



Pupil Premium Strategy Statement 2020/21

Pupil Premium Strategy 2019/20 rolled forward to 2020/21 due to the impact of coronavirus.

1. Summary Information					
School	St Bede's Catholic Primary School, Darlington				
Academic Year	2020/21	Total PP Budget	£51833	Date of most recent PP Review	September 2020
Total number of Pupils	327	Number of pupils eligible for PP	48	Date for next internal review of this strategy	July 2021

2. Current attainment (NB most recent available data taken from 2019)		
Primary Accountability Measures:	St Bede's Pupils eligible for PP	National Other Pupils
% at the expected standard or higher in reading, writing and maths at KS2	100%	71%
Reading Progress Score	+1.93	+0.31
Writing Progress Score	+2.92	+0.24
Mathematics Progress Score	+1.58	+0.3

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	A higher proportion of PP children not reading at home or reading to the expected standard
B	PP children not achieving to the higher standard across KS2
C	Children with PP having lower attendance
D	PP children not being resilient in their approach to aspects of education and wider school life.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Improve reading attainment for PP children across KS2	PP children to make at least expected progress in reading across KS2
B	Higher 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 Y4, 5 and 6 by teacher assessments and successful moderation Practices established across BHCET.
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP.
D	Greater resilience will be shown by pupils in KS2, this will be noted by staff that work with them.	Pupils eligible for PP will demonstrate a resilience in all aspects of school life.

5. Planned expenditure					
Academic Year		2020/21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Universal Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
A: Improve reading attainment for PP children across KS2 B. Improved progress for high attaining pupils	Staff training on Repair the text, Reading vipers Vocabulary Ninja – reducing to vocabulary gap Children to read for a minimum of 30 minutes per day - accelerated reader	Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured	Use INSET days to deliver training. PP and English lead to monitor impact in the classroom. Effective coaching through phase meetings.	Deputy Head	January 2021

	Target PP children – one to one support by class teacher ½ termly (minimum)	one-to-one or small group intervention to classroom teaching			
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils Explore additional opportunities to raise the profile of PP children – school council, Mini Vinnie’s, sports captains.	High ability pupils eligible for PP are making less progress than other higher attaining pupil’s across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply ‘Meeting expected standards’. Teachers to provide one to one conference sessions with PP children on feedback to improve and aspirational targets.	Staff CPD – staff meeting Pupil premium passports created in the teacher PP child learning conference.	Deputy Head	January 2021
Total budgeted cost					£26,833

ii. Targeted Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
A: Improve reading attainment for PP children across KS2	PP children have a personal PP champion, who coaches and regularly checks in with to promote enjoyment for reading, share successes and address any barriers or concerns.	EEF Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide	PP lead will do regular data drops and child questionnaires to rate success of the programme.	PP Lead Class Teachers	January 2021

		targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy			
B: Improved progress for high attaining pupils	Weekly small group sessions in maths for high attaining pupils with experienced teacher in addition to standard lessons	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence source such as Visible Learning by John Hattie and the EEF Toolkit.	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Pre and post teaching assessment points.	PP Lead	January 2021
D: Greater resilience will be shown by pupils in KS2, this will be noted by staff that work with them.	HT and DHT to attend ACE training to consider barriers to learning and resilience. Vulnerable children to choose a 'go to' staff member who they can go to in times of need. Wellbeing champion to provide access to mindful activities, sand play, intervention to address needs.	EEF research suggests wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	SENDco and Safeguarding leads to monitor Children's behaviour, attendance improves as a result of children becoming more resilience and seeking support to overcome challenges.	SENDco Safeguarding Leads	January 2021
Total budgeted cost					£25,000

6. Review of expenditure				
Previous academic year		2019-20		
<i>i. Universal Provision</i>				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
<p>A: Improve reading attainment for PP children across KS2</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on Repair the text, Reading vipers</p> <p>Vocabulary Ninja – reducing to vocabulary gap</p> <p>Children to read for a minimum of 30 minutes per day - accelerated reader</p> <p>Target PP children – one to one support by class teacher ½ termly (minimum)</p>	Incomplete due to impact of coronavirus.	Roll-forward to next year due to impacted of coronavirus.	
B. Improved progress for high attaining pupils	<p>CPD on providing stretch for high attaining pupils</p> <p>Explore additional opportunities to raise the profile of PP children – school council, Mini Vinnie’s, sports captains.</p>	Incomplete due to impact of coronavirus.	Roll-forward to next year due to impacted of coronavirus.	
<i>ii. Targeted provision</i>				

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A: Improve reading attainment for PP children across KS2	PP children have a personal PP champion, who coaches and regularly checks in with to promote enjoyment for reading, share successes and address any barriers or concerns.	Incomplete due to impact of coronavirus.	Roll-forward to next year due to impacted of coronavirus.	
B: Improved progress for high attaining pupils	Weekly small group sessions in maths for high attaining pupils with experienced teacher in addition to standard lessons	Incomplete due to impact of coronavirus.	Roll-forward to next year due to impacted of coronavirus.	
D: Greater resilience will be shown by pupils in KS2, this will be noted by staff that work with them.	<p>HT and DHT to attend ACE training to consider barriers to learning and resilience.</p> <p>Vulnerable children to choose a 'go to' staff member who they can go to in times of need.</p> <p>Wellbeing champion to provide access to mindful activities, sand play, intervention to address needs.</p>	Incomplete due to impact of coronavirus.	Roll-forward to next year due to impacted of coronavirus.	

7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.
Our full strategy document can be found online at: <https://stbedesdarlington.bhcet.org.uk/>