



### St Louis Catholic Academy Pupil Premium Strategy/ Self Evaluation

Summary Information					
School	St Louis Catholic Academy				
Academic Year	2020 – 2021	Total PP budget £ 35,035 2020 -21  43 PP children LAC and service children	£29,590	Date of most recent PP Review	
Total number of pupils	332	Number of pupils eligible for PP 43		Date of internal review of this strategy	

Breakdown of numbers November 2020	
Foundation	9
Year 1	4
Year 2	7
Year 3	8
Year 4	6
Year 5	3
Year 6	6
Total	43

Current attainment		
Due to COVID 19, attainment is based upon 2018/2019 data	Pupils eligible for PP SL(+ or - none PP performance in school)	Pupils not eligible for PP (national average)
KS2 % reading, writing and maths	73% +8%	65%
Progress in reading (as measured in school)	57% -16%	73%
Progress in writing (as measured in school)	82 % +4%	78%
Progress in maths (as measured in school)	82% +3%	79%

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor reading skills)	
A.	Challenge for all more able so that PP pupils are achieving GD
B.	<p>COVID 19 impact on attainment and wellbeing and their families</p> <ul style="list-style-type: none"> <li>• Pupil and parental anxiety</li> <li>• Disruption to face to face teaching – online and welfare checks in place</li> <li>• Possible impact on attendance – historically attendance of disadvantaged is below non-disadvantaged.</li> </ul>
C.	Provide a curriculum that broadens opportunities and life experiences so that children gain the knowledge and cultural capital that they need to succeed in life.
D.	Pupils in receipt of Pupil Premium also have additional Special Educational Needs. Priority Needs are –Cognition and Learning/ Speech, Language and Communication needs/ Social, Emotional and Mental Health issues

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria	How	Budget £ 29,590
A.	To raise attainment of PP GLD so it is at least in line with national average	Summer 2021 results indicate accelerated progress is made so pupils attain GLD by the end of the academic year.	PiXL analysis intervention teaching targeted home learning	£6,500
B.	Accelerated progress to be made in all year groups for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-Y5.	Accelerated progress is made in all year groups (1-6) for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-Y5. Summer 2021 results show more PP pupils working at Greater Depth compared with Summer 2019	PiXL analysis intervention teaching improved texts Targeted home learning	£8,000
C.	Provide personalised interventions to children and families to support wellbeing. Increase % of PP children so all pupils have an attendance of above 95%. To raise awareness and focus on mental health so children have the skills to succeed in a variety of situations. Increased percentage of attendance will see a positive impact on assessment data.	Provide personalised interventions to children and families to support wellbeing. Increase % of PP children so all pupils have an attendance of above 95%. To raise awareness and focus on mental health so children have the skills to succeed in a variety of situations. Increased percentage of attendance will see a positive impact on assessment data.	PiXL analysis intervention teaching improved texts Targeted home learning	£6,500
D.	Provide a curriculum that broadens opportunities and life experiences so that children gain the knowledge and cultural capital that they need to succeed in life. PP eligible children will be invited to after school clubs and lunchtime clubs designed to offer them challenging, exciting and engaging opportunities to enrich their life experiences. PP eligible children will be offered a reduced cost of	Provide a curriculum that broadens opportunities and life experiences so that children gain the knowledge and cultural capital that they need to succeed in life. PP eligible children invited to after school clubs designed to offer them challenging, exciting and engaging opportunities to enrich their	Improved texts extracurricular learning activities Lunch clubs After school clubs	£6,390

	school learning visits/in-house learning days. To provide more opportunities through workshops/class topic days to ensure children have skills to succeed in life.	life experiences. PP eligible children offered a reduced cost of school trips. To provide more opportunities through workshops/class topic days to ensure children have skills to succeed in life.		
E.	Ensure disadvantaged children with additional special educational needs make accelerated progress. Summer 2020 results will see a significant increase so SEN pupils achieving ARE for reading, writing and maths is at or above national average of 2018/19 published data KS2 R73% W78% M79%	Ensure disadvantaged children with additional special educational needs make accelerated progress. Summer 2020 results will see a significant increase so SEN pupils achieving ARE for reading, writing and maths is above 73%. Children working at GD to rise to at or above national average of combined score of 11%.	Improved texts extracurricular learning activities Lunch clubs After school clubs Intervention teaching Targeted home learning	£2,200

5. Planned expenditure					
The three headings enable us to show how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will it be reviewed
To raise the attainment of PP GLD so it is in line with national average. % PP gap for phonics narrowed	Quality First teaching • CPD for all staff regarding writing and reading learning journey with an increased focus on opportunities for independent writing.	Data showed PP pupils attained below other pupils across RWM, especially in writing. To narrow/close the gap between PP pupils and other pupils in school and Nationally.	Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of the PP students. Phase meetings/Pupil progress meetings to	Executive Head Head of School Reading/Writing Lead Phonics Leads Maths Lead	July 2021 Mid year/End of year appraisals

	<ul style="list-style-type: none"> <li>• Ensure Mathematics teaching includes mastery opportunities for all pupils.</li> <li>• Half termly Pupil Progress meetings to identify target children.</li> <li>• PP pupils in appropriate interventions led by support staff/teacher to improve progress.</li> <li>• Implementation of improved outdoor learning in EYFS</li> <li>• Additional Active Writers Intervention <ul style="list-style-type: none"> <li>• EYFS to take part in NELI programme</li> </ul> </li> </ul>	<p>More regular monitoring of specific groups of children will prevent pupils from stalling in their progress or missing opportunities to do the best they can.</p> <p><u>External Rationale</u></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit: Quality First Teaching</li> <li>• EEF Early Years Toolkit: Communication and Language Early Literacy Approaches Early Numeracy Approaches EFF Early Years Interventions</li> </ul>	<p>discuss progress and attainment and target pupils. Ensure Quality first teaching through monitoring of planning, and teaching to ensure the complete learning journey across all areas of learning is delivered to raise opportunities for success for all learners.</p> <p>Lesson walk throughs &amp; observations to ensure independent writing opportunities offered frequently. Analyse interventions &amp; adjust groupings/target PP pupils based on outcomes. Analyse impact on progress and attainment.</p>		
<b>Milestone A</b>					
<ul style="list-style-type: none"> <li>• Pupils identified for monitoring and discussed in pupil progress meetings.</li> <li>• ½ termly sampling monitoring of targeted PP pupils including learning walks/book scrutiny/staff 1:1 accountability meeting.</li> <li>• Initial analysis of quality &amp; impact of interventions &amp; adjust accordingly.</li> <li>• All PP pupils ( without dual disadvantage of SEND) achieve GLD</li> </ul>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will it be reviewed

<p>PP gap for SEN is narrowed.</p>	<ul style="list-style-type: none"> <li>• Quality First teaching</li> <li>• CPD for all staff regarding writing and reading development</li> <li>• CPD for all staff regarding teaching maths through the mastery approach.</li> <li>• Termly Pupil Progress meetings to identify target children.</li> <li>• PP pupils in appropriate interventions led by teaching/ support staff to improve progress.</li> <li>• CPD for support staff to ensure they support the learner appropriately.</li> </ul> <p>. To narrow/close the gap between PP pupils and other pupils in school and Nationally. More regular monitoring of specific groups of children will prevent pupils from stalling in their progress or missing opportunities to do the best they can.</p>	<p>Data showed SEN PP pupils attained below other pupils across many areas, especially in reading, writing and maths.</p> <p>To narrow/close the gap between SEN PP pupils and other pupils in school and nationally. More regular monitoring of this specific groups of children will prevent pupils from stalling in their progress or missing opportunities to do the best they can. External Rationale</p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit: Quality First Teaching</li> <li>• EEF Early Years Toolkit: Communication and Language Early Literacy Approaches Early Numeracy Approaches EEF Early Years Interventions</li> </ul>	<p>As above</p>	<p>Special Educational Needs Coordinator (SENCo)</p>	<p>July 2021 Mid year/End of year appraisals</p>
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<p>To raise awareness and focus on mental health so children have the skills to succeed in a variety of situations.</p>	<ul style="list-style-type: none"> <li>• Implementation of new Feedback/Marking policy.</li> <li>• Online subscriptions to supplement teaching and learning. <ul style="list-style-type: none"> <li>• Maths and English workshops to enhance teaching and learning.</li> <li>• General resources/enrichment for PP pupils. <ul style="list-style-type: none"> <li>• Release time for English, Phonics and Maths leads</li> </ul> </li> </ul> </li> </ul> <p>Raise whole staff understanding of mental health issues and wellbeing through CPD</p> <p>Access Pony Academy for PP children to build resilience</p> <p>Provide PP children with lunchtime activities that</p>	<ul style="list-style-type: none"> <li>• EEF Special Educational Needs in Mainstream Schools</li> <li>• EEF Improving Social and Emotional Learning in Primary Schools</li> </ul>		<p>Head of School</p>	
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	support wellbeing, including Cosmic Yoga and collaborative games.				
<b>Milestone B</b>					
Pupils identified for monitoring and discussed in pupil progress meetings.					
<ul style="list-style-type: none"> <li>• ½ termly sampling monitoring of targeted pupils including learning walks/book scrutiny/staff 1:1 accountability meeting.</li> <li>• Initial analysis of quality &amp; impact of interventions &amp; adjust accordingly.</li> <li>• At least ??? % of SEN PP pupils achieve ARE in maths, reading and writing.</li> </ul>					
<b>ii. Targeted support</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will it be reviewed
Accelerated progress to be made in all year groups for PP pupils in order to support potential high achieving PP pupils, with capacity to work at greater depth	<ul style="list-style-type: none"> <li>• Quality First teaching</li> <li>• CPD for all staff regarding challenge.</li> <li>• Termly Pupil Progress meetings to identify target children.</li> <li>• Early and regular identification of PP pupils with the potential to be GD communicated at pupil progress meetings.</li> <li>• PP pupils in appropriate interventions led by support staff to improve progress.</li> <li>• CPD for support staff to ensure they support</li> </ul>	This is an equitable and inclusive approach to embed across the school so that PP pupils are equally challenged to achieve to highest potential. We want PP pupils to achieve their highest potential. More regular monitoring of specific groups of children will prevent pupils from stalling in their progress or missing opportunities to accelerate progress.	See above	Head of School Performance lead Phase leaders	July 2021 Mid year/End of year appraisals

	<p>the learner appropriately.</p> <ul style="list-style-type: none"> <li>• Ensure appropriate interventions are in place for high achieving pupils or those with the potential to be.</li> <li>• Implementation of new Feedback/Marking policy.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit: Learning support Small group tuition</li> <li>• EEF Covid-19 support guide for schools</li> <li>• EEF Best evidence on impact of school closures on the attainment gap summary</li> </ul>			
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**Milestone C**

- Pupils identified as previous high attaining or with the capacity to be GD identified for monitoring and communicated at pupil progress meetings.
- ½ termly (EYFS) and termly (KS1/KS2) sampling monitoring of targeted pupils including learning walks/book scrutiny/staff 1:1 accountability meetings.
- Initial analysis of quality & impact of interventions. % of PP pupils achieving GD:

	Reading %	Writing %	Maths %
Foundation	73% meeting GLD		
Year 1	16	13	20
Year 2	16	13	20
Year 3	18	18	22
Year 4	20	23	23
Year 5	20	23	23
Year 6	20	23	23

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will it be reviewed
<p>Provide personalised interventions to children and families to support wellbeing. Increase % of PP children so all pupils have an attendance of above 95%. Access family support services where a need is identified.</p> <p>Loan computers prioritised for allocation to all PP children where this is an identified barrier to learning.</p>	<p>Attendance support provided to identified families</p> <p>Address inequalities form identified digital divide</p>	<p>School closely monitors attendance and responds quickly to speak families of absent children</p> <p>External Rationale</p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit: Parental engagement</li> </ul> <p>Maintain the current good communication relationships with parents to ensure persistent absences stay low. Continue to improve attendance, punctuality and readiness to learn. Continue to improved levels of attendance, punctuality, and a</p>	<p>Maintain the current good communication relationships with parents to ensure persistent absences stay low. Continue to improve attendance, punctuality and readiness to learn. Regular conversations with class teachers and SENCo to decide suitable children for intervention projections.</p>	<p>Head of school Safeguarding deputy lead</p>	<p>Monthly</p>

		decrease in persistent absentees <ul style="list-style-type: none"> <li>• EEF Covid-19 support guide for schools</li> <li>• EEF Best evidence on impact of school closure</li> </ul>			
<b>Milestone D</b>					
Average attendance % of PP pupils to be above 95% All PP children have equality of access to home/school learning					

<b>6. Review of Expenditure 2019 -2020 £42,394</b>				
Action	Intended Outcome	Estimated impact: Did we 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 £
Targeted support	To close gaps to achieve ARE or above in reading, writing and maths	We exceeded national targets at ARE (based upon 18/19 published data for writing and maths)	We will continue to use PiXL and we will increase the focus upon achieving GD for pp learners	£20,000
Use of PiXL analysis	To identify and target children to close gaps to achieve ARE or above in reading, writing and maths. To identify the most relevant catch up strategies to employ			£10,000

Improved access to class reading texts	To increase access to high quality texts	We were not able to meet national targets at ARE (based upon 18/19 published data for reading)	We are committed to enriching our curriculum with a range of high quality texts and will continue to promote reading in our 2020-2021 plan	£7,500
Extra-curricular activities	To support emotional learning needs	These were limited by periods of school closures	We recognise the value of meeting the emotional needs of pupils to help them to be 'learning ready'. We will strengthen	£4,894

<b>7. Additional detail</b>
<p>See EEF Teaching and Learning Toolkit:  Quality First Teaching  Feedback Mastery learning  Phonics  Behaviour Interventions  Reading comprehension strategies  Oral Language interventions  Learning support Small group tuition  Parental engagement  Social and emotional learning  EEF Early Years Toolkit: Communication and Language Early Literacy Approaches  Early Numeracy Approaches  EFF Early Years Interventions  See EEF COVID 19 Toolkit: Covid-19 support guide for schools Best evidence on impact of school closures on the attainment gap summary</p>