

Pupil premium strategy statement 19/20

Review Autumn 2020

The pupil premium strategy 2019/20 was to improve the outcomes for disadvantaged children at St Catherine's over three years. COVID 19 and national school closures in March 2020 obviously disrupted implementation of the plan and consequent progress towards these goals. As the plan was intended to be implemented over three years and remains current, it will continue to guide our work in this area.

Progress towards Priority 1 and 2 – academic year 19/20

<p>Priority 1</p> <p>To ensure the curriculum meets the needs of disadvantaged learners across the school , developing cultural capital and opportunities for real life experiences</p>	<p>All staff attended CPD through Autumn and Spring Term. CPD focused on understanding and identifying barriers for disadvantaged children. This enabled them to fully understand the importance of cultural capital and ensuring all children had access to these opportunities.</p> <p>Children across the school were able to attend a wide variety of trips and disadvantaged children were prioritised for after school clubs.</p> <p>Throughout lockdown, families were provided with a wide range of links to virtual experiences that they could access from home to support the children to continue with this approach.</p> <p>It is very difficult to measure the impact of this due to the circumstances of last year – therefore this approach will be continued into the next academic year.</p>
<p>Priority 2</p> <p>For children to acquire a wide reaching, ambitious vocabulary</p>	<p>Prior to lockdown all staff attended Inset to develop skills in the teaching of vocabulary through reading using guidance material from the EEF. There was an increased focus on teaching of vocabulary within different subjects. Teachers were asked to develop an action plan for each disadvantaged child in their class, to identify additional strategies or approaches they would use in the class room and to review their impact. These would then to discussed at pupil progress meetings. This system was underway but its impact was limited due to the lockdown and closure of schools</p>

March 2020

To try to mitigate the impact of school closures on this cohort of children St Catherine's adopted the following strategies throughout the period of lockdown.

Aims

1. Increased engagement
2. Access to learning
3. Progress in learning

Increased Engagement

Children's engagement was tracked and monitored by class teachers. If children appeared to not be engaged in their learning, class teachers would make contact prioritising this group to resolve any barriers and offer advice. If this could not be resolved at this point, SLT were informed and appropriate next steps were swiftly planned and implemented. E.g. children attending school, regular parenting support from learning mentor, referral to outside agencies e.g. early help, CAMHS etc

Consequently disadvantaged children accessed remote learning in line with their non disadvantaged peers.

Access to learning

Disadvantaged children were provided with hard copies of work, equipment so they could access learning, additional reading books etc. Advice from the EP was sought when needed to ensure that the children were able to access their learning, and to support parents to support their children.

Progress in Learning

Prior to lockdown and throughout lockdown, teachers were given access through INSET to up to date research from the EEF. This was focused on the following main concepts

Understanding the barriers for disadvantaged children- why are they a priority?

[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance)

Improving literacy in Key Stage 1 and 2 – with a focus on reading development

[Language and literacy | Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk/language-and-literacy)

Effective Feedback [Covid-19 Resources | Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk/covid-19-resources)

This enabled teachers to ensure their feedback and conversations with the children were as effective as they could be in supporting their learning.

Following the cancellation of all national testing in the summer of 2020, we have used Teacher assessment to comment on children's progress.

Disadvantaged pupil progress scores for last academic year

Year 6

Measure	Score 18/19	Progress 19/20 % of children achieving end of KS target
Reading	+0.66	90%
Writing	+0.51	90%
Maths	+1.25	90%

Year 6

Subject	All Yr 6 children's	Disadvantaged Children
Combined R, W M	80% met expected standard (TA)	65% met expected standard

Year 2

Subject	All Yr 2 children's	Disadvantaged Children
Combined R, W M	80% met expected standard (TA)	64% met expected standard

Phonics Check Autumn term 2020

Subject	All Yr 2 Children	Disadvantaged children
Phonics Check	90%	67%