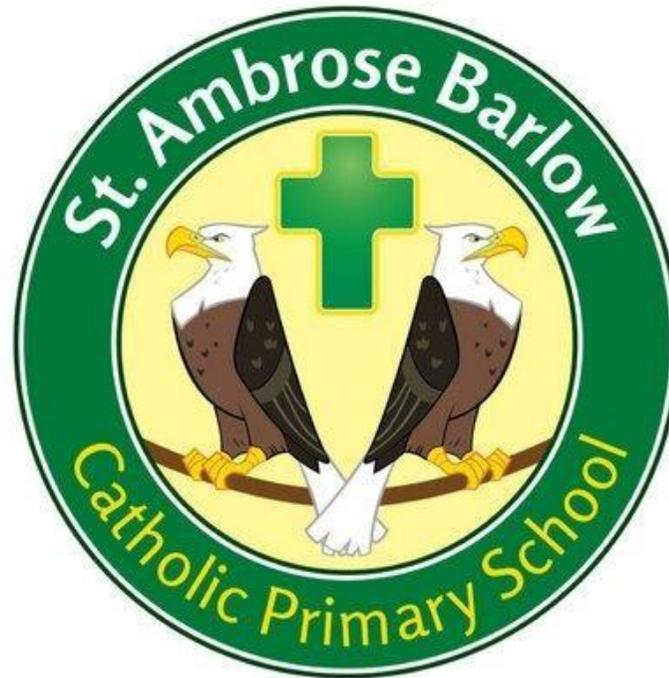


# **Saint Ambrose Barlow Catholic Primary School**



## **Pupil Premium Statement 2020-21**

***I have come, that they may have life and have it to the full***

***(John 10:10)***

1. Summary information					
<b>School</b>	Saint Ambrose Barlow CPS				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£30,520	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	212	<b>Number of pupils eligible for PP</b>	19	<b>Date for next internal review of this strategy</b>	January 2021

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Historic under attainment at highest levels (local and national priority)
<b>B.</b>	Speaking & Listening skills
<b>C.</b>	Small numbers of Pupil Premium pupils on roll

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Lack of parental engagement
<b>E.</b>	Lack of home reading
<b>F.</b>	Extended school closure period

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Number of Pupil Premium Children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2.	A minimum of 2 of the 3 pupils achieving the Expected Standard in R/W/M.
<b>B.</b>	Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both end of KS1 and KS2.	Diminished difference in attainment of Pupil Premium and non-Pupil-Premium children in end of key stage assessments.
<b>C.</b>	Increase in the percentage of Pupil Premium students who are boys achieving the Expected Standard at the end of KS1 within Mathematics.	A minimum of 2 of the 3 pupils achieving the Expected Standard in Mathematics.
<b>D.</b>	The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and at Greater Depth across all year groups.	Needs of disadvantaged children better met in class/ taught by teacher and additional intervention.
<b>E.</b>	Increased parental involvement and engagement for targeted disadvantaged groups	Workshops/meetings/information held across all year groups informing parents how best to support their children's learning at home. Developed communication between school and home. Additional social media presence in all year groups to further enhance school/home communication. Impacting on improved attainment and progress for PP pupils.

#### 4. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Number of Pupil Premium Children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2.</p> <p>Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both end of KS1 and KS2.</p>	<p>Specialist PP Precision teacher to lead intervention in English and Mathematics.</p>	<p>There is a gap between school attainment and the national figures. This difference must be diminished through classroom based intervention and precision teaching; in addition to this planned and executed targeted work by the Intervention Manager to further boost skills will impact on progress for all identified pupils.</p>	<p>HT/DHT to liaise with intervention manager in relation to the provision provided for selected children.</p> <p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between HT and intervention manager.</p> <p>HT/DHT to liaise with School Business Manager regarding PP funding and termly spend.</p> <p>Intervention impact and value for money will be measured and feedback to Governing Body on a termly basis.</p>	<p>HT</p> <p>Intervention Manager</p>	<p>Half Termly</p>
<p>Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both end of KS1 and KS2.</p> <p>Increase in the percentage of Pupil Premium students who are boys achieving the Expected Standard at the end of KS1 within Mathematics.</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and at Greater Depth across all year groups.</p>	<p>Quality first teaching to be further embedded throughout school enabling every teacher to deliver lessons appropriate to the needs of the children, particularly those from vulnerable groups, in order for them to make accelerated progress.</p> <p>In addition to the aforementioned QFT, precision teaching will be delivered by the Intervention Manager and selected staff, including a HLTA and additional support staff.</p>	<p>There are many interventions in place across school. We believe that QFT will further develop teacher skills and will enable us to act at the point of need. It will also ensure that disadvantaged and vulnerable children are taught daily by a highly skilled teacher.</p> <p>A designated Intervention Manager will also be able to manage the targets needs of selected children and will be able to liaise with the DHT who will oversee the impact measurement of intervention within the school for PP children.</p>	<p>Improved planning and communication between classroom teachers and intervention staff.</p> <p>Developed tracking of year group objectives and half termly assessments, and review of imputed data on school tracking system (Balance).</p> <p>Half termly progress meetings to be held between the HT and intervention manager.</p> <p>Embedding of the school feedback system (Balance) with links to early intervention processed within the classroom, ensuring this is regular and tracked.</p> <p>HT/SLT will have an ongoing focus on vulnerable groups and impact measured during PM observations and scrutiny.</p> <p>Quality first teaching is embedded throughout school enabling every teacher to deliver lessons appropriate to the needs of the children, particularly those from vulnerable groups, in order for them to make accelerated progress.</p>	<p>HT</p> <p>Intervention Manager</p> <p>Teaching Staff</p>	<p>July 2021</p>

**Total budgeted cost** £6,409

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Number of Pupil Premium Children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2.</p> <p>Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both end of KS1 and KS2.</p> <p>Increase in the percentage of Pupil Premium students who are boys achieving the Expected Standard at the end of KS1 within Mathematics.</p>	<p>Precision teaching planned and delivered by the Intervention Manager and support staff.</p>	<p>A fully qualified teacher to work with targeted children in tandem with the classroom teacher to help support learning and progress for each Pupil Premium children and work with additional support staff to provide inclusive quality first teaching inside and outside the classroom.</p>	<p>HT to liaise with intervention manager in relation to the provision provided for selected children.</p> <p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between HT and intervention manager.</p> <p>HT to liaise with School Business Manager regarding PP funding and termly spend.</p> <p>Intervention impact and value for money will be measured and feedback to HT on a termly basis.</p> <p>Developed tracking of year group objectives and half termly assessments.</p>	<p>HT Intervention Manager</p>	<p>Half Termly</p>
<p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and at Greater Depth across all year groups.</p>	<p>Selected programs used to target specific needs and requirements of selected pupils to narrow the attainment gap through the securing of key skills and year group objectives.</p>	<p>Directed programs of study to diminish the difference in progress against key skills and specific year group objectives.</p>	<p>Improved planning and communication between classroom teachers and intervention staff.</p> <p>Developed tracking of year group objectives and half termly assessments.</p> <p>HT to liaise with staff to track in year objectives and provision.</p>	<p>HT Intervention Manager</p>	
	<p>Introduction of selected programs such as 'Talking Partners' to develop speaking and listening, and communication skills for selected pupils. Identified pupils to be given additional mental health and wellbeing support where needed.</p>	<p>The programs selected and implemented are used to target specific areas of learning and development for the Pupil Premium children in order to cultivate key aspects of their</p>	<p>Selected children to be taken through the 'Talking Partners' programme with the HLTA and additional support staff.</p> <p>HT and Intervention Manager to liaise with HLTA regarding group updates.</p>	<p>HLTA HT</p>	<p>Termly</p>

		learning journey and personal development.			
	Regular enrichment trips for pupils (subject to national and regional restrictions).	Enrichment experiences add to the overall well-being, life skills development and the emotional and social maturity of pupils. These experiences help to create positive outcomes for pupils in many additional curriculum areas such as: speaking and listening; general language skills; creative writing; real life applications of mathematical processes; historical context and geographic understanding.	<p>Development of enrichment experience program.</p> <p>Year group class trips review, evaluation and mapping for the coming year.</p> <p>Addition 'life skills' walking trips to local points of interest.</p> <p>Cookery sessions with selected children.</p> <p>Nurture sessions for selected children led by HT and HLTA.</p> <p>HT and Intervention Manager to liaise with class teachers and SLT to plan a program of requirements and plan enrichment experiences resulting from year group requirements.</p>	HT Intervention Manager	Sept 2020 – July 2021
<b>Total budgeted cost</b>					<b>£23,500</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Number of Pupil Premium Children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2.	Nurture sessions designed and delivered around specific needs of selected pupils.	The emotional and spiritual well-being of children is at the forefront of the school's ethos. These sessions have been identified for selected children so as to better support their development.	<p>Nurture sessions for selected children led by HT and HLTA.</p> <p>HT and Intervention Manager to support in any additional ways identified.</p>	HT HLTA	July 2021

<p>Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both end of KS1 and KS2.</p> <p>Increase in the percentage of Pupil Premium students who are boys achieving the Expected Standard at the end of KS1 within Mathematics.</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and at Greater Depth across all year groups.</p>					
<b>Total budgeted cost</b>					<b>£611</b>

*Governors take a strong role in ensuring that the pupil premium is used appropriately, and carries out regular checks on the impact that funding has on pupils' progress in all subjects. These checks made on pupils' progress are effective in assessing a significant impact is made across curriculum areas and overall educational experience for the identified pupil premium children.*

***In God's Light, We Shine, We Love And We Learn.***