

Pupil Premium Academic Year 2020/21: £43,040.00

Main barriers to educational achievement faced by eligible pupils

Following the lockdown on the 20th March due to COVID 19, the children and staff quickly adapted to remote learning. This was very successful, all children completed work and sent it back daily to their teacher to mark and give support where necessary. However, this is not as effective as quality teaching within the classroom. Therefore, this has inevitably meant that many children have gaps in their knowledge. We will work to, close these gaps throughout the year.

Poor home learning environments with few role models to display high aspirations and the merits of academic achievement.

Personal, Social and Emotional Development and Communication and Language skills for pupils eligible for PP in Reception class. This has been exacerbated by lockdown. Children have not followed a settings routines and rules, they have also not socialised with other children since March.

Parents' knowledge of how to support their children.

Phonics' teaching has taken place remotely, there will therefore be gaps that need to be closed.

Literacy and Maths gaps exacerbated by lockdown,

Achievement of age-related expectations across all phases.

We will utilise it in many different ways to enhance opportunities for eligible learners in our school. Some of the ways we will spend it are:

We will focus on quality first teaching, classroom intervention, small group targeted support with the child's faith, health and well-being being at the centre of all we do.

Quality First Teaching.

The curriculum will focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key concepts and knowledge in the first two terms for all core subjects. These skills will also be taught across the curriculum in non-core subjects. We use a wide variety of quality texts and resources to motivate and inspire our children. Children are encouraged to read for pleasure. All teaching will be informed from ongoing assessment for learning on the children's return to school and planning will be tailored to their needs. Class based interventions are also in place. Effective planning and differentiated interventions will support pupils to make expected plus progress in line with all other pupils. The first couple of weeks will concentrate on reengaging children with the school environment whilst assessing them holistically.

Classroom intervention

There will be a TA in each class bubble to support the teacher to close the gaps for those who have fallen significantly behind and support their social and emotional well-being.

Reception: When it is safe to do so we will deliver small group workshops to Reception parents, sharing and informing parents how to teach phonics and reading at home.

For at least the first term, parents will not be allowed into school, we will therefore produce resources and activities for parents to complete with their children at home.

This will give parents an understanding of how we teach phonics and reading at school, enabling them to support their children at home.

Where required we will support parents in improving Personal, Social and Emotional Development and Communication and Language skills for pupils eligible for PP in Reception Class.

Deliver focused bespoke support for Phonics across KS1.

Social Interaction Group where relevant for eligible pupils

The need for daily reading in the EYFS & KS1. Ensure pupils are heard to read as often as possible encouraging comprehension skills.

Increased Intervention work in all phases to be led by teachers and TA's.

Intervention groups to help children with specific identified needs (putting them at risk of underachievement), will be financed with this income.

Provide specific Literacy and Maths' interventions, where gaps are evident across all phases.

To support additional teaching costs, so that teaching for Literacy and Maths can be in smaller groups.

To support additional Teaching Assistants costs.

Booster groups will be financed with this income where appropriate.

One to one tutoring offered to some older pupils to boost attainment.

Financial support for trips and residential visits.

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At St. Ambrose Barlow Catholic Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

Pupil Premium Funding and the impact of this is a regular item on the Governors' Finance Committee, FGB Meeting and during meetings with the Assessment Link Governor.

Expected Impact/Success Criteria

- Improved Personal, Social and Emotional Development and Communication and Language skills for pupils eligible for PP in Reception class. Parents used the resources put on the G-Drive to support the teaching of reading and phonics at home. High attendance at workshops for small groups of parents demonstrating how to support pupils at home. Pupils eligible for PP in Reception class make more than expected progress in Personal, Social and Emotional Development and Communication and Language. Pupils have the appropriate mixture of characteristics of effective learning to ensure they can succeed. They are ready for Year 1 Curriculum
- Eligible pupils achieve expected standard in Year 1 Phonics.
- Eligible pupils achieve expected progress in Year 2 Maths, Reading and Writing by teacher assessments and successful moderation within school and with local schools.
- High rates of progress across KS2 for high attaining pupils eligible for PP. Pupils eligible for PP identified as high ability make as much progress as

'other' pupils identified as high ability, across Key Stage 2 in Maths, Reading and Writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation within school and with local schools.

- Effective planning and differentiated interventions. Result in children making expected + progress in line with all other pupils.
- Interventions, along with quality first teaching have a positive impact on children's attainment and self-belief.

Attendance through rigorous monitoring of key groups and appropriate interventions is in broadly in line with previous years outcomes

Bubbles policies and procedures based on up to date guidance ensure that there is minimal disruption to learning.

The review of the impact of spending of Pupil Premium is ongoing throughout the year. The next update of the review of Pupil Premium will be in July 2021