St Mary's Catholic Primary School

Rockingham Close, Uxbridge, Middlesex UB8 2UA
Tel: 01895 232 814
Fax: 01895 235 403
Email: stmarys@hgfl.org.uk
Website: www.st-marys.hillingdon.sch.uk

Headteacher: Miss Ann Shevlin B.A. (Hons.) • Chair of Governors: Mrs Maureen Thorpe

St. Mary's 3-year Long-term Pupil Premium Strategy

Our philosophy

We want our children to build resilience, confidence and self-esteem. It is important that our children become fluent and confident readers and that they develop an appreciation and love of **Reading** whilst gaining knowledge across the curriculum. We want our pupils to have a wide range of **life experiences** that enhance their learning. We want to develop their vocabulary and language and communication skills helping the children to succeed.

We believe in maximising the use of the pupil premium grant (PPG) This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Helping our children to have the basic skills to succeed and support their learning in all areas
- Ensuring our children have the language and communication skills to support the children
- Helping our children to have high aspirations for their future and self-belief

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor language and communication skills	No aspiration or value in the importance of learning
Limited vocabulary	No growth mind-set

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences to be effective and have the intended impact.

We will:

- Identify a key priority that we can address
- Develop a clear, logical and well-specified plan
- Support staff and ensure they have training needed to help the children make progress
- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies such as mentoring

Intervention

1. Structured interventions: Introducing interventions for pupils with poor oral language and communication skills, developing children's vocabulary

2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

4. Mentoring by staff

5. Daily reading

6. Working closely with parents to support the children

Our review process

Annually reviewing the pupil premium plan and updating it. This three-year approach allows us have a longer overview and plan.

We will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. We will review interventions each term during Pupil Premium meetings.

Careful monitoring by the staff and management of the school on the progress of the children and impact of any support they are receiving

Targets are set for pupils in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is discussed regularly with subject teachers and class teachers. At Termly Pupil Progress Meetings, the SMT and Class teacher will look at the progress each of the children are making and plan for next steps.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

This document will be reviewed in July 2022 and a new 3 year strategy document will be developed.

Focus over the 3 Years

Focus	Success Criteria
Develop the children's reading skills and enjoyment of reading	The children will have a lifelong love of reading helping them with their academically and helping their wellbeing
The children will develop their language and communication skills	Through developing the children communication skills they will be able to access all areas of the curriculum
Children will develop their basic skills in writing and mathematics	Through developing these skills the children will be able to reach their full potential and help the children to succeed in other curriculum areas
Children will develop a growth mind set and improve their self-esteem and confidence	Children will have a growth mind set and they will challenge themselves in their work. Children will grow in confidence and self-esteem. They will have higher aspirations.

	2019-2020	2020-2021	2021-2022
Develop the children's reading skills and enjoyment of reading	Develop reading areas in the classroom Expand the range of books in each classroom Member of Staff to read daily with the children Staff training on reading domains and comprehension skills Training on teaching Phonics	Children will begin to make use of the library bus and encourage to take books home to read Daily reading with the children Purchase new books to help widen children's experience of a range of books Intervention support for children not meeting expectation Support for more able children in developing comprehension skills	Adults completing daily reading with the children and comprehension activities Intervention support for children not meeting expectation Support for more able children in developing comprehension skills using the 6 Reading domains Follow up work with Story Time Phonics Encouraging children to read books relating to topic they are studying in other subjects (Purchase additional books)
The children will develop their language and communication skills	Opportunities for talk in the class room and in support groups Small group discussion Vocabulary development - class activities and one to one work	Attention Hillingdon support Language Link Small group work Pre- Teaching and small group discussion	Training additional staff in delivering Attention Hillingdon Review Language Link training Language Link groups Attention Hillingdon groups

	Communication Groups depending on the need of the child	Communication Groups depending on the need of the child Additional staff training	Communication Groups depending on the need of the child Work on the use of visuals and support from the LA Inclusion Team
Children will develop their basic skills in writing and mathematics	Assess the children and track progress Implement intervention support either one to one or small group work Renew home licences to support children at home Work with parents to support the children – supply additional support	Assess the children and track progress Implement intervention support either one to one or small group work Review programmes and intervention support – research new evidence based support programmes Support with homework and reading Develop use of Bedrock across KS2 – training for all KS2 teachers Working closely with parents to support the children's learning Children took part in the National tutoring Programme	Assess the children and track progress Implement intervention support either one to one or small group work Review and update staff training Support with homework and reading Staff training on developing and improving writing Staff implementing training on developing writing across the curriculum Work on use of Vipers to support reading Promote the use of Bedrock at home Use the new support room for children to work on

		and worked on specific areas of learning	computers and have additional support in their area of need
Children will develop a growth mind set and improve their self-esteem and confidence	Counselling training for staff members to work with children Self Esteem groups Mentoring for children Developing children's responsibilities and roles Staff to encourage children to challenge themselves with their learning and have confidence in their abilities Revisit staff training on using self-assessment	Self Esteem groups Mentoring for children Introducing children from different work places One to one and small group work on Growth Mind-set 2 minutes a day work with children Staff to encourage children to challenge themselves with their learning and have confidence in their abilities Revisit staff training on using self-assessment	Self Esteem groups Mentoring for children One to one and small group work on Growth Mind-set 2 minutes a day work with children (Led by TAs) Revisit work with parents on Growth Mind-set Staff to encourage children to challenge themselves with their learning and have confidence in their abilities Work on children doing peer reviews, checking their writing and doing more work on editing their work. (Teachers to model how to edit work using visualisers during the school day)

Funding

We are expecting funding of £26, 900 for our Pupil Premium Children this academic Year.

Pupil Premium Spending 2020 -2021	
Develop the children's reading skills and enjoyment of reading	The school purchased an online reading scheme (Oxford Reading Tree) New books were purchased to support curriculum and a wider range of fiction books that were diverse and enabled children to experience a wider range of books. Staff were time tabled to work with children – hearing them reading – doing comprehension activities focusing on different reading skills– phonics groups etc. Continued to use subscriptions to support reading Impact Children are now using the Library bus on a weekly basis and enjoying picking from the range of Fiction and Non-fiction books. Children have two books to take home weekly, their reading books and their library books. During the lockdown children continued to read using the online Oxford Reading Tree resource that the school purchased to ensure children still had access to reading materials. The children who were in school were heard reading regularly by staff and had the opportunity to discuss the books and develop comprehension skills. The school uses Vipers to support reading and Bedrock (KS2) to help develop the vocabulary knowledge and understanding of the children. The school Library bus is also used by some groups to do some support work and they enjoy going to visit the library to work there. Assessment showed that all disadvantaged children in Year 2 Met the expected standard (numbers were very small). We did not have any disadvantaged children in the Year Six class. All children in Year 2 Met the expected standard in the Phonics Screening Check.
The children will develop their	Staff Meetings and training on developing vocabulary and communication skills.

language and communication skills	Pre teaching groups introducing new vocabulary. Support groups across the school on language and communication across the school day. Subscription to the Literacy Shed. Impact Opportunities were made across the curriculum to develop talking and communication skills. There has been a lot of work in classes relating to expanding the children's vocabulary in all classes. The staff have all worked on developing visuals in their daily teaching and in their classrooms to support children with their learning. Learning walks have shown these have supported children with their learning. Pre teaching has helped those children who need support to have a greater understanding during lessons. Using visual resources has supported the children with their language skills.
Children will develop their basic skills in writing and mathematics	There was additional support for children both one to one and in small groups on mathematics and developing writing skills. Staff worked with some parents to give the children additional work for home to help with their learning. In addition, the school purchased some additional computer licenses for some children. The school also purchased some laptops to share with families so they could help their children at home. Children were given additional support through the National Tutoring Programme. Impact SMT and teachers used assessment information to carefully track children across the year to ensure progress was being made. Children had additional National Tutoring Support – all children made good progress apart from one child who had very poor attendance (a lot of time off due to isolating on different occasions). Assessments showed that all disadvantaged children in Year 2 Met the expected standard (numbers were very small). We did not have any disadvantaged children in the Year Six class.

	All children Met the expected Phonics Screening Check expectation. Due to having such a large part of the 2020 – 2021 year in Lockdown and the impact of lockdown we are continuing to work with children on their basis skills throughout this year. One area in particular has been writing that needs to be developed.
Children will develop a growth mind set and improve their self-esteem and confidence	Each child has a mentor to help the children to challenge themselves and believe that they can achieve. Some staff do counselling work with children. Self Esteem support groups. Impact Teachers worked with the children to develop their self-assessment skills and to evaluate how they think they can improve their work. Staff will continue to work on this with the children. In classes, the teachers did work on growth mindset, which is ongoing. Some children have had additional counselling and support groups on self-esteem and this has had an impact on their emotional wellbeing. Work with parents to support the children at home and in school has taken place throughout the lockdown months as well as when we were back in school and this has been very positive in helping children.