St Vincent's Catholic Primary School: Pupil Premium Strategy Statement
September 2020 – August 2021 (last reviewed December 2020)

1. Grant Allocation Summary information

Financial Year	2020 – 2021 (Sept – Mar)	2021 – 2022 estimate (Apr – Aug)
Number of children eligible (FSM / ever 6 / post-LAC / service children):	11	10
Total funding across the financial year:	*£16,795*	*£15,450*
Total funding for this academic year:	*£9,797*	*£6,437*
Total funding (estimate):	***£16,234***	

2. Current attainment

Attainment for: 2019 – 2020	*Due to COVID-19 lockdown, this data is unavailable*

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

In-school barriers *(issues to be addressed in school)*	**Evidence and rationale?**
Progress and outcomes not always consistent with peers with the same starting point	• Tracking has identified under-performance / under-achievement for some Pupil Premium children compared to peers
Vocabulary gap	• Analysis of reading outcomes and evidence highlights a gap in vocabulary knowledge, particularly at Tier 2
Emotional wellbeing	• Potential impact of COVID-19 and lockdown • Provision for emotional wellbeing increased in line with DfE guidance
External barriers *(issues which also require action outside school)*	**Evidence and rationale?**
Access to wider clubs and experiences	• Children should not be disadvantaged in relation to the experiences that they are able to access for financial reasons • Providing children with breadth of opportunity and experience will improve their experience of school and learning, therefore improving attitudes and learning behaviour and ensuring that they achieve their potential

4. Action Plan and Planned Expenditure

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed / monitored?
Progress and outcomes not always consistent with peers with the same starting point	• Pupil premium children make progress in line with peers with the same starting point • Any differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / intervention • Children's outcomes are in line with non-pupil premium peers with the same starting point • Outcomes / Progress at the end of each Key Stage for Pupil Premium children are at least in line with those of Pupil Premium children nationally	• Transforming Teaching Programme of CPD continued from 19/20 (EEF Tier 1: Quality of Teaching) • Deploy staff based on needs identified through tracking • Identify gaps in learning that are stopping children from making progress (EEF Tier 2: Targeted support) • Use assessment information to differentiate learning and plan targetted support / intervention to address gaps in learning (EEF Tier 2: Targeted support) • Maths shed used to support home work – further reinforcement of learning in school (EEF Tier 2: Targeted support)	KL DV	£13,865	• Lesson observations • Intervention / support evidence and impact • Data analysis and tracking • Individual tracking towards ARE • Class provision map

Impact / Outcomes / Evaluation	Review	Actual Cost	Lessons learned
• CPD continued with responsive teaching strategies being tried and tested through deliberate practice in the classroom • Interventions in place, following provision maps. NB these are being adapted in response to restrictions / bubble closures / staff absence but continue to be delivered by different means • Resources are being used to better differentiate homework • NTP plans in place for February 2021	Dec 20		
•	Apr 21		
•	Jul 21		

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed / monitored?
Voabulary gap	• More varied vocabulary in use, spoken and written, using strategies independently to self-regulate their learning • Improvement in application of spelling rules and more complex vocabulary, including a strong understanding of word classes and etymology • Gap in reading outcomes linked to vocabulary no longer evident • Systematic, tiered teaching of vocabulary, spelling and reading • Routine exploration of spelling and vocabulary • Evidence of progressive language development and use across school	• Regular teaching of spelling and vocabulary (EEF Tier 1: Quality of Teaching) • Analysis of errors in vocabulary / spelling (EEF Tier 1: Quality of Teaching / EEF Tier 2: Targeted support) • Language rich classroom environments – all 3 tiers (EEF Tier 1: Quality of Teaching) • Strong modelling from staff of spoken and written spelling and vocabulary (EEF Tier 1: Quality of Teaching / EEF Tier 2: Targeted support) • Increasingly systematic, consistent approach to vocabulary / spelling (EEF Tier 1: Quality of Teaching) • Assessment and tracking of vocabulary and spelling development in place and being used to inform any gap analysis and intervention (EEF Tier 2: Targeted support) • Use of resources (Spelling shed / First news / Picture News) to promote spoken language and expose children to wider vocabulary to explore, and to reinforce spelling rules to support language exploration (EEF Tier 1: Quality of Teaching)	KL DV	£750	• Lesson observations of reading / spelling • Classroom environment • Intervention / support evidence and impact • Reading / Writing data analysis and tracking • Individual tracking towards ARE • Class provision map
	Impact / Outcomes / Evaluation		**Review**	**Actual Cost**	**Lessons learned**
	• Regular teaching of spelling and vocabulary, particularly in reading, writing but also across the whole curriculum. Evidence of increased vocabulary work in books. • Increasing evidence of language on display in classrooms		Dec 20		•
	•		Apr 21		
	•		Jul 21		

<table>
<tr><th>Barrier</th><th>Desired outcomes
Success criteria</th><th>Action</th><th>Staff lead</th><th>Estimated cost</th><th>How will implementation and impact be reviewed / monitored?</th></tr>
<tr><td rowspan="5">Emotional wellbeing following lockdown</td><td>• Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.
• Children are aware of their emotions.
• Children have the skills to support each other.
• Children have had the opportunity to explore and process the impact of COVID-19 on their family and community
• Children look to the future with positivity.</td><td>• Picture news / First News to be used as a resource to support PSHE and emotional well-being through current affairs (EEF Tier 1: Quality of Teaching)
• Increased provision for PSHE, including specific resources to support children to manage and process the impact of COVID-19 and lockdown (EEF Tier 1: Quality of Teaching / EEF Tier 2: Targeted support)
• Recovery Curriculum to have a strong focus on emotional-wellbeing (EEF Tier 1: Quality of Teaching / EEF Tier 2: Targeted support)
• Daily opportunities for physical activity to support mental health and emotional well-being (EEF Tier 2: Targeted support)</td><td>KL
DV</td><td>120</td><td>• Lesson observations
• Intervention / support evidence and impact
• Data analysis and tracking
• Individual tracking towards ARE
• Class provision Map</td></tr>
<tr><th colspan="2">Impact / Outcomes / Evaluation</th><th>Review</th><th>Actual Cost</th><th>Lessons learned</th></tr>
<tr><td colspan="2">• Daily PSHE sessions using a wider range of resources
• Daily opportunity for physical activity – “morning movement” – in addition to PE lessons to support mental health, emotional wellbeing and physical health
• Additional target group work / individual work for those identified as needing additional emotional support</td><td>Dec 20</td><td rowspan="3"></td><td rowspan="3">•</td></tr>
<tr><td colspan="2">•</td><td>Apr 21</td></tr>
<tr><td colspan="2">•</td><td>Jul 21</td></tr>
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Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed / monitored?
Access to wider clubs and experiences	• Children access all trips, residential and school clubs of their choice. • Children enjoy all aspects of school life. • Children can talk with enthusiasm about their experiences in and outside the classroom.	• Cover the cost of any after school clubs accessed • Cover the voluntary contribution of any school trips, residentials or other experiences (EEF Tier 3: Wider strategies)	AD	£1500	• Participation rates • Attendance records • Pupil interviews
	Impact / Outcomes / Evaluation		**Review**	**Actual Cost**	**Lessons learned**
	• Currently not taking place due to local / national restrictions		Dec 20		•
	•		Apr 21		
			Jul 21		