



CATMOSE PRIMARY

PUPIL PREMIUM REVIEW

PUPIL PREMIUM GRANT 2020-2021
PROJECTED PUPIL PREMIUM GRANT 2021-2022

INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months.

Pupil Premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children and children of service personnel) and their peers.

POSITION STATEMENT - INTENT

The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged with the Primary. This is accomplished through strong attendance, academic achievement and strong engagement in the wider life of the Primary. Close monitoring and targeted intervention are used to support these aims.

SCHOOL OVERVIEW

Publish date	December 2021
Review date	September 2022
Statement authorised by	S Williams Executive Principal
Pupil premium lead	K Jackson Head of School and R Hall SENCo
Governor lead	S Hearth Chair of Governors
Pupils on roll	203
PAN	30
Planned total number of pupils	210
Age of pupils	4 to 11
Proportion of disadvantaged pupils	(26) 12.8%
Pupil premium allocation 2020 2021	£26,726
Pupil premium allocation projected 2021 2022	£20,545
Tutoring Grant	£1,890

PUPIL DEMOGRAPHICS

Pupils at the school are mainly White British. 190 pupils out of 203 on roll speak English as their first language. 13 pupils speak another language as their first language which includes, Mandarin, Hungarian, Japanese, Polish, Romanian, Spanish, Turkish and Vietnamese. All Pupil Premium pupils are White British.



SUPPORT FOR PUPILS – EDUCATIONAL PROGRESS

The School has identified that children, who are eligible for the Pupil Premium support and are White British from low income families, may need extra support, opportunities and guidance in order to fully engage in school life and have improved life chances. The barriers to learning for these children have been identified with intervention in place to support good progress.

The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive additional support. Catmose Primary has allocated expenditure from the pupil premium grant for the following initiatives which are design to remove the identified barriers to learning.

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

For GLD, KS1 SATs and KS2 SATs outcomes measures, the school holds outcome data for Pupil Premium children. However, due to the data representing less than 10 pupils per year group, we have not included this data in this public report.

FOCUS FOR THE YEAR

BARRIERS TO LEARNING AND PROGRESS	SUPPORT	PROJECTED COSTING
Identified gaps in learning / misconceptions within the core subjects.	Intervention groups to support children who need to make accelerated progress across the curriculum.	Full time TA in each class: £18,607 per year (32.5 hours a week)
Prep and reading support is needed to ensure that pace is maintained.	Prep and reading support in a club setting.	2 afterschool club staff: £2851 x 2 per year.
Emotional wellbeing is low and affecting motivation to work hard and engage in lessons –	Music lessons (small group and 1.1) to support children who show a talent within music	1 30 minute lesson per week £15.75 per week per pupil

celebration of talents to boost well-being.		
All children who need support identified with class provision maps in place to ensure 'every child matters'.	<p>The employment of a SENCO and Intervention Lead Practitioner enabling the tight analysis and detailed provision mapping for children who need focused support – acting as a 'Pupil Premium Champion' 2019 (1/2 day UP teacher)</p> <p>Purchase of CPOMS to be used across whole school to track concerns under 'every child matters' to enable identification of issues and plan for support, using the schools waved approach.</p>	<p>Cost of 1 day per week SENCo £11407 a year</p> <p>CPOMS subscription £680 a year</p>
<p>Motivation to engage in curriculum is limiting progress made.</p> <p>Assignment of key worker to support engagement- Elective time tutoring is offered to targeted pupils who respond to 1.1 support (post Covid lockdown)</p>	1.1 tutoring sessions during the extended school day time to further support learning in class (cost of TA 40 mins x 1 day per week – this is also used to ensure any missed Prep is completed to support learning in school)	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p>

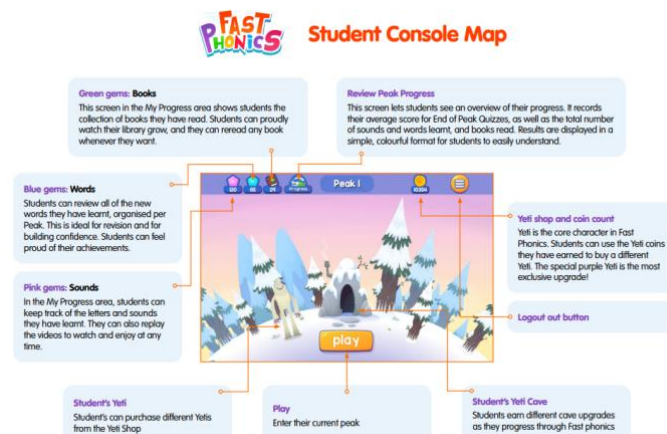
READING FOCUS – KEY TO ACCESSING THE CURRICULUM

BARRIERS TO LEARNING AND PROGRESS	SUPPORT	PROJECTED COSTING
Limited phonic knowledge is limiting access to full curriculum.	<p>1.1 support to develop Phonic skills to ensure age appropriate attainment; to support reading and writing skills</p> <p>Purchase of Reading Eggs across whole school to develop reading skills to access curriculum.</p>	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p> <p>Cost of Reading eggs Subscription £972 per year</p>
Limited speaking and listening skills limiting access to full curriculum.	1.1 support to develop speaking and listening skills to ensure age appropriate attainment; to support reading and writing skills	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p>
Limited reading skills is limiting access to full curriculum.	<p>1.1 reading support to develop reading skills to be in line with age appropriate expectations</p> <p>Purchase of Reading Eggs across whole school to develop reading skills to access curriculum. Used as intervention for low readers.</p>	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p> <p>Cost of Reading eggs Subscription £972 per year</p>

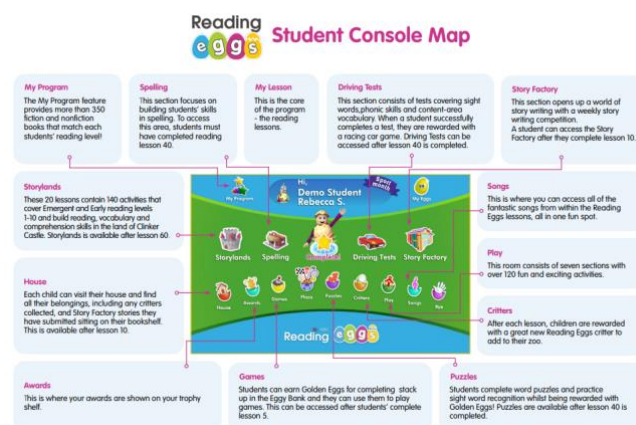
Limited opportunities for reading is limiting progression in reading and therefore access to the full curriculum.	<p>Purchase of Go-Read allowing closer monitoring of home school reading. Lowest 6 readers + those not reading at home identified and extra reading opportunities provided.</p> <p>Revamped library area created to promote all pupils in reading for enjoyment.</p> <p>Each PP and PPP child is bought a reading book to keep at home each year to build a 'home library'.</p>	<p>Purchase of Go Read £210 per year.</p> <p>Purchase of a reading book per PP and PPP child each year at approx. £10 per child.</p>
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Reading eggs is a scheme which enables many levels of reading support to be offered.

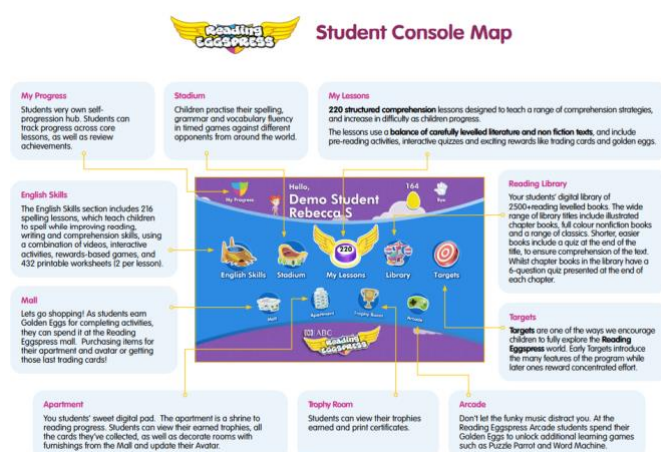
PHONIC DEVELOPMENT



EARLY READING SKILLS



COMPREHENSION SKILLS



TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

AIM	TARGET	TARGET DATE
Progress in Reading	<p>Target all PP children to achieve => end of year target in end of year assessments.</p> <p>Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.</p>	Reviewed Spring 2022 / Summer 2022
Progress in Writing	<p>Target all PP children to achieve => end of year target in end of year assessments.</p> <p>Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.</p>	Reviewed Spring 2022 / Summer 2022
Progress in Mathematics	<p>Target all PP children to achieve => end of year target in end of year assessments.</p> <p>Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.</p>	Reviewed Spring 2022 / Summer 2022
Phonics	<p>Target children who did not pass phonic screening check in Year 1 for intervention in Year 2 (79% at end of Year 1, 83% passed at beginning of Year 2)</p> <p>6 children to be supported.</p>	Reviewed Spring 2022 / Summer 2022

	<p>Target children who did not pass phonic screening check in Year 2 for intervention in Year 3 (90% passed at the end of Year 2)</p> <p>3 children to be supported.</p>	
Other	<p>Target all PP children to achieve at least the bronze award in the Activity Passport.</p> <p>Monitored through Pupil Progress meetings to ensure children on track to achieve target.</p>	<p>Reviewed Spring 2022 / Summer 2022</p>

STRATEGY AIMS FOR DISADVANTAGED PUPILS

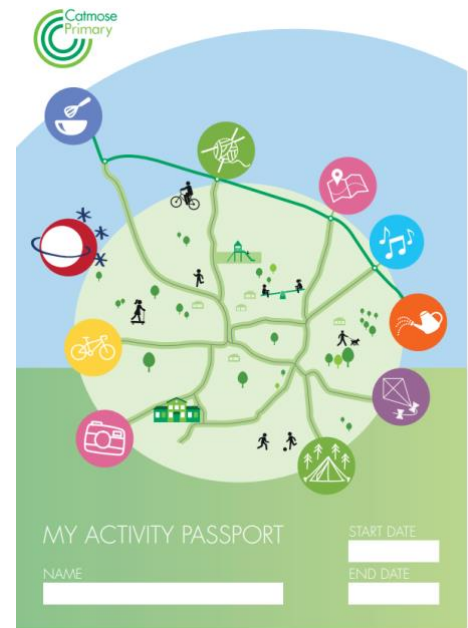
MEASURE (5 pupils)	SCORE Reading	SCORE Writing	SCORE Maths
Meeting expected standard at KS2 2022	60%	60%	60%
Making expected progress from KS1 – KS2 2022	100%	100%	100%

SUPPORT FOR PUPILS- PASTORAL

EXTENDED SCHOOL DAY

An extended School day has been created to ensure that all pupils have the opportunity to take part in a wide variety of activities within school. This has followed the identification of some pupils not accessing the 'wider world' and experiences outside of the school setting. These include modern foreign languages, extra team sports, whole class instrument playing and club time including dance, peer massage and sewing, for example.

An exciting Activity Passport will be introduced this year to support the wider development of our pupils to ensure that all pupils have the cultural capital needed to learn ie a child who has not walked by a river may find it harder to engage and understand that the river is a part of the water cycle.



TRIPS AND VISITS

Children are supported to take part in a wide range of trips and visits including residential visits to offer children a wider experience to broaden their knowledge and understanding. Families are supported through significant reductions in trip costings and payment plans. This ensures that all children have access to this wider learning. This has been identified as an area to support some pupils as they do not have access to trips and visits outside of school life.

Support for Pupil Premium pupils can mean the school either meeting all costs (local trips) or asking parents to contribute only the deposit (residential trips). This means that all pupils, regardless of level of household income, have the opportunity to take part in these extracurricular activities, which in turn broaden their life experiences. Examples of trips are: Leicester museum, Hindu temple, Wild Woods music festival and Sacrewell farm. Children are also supported through enrichment of their reading material, through selecting a personal book each term.

All pupil premium children took part in their class trips for the academic year 2020/2021. Some trips had to be cancelled due to Covid regulations but these were replaced with events in school. Again, all pupil premium children took part in these events.

TRANSITION

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. If required an extended transition programme is offered. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

HEALTHY SCHOOLS

A sports coach (HLTA) is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school. Working with the School Nurse team, the need to ensure all pupils understand the need to live an active and healthy lifestyle has been identified. 1:1 support can also be offered via the school nursing team.

ABSENCE AND EXCLUSIONS- IMPACT OF PASTORAL SUPPORT

Attendance for all pupils is 97% (Nat 95.3% March 2019 Data) in the highest 10% of schools, with exclusions at 0% rate. Attendance for PP pupils is 92.9% (Nat 92.5% March 2019 Data). Attendance at School ensures that children fully engage in School life. Support from the Local Authority means that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils. This high attendance reflects the "buy-in" to the School ethos and engagement with parents, which supports pupils to do their very best each day in School.

MENTAL HEALTH SUPPORT

Children are supported within school in terms of Mental Health to ensure that all children are happy, healthy and ready to learn. It is a whole school approach, ensuring resilience for all. Clear roles and expectations are shared with all staff with training purchased, through use of the Pupil Premium, for all staff.

ROLES WITHIN THE TEAM

SENCO / SLT

Referrals for support for children made to SENCO who can assess and assigned to either Learning Mentor, ELSA or outside agencies (Inclusion Partnership Trust).

SENCO to have overview of children in each class receiving support either through IEP, PSP or for Mental Health support. SENCO / Intervention role to encompass Mental Health.

SENCO to liaise with all staff to ensure updates are shared for pupils.

SLT will contact outside agencies if critical support is needed / a child is in danger.

LEARNING MENTOR (Mental Health First Aid and Cognitive Behaviour Support)

1:1 support for children who have been identified by class teachers as needing key worker support. 1:1 work on a weekly/fortnightly basis to provide children with a safe space to share concerns / work towards strategies to improve. On going support to ensure children have regular contact time.

ELSA (Emotional Literacy Support)

1.1 or small group support for children who have been identified by class teacher and learning mentor as needing a programme of support (crisis identified) programme of work completed over a course 6 weeks with a review at the end. Parents included in process with feedback given.

FOREST SCHOOLS LEADS

Learning Mentor liaise with class teachers to nominate children for Forest School sessions. Weekly sessions for both KS1 and KS2 pupils. Pupil groups created to ensure a focus for developing emotional wellbeing.

CLASS TEACHER AND TEACHING ASSISTANTS

Identification of children needing support (more than in class support) with discussion with SENCO as to what support is needed.

Use of Teaching Assistants to offer in class support (1.1 help) if low level ie a quick chat/ reminder. All teaching assistants undertook training through Resilient Rutland (Mental Health First Aid)

COMMUNICATION

Referrals to be recorded using CPOMS to enable tracking and sharing of information.

Weekly meeting between Learning Mentor and ELSA to ensure handover for key children (as once ELSA work is completed, the pupil may then need monitoring through Learning Mentor)

Crisis / danger to a child to be reported immediately to SLT/DSL as any safeguarding concern to be actioned by SLT.

WAVES OF SUPPORT

WAVE 1
<p>Universal Support – in class support for all pupils.</p> <ul style="list-style-type: none"> • PSHE Programme, Circle Time, SRE Programme. • 2 days per term Forest School session with Class teacher and Teaching Assistant • 1.1 support for low level concerns from Teaching Assistant
WAVE 2
<p>In School Group Support – for low level pupils.</p> <ul style="list-style-type: none"> • Targeted Forest Schools group – KS1/KS2 weekly • Sensory Circuit groups – KS1/KS2 weekly
WAVE 3
<p>In School Individual Support – for higher level pupils.</p> <ul style="list-style-type: none"> • Referral via SENCO leading to –

<ul style="list-style-type: none"> • 1:1 support (weekly/fortnightly) from Learning Mentor • Cognitive Behaviour Support • 1:1 or small group support for 6 week block from ELSA
WAVE 4
<p>Outside Agency Support – for higher pupils / crisis support Referrals to be made by SLT/DSL</p> <ul style="list-style-type: none"> • Referral to School Nurse • Referral to CAHMS (via parents with school support) • Referral to Social Services

MONITORING THE EFFECT OF THE PUPIL PREMIUM

READING AGE/BOOK BAND TRACKING

Reading Eggs is a reading programme which has been purchased to be used across the whole school to support readers who find reading a challenge. The rationale is that without key reading skills, pupils cannot access the curriculum and make good progress. Reading books have also been purchased across the school to ensure that reading books are available for all stages of reading. Go Read (an online App) has been purchased to replace a home school reading diary. This allows both school staff and parents to log when the child has read. This will allow for greater monitoring of who is reading and when, allowing for extra opportunities to be provided if needed.

Benchmarking of all pupils has been made enabling analysis of reading progress (via book bands and levels) and progress made.

SUBJECT TRACKING

Children are tracked within Reading, Writing, Maths and Science to show the impact of these interventions; if a child is not making the progress expected further intervention is given. Children are also highlighted to see what strengths can be further supported through the use of the Pupil Premium i.e. a gifted and talented musician may be encouraged to take music lessons or join the School orchestra. Weaknesses identified through CPOMS tracking can also be supported through the use of Pupil Premium, for example a child who is persistently disruptive due to a disrupted start to the School day could attend Breakfast Club in order to have a more supported and calm start to learning. Outcomes for all pupils will be analysed to ensure good progress is made by all. A link to current outcomes can be found here <http://www.catmoseprimary.com/sats/> and also in the schools Transformation Plan <http://www.catmoseprimary.com/wp-content/uploads/2020/11/CP-TP-2020-2021.pdf>

MONITORING AND IMPLEMENTATION

AREA	CHALLENGE	MITIGATING ACTION
EDUCATIONAL PROGRESS	Reading level can hinder learning access across the	Reading eggs, Go Read App, book banded books and phonics interventions all

	curriculum, limiting the progress made.	in place to support good progress within reading.
PASTORAL	Range of wider experiences to provide 'hooks' for learning and also motivation to do well in school career.	Use of activity passport, trip and visits and supported music/Lamda lessons to ensure a wider experience for all pupils.

CONCLUSION AND REVIEW

We believe that pupils who 'buy-in' to our ethos, and come to school every day, will achieve. We deliberately engage with all pupils to ensure they want to come to school, encouraging the social aspect of school life at every opportunity. Our high attendance reflects the pupils' eagerness to attend School and take part in School life. This policy is reviewed on an annual basis.