a significant attainment gap in this subject. Continued PP specific support is needed in writing and maths for this year group.</p> <p>Y6: PP children are significantly outperforming Non-PP in writing and there is only a very small difference in maths and reading attainment. This cohort doesn't need any PP specific support.</p> <p>Overall KS1 attainment is low but not PP/Non PP specific. All children need support in catching up. Reading is lower than writing. In Year 6 the data overall is good and the PP attainment against non-PP is strong in writing but in line in Maths and reading. Y3/4 writing for PP children is significantly lower so this needs to be an area to focus on. In Y5 there are significant differences in writing and maths. Both will need a focus.</p>
Next Steps	<p>KS1 focus will be on raising reading attainment (with a view to cascading into writing). This will be achieved through daily additional focused phonics for PP children delivered by a highly experienced HLTA. The funding will be used to release teachers one afternoon a week to collaborate to raise standards in reading through targeted group and individual practice. 1:1 readers will be picked up in staggered drop off and pick up times. Double phonics catch-up sessions in year 2 with the afternoon focused on filling identified attainment gaps. On return to school there will be low key assessment to establish where children are in their learning, what the post lockdown gaps are and plans will address these.</p> <p>KS2 focus will be in writing (and maths in year 5) with weekly catch-up taking place addressing identified gaps after initial post-lockdown assessment and tailoring learning towards there.</p> <p>An HLTA has been deployed 2.5 days a week to y3/4 to support with addressing identified gaps in writing.</p>
End of year review	<p>Y1: PP children outperform Non-PP children in reading and writing, with a significant positive difference in each. In maths, the PP children are only just out-performed by the Non-PP children and would be reversed if just one more PP child could achieve WA next term. PP attainment has risen from 17% WA/GD across the board to 83% in reading and writing and 67% in maths. 83% of PP children passed the phonics screening check.</p> <p>Y2: PP attainment is in line with Non-PP in maths and is now at 55% (Non-PP 58%). In reading and writing, there has been no increase in PP attainment (R - 45% and W - 36%), despite a significant increase in Non-PP attainment and this cohort having additional teacher release time to work with PP pupils. Additional support is still</p>

needed for this cohort, especially in reading and writing. HLTA support with phonics was very successful and all PP children passed their phonics screening check.

Y3: PP children are significantly below Non-PP children across the curriculum (30% fewer at ARE in reading and writing and 13% in maths). The PP children include 5 children who are WB across the board (one of whom will be going to specialist provision in September). PP children could benefit from additional support in all 3 subjects. This cohort has had no additional support this year and no class TA as at the end of the autumn term, PP attainment was significantly greater than Non-PP. The impact of a second lockdown has been great on the PP children in this year group. Further additional support is needed.

Y4: PP children are performing below Non-PP children across the curriculum, especially in reading and writing. More PP support across the curriculum would be beneficial as with boosting there are PP children who would tip into WA in every subject. There have been 3 PP children who have joined the class/rejoined after 14 months of no schooling who are WT across the curriculum, which has caused a drop in overall PP attainment percentages. One of these children is blind and has required a great deal of support from the HLTA deployed to help boost writing 2.5 days a week whilst she settled into our school and switched to a new electronic support device that went through a number of technical glitches. As a result, this cohort has not had the support that they would benefit from with their writing.

Y5: This cohort has had substantial boosting all year for all three subjects. As a result, PP attainment is the same as or better than Non-PP attainment in maths and reading. A year of weekly boosting has decreased the attainment gap slightly in writing, but Non-PP children still outperform PP. Support to continue in writing or a different approach trialled.

Y6: This cohort ends their time at Keyham with great attainment data across all 3 subjects for PP and Non-PP children. PP pupils outperform Non-PP students in writing and although they are outperformed in reading and maths, the percentage reaching ARE is very good (80% in reading and maths and 87% in writing).

Writing will need to be a focus for our PP children next year. It is the subject with the greatest attainment gap for the current Year 2, 4 and 5 children. The new Year 5 teacher has experience of using The Write Stuff, which could be shared with other staff to determine its effectiveness for our pupils before investing in the scheme further.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or better KS2 progress scores.	Sep 21
Progress in Writing	Achieve national average or better KS2 progress scores.	Sep 21
Progress in Mathematics	Achieve national average or better KS2 progress scores.	Sep 21
Phonics	Achieve national expected standard in the PSC.	Sep 21
Other	Ensure all pupils continue to access their learning if we need to return to online/blended learning.	Sep 21

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	Fixed term cover for teachers to be released from class to work with disadvantaged individuals and groups in order to identify and address significant gaps in their knowledge and understanding of KPIs across the curriculum.
Priority 2	All teachers to be trained in and use 'No More Marking' to ensure consistent and accurate assessment of writing across the school and more targeted teaching in response to pupils' weaknesses.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Areas of weakness in group's and individual's knowledge and understanding of KPIs that prevent them from making progress and reaching their potential across the curriculum. 2. Many children are unable to demonstrate their true level of understanding (as shown orally) through their written responses across the curriculum. Accurate assessment will help to better identify next steps allowing pupils to make accelerated progress through more targeted teaching.
Projected spending	£9589.20 0.3 teacher £12709 0.45 HLTA
Mid-Year Review	<p>A 0.3 teacher was appointed and started with us on November 16th 2021. Staff were redeployed in autumn 2 to target and support year 2, 4, 5 and 6 groups with analysing the gaps. Teachers were released to work 1:1 and in small groups, on targeted support with identified PP children in their classes. This had a positive impact on Phonics in y2 which increased from 43% achieving the expected standard in phonics to 78%.</p> <p>Following Lockdown, support was allocated virtually across all year groups for those PP children who would most benefit from emotional wellbeing check-ins and academic support. There was mixed take-up with this, but where children engaged there were positive impacts in targeted areas – e.g. Maths and reading. All teachers have undertaken NMM training and are familiar with the procedures which have supported the accurate assessment of writing, however lockdown has meant some of these comparative assessments have been delayed but a new timetable has been released for summer term so this will be picked up in April 21.</p>
Next Steps	<p>As above: KS1 focus will be on raising reading attainment (with a view to cascading into writing). This will be achieved through daily additional focused phonics for PP children delivered by a highly experienced HLTA. The funding will be used to release teachers one afternoon a week to collaborate to raise standards in reading through targeted group and individual practice. 1:1 readers will be picked up in staggered drop off and pick up times. Double phonics catch-up sessions in year 2 with the afternoon focused on filling identified attainment gaps.</p> <p>On return to school there will be low key assessment to establish where children are in their learning, what the post lockdown gaps are and plans will address these.</p> <p>KS2 focus will be in writing (and maths in year 5) with weekly catch-up taking place addressing identified gaps after initial post-lockdown assessment and tailoring learning towards there.</p> <p>An extra adult has been deployed 2.5 days a week to y3/4 to support with addressing identified gaps in writing.</p>

End of year review	<p>See comments related to the attainment of each cohort in relation to the deployment of additional staff in the section above.</p> <p>All teachers have been trained in No More Marking and have assessed writing across the year groups. All bar one member of staff have had their judgements consistently assessed as being reliable. As a result of lockdown, the majority of these assessments have only been taken in the summer term and with a three week delay before results are returned (Y1 and Y4 are still in this process), this has meant that staff have had little or no time to adapt their teaching to target identified weaknesses.</p> <p>83% of PP children passed the phonics screening check.</p>
--------------------	--

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to provide funded breakfast, after school club, clubs, trips/visits, music tuition and loans of IT equipment for disadvantaged pupils. These pupils will continue to benefit from their small group interventions using online platforms if the bubble or school needs to close.
Priority 2	HLTA and SENDCo working as a pastoral support worker with pupils and their families who need additional support with their social, emotional health. This can continue over the phone and online should we need to return to online learning.
Barriers to learning these priorities address	Ensuring that all children are able to access every part of school life and come to school ready and able to learn.
Projected spending	IT £2000 IT Software £1000 LM - £4488 SMC Nurture provision salaries - TAs £17456.63 MAST £8000 SENDCO £15838
Mid-Year Review	<p>Due to COVID music tuition and after school clubs have not been able to take place but this will be reviewed from Summer Term 1. Breakfast and After-School Club have continued throughout the pandemic supporting vulnerable families and those children of critical workers.</p> <p>We have purchased TTRS and Numbots to support remote learning. All identified PP children have been supplied with DFE laptops to support remote provision.</p> <p>Our SENDCo has moved on to another position but this is being supported by another member of staff in the short term. Our HLTA Pastoral lead has been monitoring all vulnerable children and doing Pastoral and mental health checks to support children and family wellbeing during the Pandemic. Where children have not been accessing remote learning there has been rigorous follow-up – including EWO involvement where necessary.</p>

	<p>A high needs pupil is now benefiting from our 1:1 TEACCH approach and a new PP pupil who is registered blind is also benefiting from additional adult support enabling her to access learning.</p> <p>MAST family support workers have been supporting our most vulnerable families during the pandemic and their integration back into school.</p>
Next Steps	<p>As we reintegrate back into school, there will need to be ongoing wellbeing and SEMH support. To keep bubbles intact, the pastoral lead will focus on KS1 whilst two further members of staff, who have completed the SSS Mental Health and Wellbeing Lead courses online, will support lower and upper KS2.</p> <p>The above MAST and 1:1 nurture support will continue.</p>
End of year review	<p>Due to Covid restrictions, music tuition has not been able to go ahead. In the summer term, after school sports clubs have been allowed to reopen and we have record numbers of PP children attending and on waiting lists as a result of subsidising these. Breakfast and After-School Club have continued throughout the pandemic supporting vulnerable families and those children of critical workers.</p> <p>Our HLTA Pastoral lead has continued to monitor all vulnerable children and has been conducting mental health checks to support children and family wellbeing after lockdown. They are supported by an additional TA in lower and upper KS2. The children are aware of who they can speak to if they need non-academic support.</p> <p>MAST family support workers continue to support our most vulnerable families post-lockdown.</p> <p>All pupils have benefitted from additional IT resources. Some cohorts (Y3 and 4) have now got access to a laptop/chromebook/iPad each and other cohorts have a mixture of one each and one device shared between two. This is allowing children to be able to use technology to support children's learning across the curriculum.</p> <p>A high needs pupil is now benefiting from our 1:1 TEACCH approach and this is allowing the rest of the cohort to be able to achieve too.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teachers accurately plan units of learning that target the gaps identified from 'No More Marking'.	English lead and SLT monitoring of planning and teaching.
Targeted support	Ensuring that gaps are accurately identified and targeted support given to close these rapidly.	Make sure all staff are aware of KPIs for core subjects. Share good practice and provide opportunities for subject leads to check in with the provisions being provided/offer alternatives and advice.
Wider strategies	Positively engaging the families with the most challenges especially if a return to online learning is needed.	Pastoral support worker to have regular phone conversations with parents and meetings with pupils to

	<p>Support cultural capital through subsidised music/PE provision.</p> <p>Free breakfast and after-school club for PP families who need it.</p> <p>IT provision for blended learning Nurture provision for high needs and doubly disadvantaged children. MAST</p>	<p>establish positive relationships. Support given over the phone or doorstep visits to ensure that these children can access online learning, especially live intervention sessions. Music tuition /AFC available targeting disadvantaged children to enable life experiences. Supporting single and low income parents and ensuring children have a good breakfast So children can access learning in a lockdown situation. Tailored 1:1 learning support to those who are doubly disadvantaged with a view to transitioning them back into school.</p>
Mid-Year Review	<p>All above monitoring will continue. See above for actions and next steps. PPM will take place in the last week of spring term ready for focused intervention for the summer.</p>	

Review: last year's aims and outcomes

Aim	Outcome
PP and doubly disadvantaged children to make better or expected progress in reading, writing and maths.	Progress was variable across classes and across subjects before lockdown in March. Children were all baselined in reading, writing and maths in the first two weeks of September to identify their gaps. This has determined which areas will be the focus of this year's strategy.
The attendance of PP to rise and fall in line with Non-PP.	Attendance for all started to rapidly decrease as lockdown approached. The Year 6 cohort which contained the majority of our persistent absentees have now moved on to secondary schools.
The attainment gap between PP and Non-PP to diminish.	Attainment was also variable across classes and across subjects before lockdown in March. Children were all baselined in reading, writing and maths in the first two weeks of September to identify their gaps. This has determined which areas will be the focus of this year's strategy.