

# Pupil premium strategy statement

## St Margaret Clitherow Primary Academy



### School overview

Metric	Data
School name	St Margaret Clitherow Primary Academy
Pupils in school	227
Number of Pupil Premium at October 2020 Census	26
Current number of Pupil Premium	31
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£34970
Academic year or years covered by statement	2018-21
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Christine Reilly
Pupil premium lead	Sarah Sweeney
Governor lead	Father John Martin

### Disadvantaged pupil progress scores for 2019 (last available official data)

Measure	Score
Reading	+4.12
Writing	-0.1
Maths	-1.5

### Disadvantaged pupil performance overview for 2019 (last available official data)

Measure	Score
Meeting expected standard at KS2	67% (2/3 pupils) 1 SEN child
Achieving high standard at KS2	33%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all learners are taught a broad, vocabulary rich curriculum.
Priority 2	To embed the consistent teaching of phonics and early reading in EYFS and KS1 and ensure high quality resources and decodable reading books are available.
Priority 3	To ensure the bottom 20% of learners are identified and given targeted intervention to catch up and stay caught up.
Priority 4	To improve the attendance of pupil premium children across the school.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£34000

## Teaching priorities for current academic year

Aim	Target	Target date
Teaching	To implement the new curriculum and increase the vocabulary of all children to improve comprehension and understanding.	Advent 20
Phonics	To embed the consistent teaching of phonics across the school with a validated phonics scheme.	Advent 20
Phonics	To embed the consistent teaching of early reading in EYFS and Key Stage 1.	Advent 20
Phonics	To ensure that all children have access to both phonetically decodable books and a wide range of reading books to practise their phonics and increase their vocabulary.	Advent 20
Targeted Intervention	To ensure the bottom 20% of learners are identified and given targeted intervention to catch up and stay caught up.	Ongoing
Attendance	Improve attendance of disadvantaged pupils to be above the OLOL expected attendance. (97%)	Pentecost 21
Enrichment	Ensure all children have the same opportunities and experiences including access to Trips, Visitors, Productions, After School Clubs and Residential Visits.	Ongoing

### Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 2	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.
Priority 2	Ensure all staff have access to quality resources for the consistent teaching of phonics through Letters and sounds and early reading skills.

Priority 2	Purchase high quality decodable phonics and reading books.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
	£10,000

<b>Priority 1</b>					
Teaching: To implement the new curriculum and increase the vocabulary of the children to improve comprehension and understanding.					
Objectives	Action	By when	Monitoring	Success criteria	Impact and Outcomes
To ensure that leaders of all subjects can show that planning is sequential and builds on prior knowledge.	SLT to lead CPD on English Intent and Progression Maps for Reading, Writing and Maths for a Curriculum for 3-11 year-olds.	SLT 12 <sup>th</sup> December 2019	Key Knowledge Progression Maps SLT Monitoring Topic Planners	All subject leaders will develop a progression map for a 3-11 year curriculum. Subject leaders will be confident that the skills will build sequentially year on year.	SLT lead CPD on English Intent and Progression Maps in Reading, Writing and Maths to illustrate how knowledge and skills build on prior knowledge for a 3-11 year old curriculum. Curriculum Lead worked with DPS, who gave advice on stripping back knowledge and skills for History and Geography to ensure more of a balance between the two subjects. SLT worked with Curriculum Lead to act on advice from DPS to produce a more stripped back comprehensive knowledge based progression maps for History and Geography. SLT used Curriculum Coverage Document to ensure that the each curriculum objective is covered throughout the curriculum. In Lent 2, other subject leaders used History and Geography maps as a starting point to create their own subject progression maps, ensuring links across the curriculum and creating opportunities for writing across the curriculum.
	Subject Leaders to create Progression Maps for a 3-11 year old curriculum.	Lent 1 2021 Subject Leaders			
	SLT to monitor progression maps of all subjects to ensure coverage of the National Curriculum.	Lent 2 2021 SLT			
To improve the teaching of vocabulary and increase children's vocabulary – particularly for disadvantaged children.	To ensure that staff include the relevant vocabulary in the Subject Progression Frameworks.	Advent 2020	Book scrutinies Learning Walks Planning	All children will be immersed in new vocabulary and be encouraged to independently use new vocabulary in their own work.	Vocabulary is identified on all progression maps across the curriculum. Key Vocabulary is assessed in Pre and post learning tasks in History and Geography – to be reviewed in June 2021. Key vocabulary is identified for each lesson on metacognition expectations. From Year 2, children are encouraged to identify where they have used the key vocabulary in their work and aim to use as many key words as possible for each lesson. To be reviewed in June 2021.
	To ensure that knowledge of key vocabulary is assessed in pre- and post- learning tasks across the curriculum.	Pentecost 2021			
	To ensure that key vocabulary is included in metacognition expectations across the curriculum.	Pentecost 2021			
	Subject Leaders to create Progression Maps for a 3-11 year old curriculum.	Lent 1 2021 Subject Leaders			
	SLT to monitor progression maps of all subjects to ensure coverage of the National Curriculum.	Lent 2 2021 SLT			
To improve the teaching	To ensure that staff include the relevant vocabulary in the	Advent 2020	Book scrutinies	All children will be immersed in	Vocabulary is identified on all progression maps across the

of vocabulary and increase children's vocabulary – particularly for disadvantaged children.	Subject Progression Frameworks.		Learning Walks Planning	new vocabulary and be encouraged to independently use new vocabulary in their own work.	curriculum. Key Vocabulary is assessed in Pre and post learning tasks in History and Geography – to be reviewed in June 2021. Key vocabulary is identified for each lesson on metacognition expectations. From Year 2, children are encouraged to identify where they have used the key vocabulary in their work and aim to use as many key words as possible for each lesson. To be reviewed in June 2021.
	To ensure that knowledge of key vocabulary is assessed in pre- and post- learning tasks across the curriculum.	Pentecost 2021			
	To ensure that key vocabulary is included in metacognition expectations across the curriculum.	Pentecost 2021			

### Targeted academic support for current academic year

Measure	Activity
Priority 3	Buy and embed use of Reading Inference Strategies across all year groups and buy high interest reading books to increase reading for pleasure.
Priority 3	Establish small group English and Maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in reading and mathematics.
Projected spending	£15,000

### **Wider strategies for current academic year**

Measure	Activity
Priority 3	Providing Breakfast club and after school club places for all PP children.
Priority 3	Staff CPD on addressing attendance issues and how to access LA support for families.
Priority 3	Designated Attendance Officer who monitors any children falling below 97%.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Promoting and celebrating good attendance.
Projected spending	£9,000

### **Monitoring and Implementation**

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days for Curriculum Development and additional cover being provided by senior leaders.

Targeted support	Ensuring consistent approach to teaching Phonics, Reading and Maths is being used in Targeted interventions.	Subject leads and SLT to monitor teaching of Phonics, Reading and Maths and Targeted interventions.
Wider strategies	Ensuring reducing the number of PP children who are persistently absent is a high priority in the school.	Working closely with Attendance Officer and SLT to reach out to families and offer support to improve attendance.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	The gap between Reading and Writing has widened during lockdown for various reasons. The English subject leader has plans in place to introduce Writing Clusters to improve writing across the school.
Progress in Mathematics	Covid closures had less of an impact of PP children in the second lockdown due to DFE devices and inviting vulnerable children in to school. Targeted support and a whole school initiative to use Ready to Progress documents have proved effective to fill gaps in mathematics.
Phonics	3/5 (60%) of Year 2 Disadvantaged children passed the delayed Phonics Screening Test in Autumn 2020. 2/5 (40%) scored full marks.
Other	No significant improvement in attendance since last year. Newly appointed Attendance Officer to monitor attendance of PP children and communicate with families to offer support.