



St Basil' Catholic Primary School Pupil Premium Plan - Review of Expenditure

<u>Review of expenditure</u>												
Academic Year			2020 / 2021									
A) To develop communication, spoken language and verbal reasoning skills												
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost								
To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data	Weekly pre teaching of vocabulary during guided reading sessions by TA	All pupils Year 3 – Year 6 have undertaken NFER verbal and non-verbal reasoning tests (March 2021). These show a significant decline in scores from previous testing but most importantly that the majority of pupils have below average verbal reasoning scores – a clear indicator for thinking and learning.	Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.	Costs inc in TT								
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="padding: 2px;">Verbal</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Mea n</td> <td style="padding: 2px;"><74 – 88</td> <td style="padding: 2px;">89 - 111</td> <td style="padding: 2px;">112 - >126</td> </tr> </tbody> </table>	Verbal				Mea n	<74 – 88	89 - 111	112 - >126		
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National	100	23%	54%	23%
Y3	88.3	46%	50%	4%
Y4	86.9	54%	45%	2%
Y5	85.8	59%	38%	2%
Y6	80.1	79%	29%	2%

	Non Verbal			
	Mea n	<74 - 88	89 - 111	112 - >126
National	100	23%	54%	23%
Y3	95.3	28%	64%	8%
Y4	90.3	43%	54%	6%
Y5	90.6	50%	45%	6%
Y6	87	64%	28%	8%

Pupils reasoning skills remain an area for further

		development to ensure further and sustained improvements in reading.		
B) To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Catch Up Groups'				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Pupils eligible for PP make accelerated progress so that there is diminishing gap in the attainment of FSM and non FSM pupils in all years from Sept 2020 – July 2021 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils	Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)	<p>Reading The gap between Disadvantaged & non Disadvantaged has increased to 13%</p> <p>Writing The gap between Disadvantaged & non Disadvantaged has decreased to 14%</p> <p>Maths The gap between Disadvantaged & non Disadvantaged has decreased to 13%</p>	<p>As a result of small group target teach, children grow in confidence and make rapid progress.</p> <p>There is a clear weakness in verbal reasoning skills across all years and there is a drive to improve speech and language, in particular vocabulary development. As a result of this a key part of daily guided reading activities focuses on the pre learning of new vocabulary.</p> <p>There is now a more</p>	Teaching Costs £64,653.60

		<p>% who were on track to achieve expected standard in reading writing and maths Summer 2021 (combined)</p> <table border="1"> <thead> <tr> <th></th> <th>% Disadvantaged</th> <th>% Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>National (2019)</td> <td>51%</td> <td>64%</td> </tr> <tr> <td>Year 1</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>Year 2</td> <td>63%</td> <td>75%</td> </tr> <tr> <td>Year 3</td> <td>68%</td> <td>58%</td> </tr> <tr> <td>Year 4</td> <td>59%</td> <td>73%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>45%</td> <td>50%</td> </tr> </tbody> </table>		% Disadvantaged	% Non-Disadvantaged	National (2019)	51%	64%	Year 1	54%	74%	Year 2	63%	75%	Year 3	68%	58%	Year 4	59%	73%	Year 5	50%	75%	Year 6	45%	50%	<p>focused use of data and assessment to identify children for targeted intervention and small group support.</p>	
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<p>C) To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching</p>																												
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost																								
<p>Improvement in attainment in English & maths. Y1-6 the proportion of disadvantaged pupils</p>	<p>Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI)</p>	<p>End of year data for reading shows that 93% of children who received Better Readers intervention made</p>	<p>The school will continue to ensure that the needs of the pupils are well matched to the interventions they access</p>	<p>Daily pre teaching of maths Costs inc in TT Teaching Assistant Costs</p>																								

achieving ARE will be Maths >70% Reading >70%, Writing >70% and achieving Greater Depth will be >10%	1:1 Teaching targeted pupils Targeted support by SENCO for SEND/PP Pupils Daily pre teaching of maths	expected progress and a further 32% made more than expected progress.	Teachers will develop and utilise accurate assessment through pre and post learning tasks and use this effectively to inform teaching and learning	£22,924.28 1:1 Teaching targeted Y5 & Y6 Included in Teaching Costs Targeted support by SENCO for SEND/PP Pupils Teaching Costs £11,802.40
D) To ensure that SEND pupils make at least expected progress				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
SEN children make a least expected progress with a majority making more than expected progress.	1:1 and small group teaching for targeted SEN pupils	End of Summer Term data: 32% of SEN pupils were on track to achieve ARE in Reading 95% made expected progress and a further 17% made more than expected progress 23% of SEN pupils were on	This shows small increases in the number of SEN pupils on track to achieve ARE in reading, writing and Maths. This will continue to be a focus in the next academic year. Use of pre/post learning tasks across year groups now enables teachers to address gaps in knowledge	1:1 and small group teaching for targeted SEN pupils Cost included in Teaching and TA costs

		<p>track to achieve ARE in Writing 98% made expected progress and a further 10% made more than expected progress</p> <p>35% of SEN pupils were on track to achieve ARE in Maths 95% made expected progress and a further 12% made more than expected progress</p>	<p>or correct misconceptions and develop the pupils ability to apply previously taught strategies independently.</p>	
E) Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Improved questioning skills evident in all teaching and pupil questioning skills.	<p>Lesson Study to further develop metacognition</p> <p>To provide appropriate training for P4C</p> <p>Achieve the P4C gold</p>	<p>Staff have received further P4C Support and the school is working towards achieving the P4C Gold award.</p> <p>Philosophy for Children has given the opportunity to reflect on, discuss and</p>	<p>School will continue with the next phase of the P4C programme in order to achieve the evidence needed to achieve P4C Gold Award.</p>	<p>Costs £2,000</p> <p>Cost £1,600</p>

	award	<p>deepen their understanding of a range of topics.</p> <p>Children show real enjoyment in the P4C lessons and pupil voice indicates that the children feel that P4C shows them how they can have a different opinion to others and that all ideas and opinions are accepted.</p>		
F) Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being	<p>Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)</p> <p>Residential trips</p>	<p>Due to the pandemic, children have not had the opportunity to perform to large groups of people this year, however weekly music lessons have continued throughout the academic year including the period of partial school closure.</p>	<p>School will continue to offer a range of arts and music opportunities</p>	<p>Weekly Music lessons EYFS-Y5 Cost £9,000</p> <p>Arts and Drama Projects throughout the year for all year groups Costs £3,540</p> <p>After School Activities TA Cost</p>

		Arts projects have also continued with all year groups being given the opportunity to participate.		<p>Careers Service Cost £2,750</p> <p>SMSC Writing Project Cost £1,500</p> <p>Supply Cover Cost £1,200</p> <p>Residential Trips Cost £2,000</p>
G) Parents and carers are fully engaged with their child's learning				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Parents understand what their child is learning and how they can support them with this.	<p>To provide extensive support for parents through Family Liaison Officer</p> <p>Achievement for All – structured conversations</p>	<p>Due to the pandemic and its associated restrictions and partial school closure since March 2020, parents have been unable to take part in the school's parent consultation group. This will be re-established when possible</p> <p>It has also not been possible for targeted parents to take part in the termly Structured Conversations due to school restrictions as a</p>	<p>Re-establish and continue to build on the work within parent consultation group in order to gain the views of parents and take action as appropriate.</p> <p>School needs to ensure that it persists to engage families targeted for structured conversations.</p> <p>School need to continue to target specific families for 'Coffee and Catch up'</p>	<p>Family Liaison Officer Cost £15,066.50</p> <p>Achievement for All – structured conversations Cost included in Target Teaching</p>

		<p>result of the pandemic.</p> <p>The Family and Learner support system has continued to identify barriers to learning which are discussed and actions taken at weekly meetings. This has been further develop through the use of a behaviour support consultant.</p>	<p>and any additional family centred activities.</p>	
<p>H) Develop pupils' social, emotional and mental health so they fully access all aspects of school life.</p>				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
<p>Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.</p>	<p>PASS - Pupil Attitudes to Self & School</p> <p>Pupil Counsellor for identified pupils</p> <p>Learning mentor programme, SEALS & behaviour interventions</p> <p>Nurture Lunch</p>	<p>Group consultation strategies discussed and implemented.</p> <p>Due to partial school closure, school were unable to complete PASS surveys with the children this academic year.</p> <p>A learner support team</p>	<p>School will continue to provide early nurturing and targeted interventions.</p> <p>Two Teaching Assistants are ELSA trained and will continue in the next academic year to take groups of children across</p>	<p>PASS - Pupil Attitudes to Self & School</p> <p>Cost £610</p> <p>Bagel</p> <p>Cost £2893.13</p> <p>To provide counselling for pupils affected by bereavement, friendship issues, domestic violence</p>

	<p>Nurture Group</p> <p>Family Breakfast / All children to receive a bagel at the start of the day</p>	<p>has continued to provide support and engagement for the most vulnerable pupils.</p> <p>As there are a significant numbers of pupils with acute needs, the nurture programmes will be adapted to meet the needs of these children.</p>	<p>a range of year groups.</p>	<p>and marital breakdown Costs £3,600</p> <p>To provide Nurture Lunch and / or Nurture Group for identified children Costs £33,810.20</p>
I) Pupils across school who have poor communication, language and literacy skills from an early start				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing)	To provide Speech and Language intervention	Pre learning of vocab is part of weekly guided reading sessions and Learning Challenge lessons including vocabulary relating to science / history and geography	Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.	
J) To reduce persistent absence for PPG children to ensure they are fully safe				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost

Attendance >= 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership	Ensure pupils attendance is good and safeguarding needs are met To reduce persistent absence for PPG children so that they make good progress both educationally and socially	Attendance data has been affected due to the Covid 19 Pandemic. Overall attendance for disadvantaged pupils is 92.1%. 30.2% of pupils with persistent absence are disadvantaged pupils.	A family and Learner support team, involving the EWO, has been established to address the needs of pupils who have PA. Increased hours of EWO	Family Welfare and EWO Cost £10,111
K) Through the curriculum provide life experiences for pupils				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Ensure that pupils are provided with breadth and balance within the curriculum	Ensure all pupils can have access to class visits and visitors to enhance their life experiences	Due to Covid 19 pandemic and partial school closures over the last two academic years, no school trips or visits have been able to take place after February 2020. The curriculum has been enhanced through drama and arts experiences. The children took part in HAPH Arts Project.	School will continue to enhance the curriculum with well-planned visits and visitors in line with whole school overview.	Costs £4,020