



Pupil Premium & COVID 19 Catch Up Strategy Statement 2020/21



School Vision

Vision Statement

Our vision is to create, within a framework of Christian values, a thriving and successful academy that sets the highest aspirations for children's attainment and behaviour and enables children to excel academically and socially. Our academy ethos is the Christian belief that all people are uniquely created by God and loved by God.

We want the Pupil Premium to make a difference at our school. It is used to help our pupils to overcome any barriers to learning they may encounter, working towards our mission statement: "Enjoy and Achieve in the presence of God".

In order to achieve this vision, we aim to ensure that all pupils entitled to funding:

- Develop and maintain positive relationships between all adults and children, based on mutual respect and trust.
- Are provided with a safe, secure and stimulating working environment for all, which allows all children to learn and celebrates effort and achievement.
- Are provided with a range of challenging and enjoyable learning experiences that will equip them to become life-long learners and raise their aspirations.
- Are encouraged to develop positive attitudes to learning and behave appropriately.
- Are supported by strong links between our academy, the church and the community.
- Are provided with a broad, balanced and appropriate curriculum that meets their needs and interests.
- Are enabled to become co-operative, independent, responsible learners who can communicate effectively.
- Receive an education which is personalised and inclusive, ensuring excellence for all; it will raise standards and transform the life chances of the community the academy serves.
- Have families who are welcomed at all times, as we work in partnership and offer opportunities for them to be involved in the life of the academy.

Pupil Premium & COVID 19 Catch Up Funding

Pupil Premium Funding

The Pupil Premium (PP) is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is, or has previously been, eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil. The PP strategy will have a separate section for pupils eligible for Service Pupil Premium (SPP), unless there are no pupils entitled to this, or numbers are so small that they could potentially be identified.

COVID-19 Catch-Up Premium

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up Premium (CUP) is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education and the curriculum remains broad and ambitious. Where needed, remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn

term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the Strategy Group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is discussed at all Pupil Progress Meetings and key assessment milestones. Actions are identified, implemented and reviewed.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group – Review of PP and Catch Up strategies, reviewed termly

Team member	Role		
Nicki Mobley	Principal - the strategic overview of the curriculum recovery and catch up		
Stephen Corbett	Chair of Governors - Review effective use of funding		
Roger Lyon	SENCO - overview of class based interventions		
Sam Tate	FLO - facilitate and support effective communication between families and school		
Review Dates for academic year:	December 2020	March 2021	July 2021

Current Profile

Academic Year	2020 - 2021	Number of Pupils eligible for PP = 60		Breakdown of PP Pupils		
NoR: 198 (at school Census in October)		FSM PP budget 20/21 Academic Year: £73,975		FSM/Ever 6 60 pupils	Service 2 pupils	LAC 0 pupils
		Catch Up Premium £80/pupil Tranche 1 & 2 £46.67/pupil, Tranche 3 £33.33/pupil Total: £15,840				
		Grand total for funding: £89,815				
Date of Statement	24/11/2020	Review Date(s)	March 2021	July 2021		

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2020 / 2021

This section may not be published on website if individual pupils could be identified.

Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % disadvantaged pupils eligible for PP on the SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
EYFS	71% (5)	29% (2)			
Year 1	67% (2)	33% (1)			

Year 2	55% (6)	45% (5)	4	7	0
Year 3	29% (2)	71% (5)			
Year 4*	60% (6)	40% (4)	3	3	2
Year 5*	50% (4)	50% (4)	3	2	2
Year 6*	79% (11)	21% (3)	5	2	2

*Partial data as some children were not assessed at KS1 due to national lockdown

Summary allocation of funding	
A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the School Improvement Plan where this is appropriate.	
Teaching and Learning	
High-quality teaching for all <ul style="list-style-type: none"> - School improvement priorities and professional development (see School Improvement Plan) - Recovery curriculum (Hampshire/White Rose Maths WRM materials / subscription) - Additional staffing through additional teachers, HLTAs and teaching assistants - Clarity and consistency on pedagogical approaches (Explicit instruction/precision teaching, scaffolding, flexible groupings-phase 1 and cognitive and metacognitive strategies, phase 2) - Ensuring SEN and disadvantaged pupils access, succeed and wherever possible excel across the wider curriculum 	Expenditure (PP / CUP) Contribution (30%) to: Cost of WRM Hants Moodle+ Overtime for TA/staff training £850 Cost of additional teacher x1 day per week £9930 NFER Assessments £610 SEN Training costs £100 DCPRO staff training costs £50
Effective diagnostic assessment <ul style="list-style-type: none"> - Use of standardized assessments termly – NFER: Reading, Maths and Grammar, Hodder: Spelling - Regular review of pupils progress every six weeks on provision map informing planning, targeted teaching and next steps - More regular and systematic progress reviews / forensic analysis of learning gaps - Responsive use of formative and summative assessment on DCPR; review summative assessment and ensure that analysis is realigning curriculum plans - For curriculum design and setting EOY targets and moderation 	

Supporting remote learning <ul style="list-style-type: none"> - IT platforms / CPD in Microsoft Teams set up through ARK and a supporting school delivering training requirements to staff - Effective relationships / feedback through Class Dojo for pupils and parents - Quality assurance; staff and parent survey of effectiveness of remote learning - these surveys will target the most vulnerable families in need of additional support/access to blended learning, fed back to the LGB 	Staff overtime for CPD £150 Total: £11,690
Targeted Academic Support	
High quality one to one and small group tuition (Teachers and teaching assistants) <ul style="list-style-type: none"> - Additional staffing through additional teachers deployed for Keep Up Not Catch Up (KUNCU) sessions, HLTAs and teaching assistants in all classes - Termly meetings with pupils on SEN Register with SENCO - Targeted KUNCU groups of children in danger of not achieving age related expectations in reading, writing and maths combined (Term 1 & 2), pupils that cross the two categories of pupil premium and SEN (Term 1 & 2) and targeted support for pupils to achieve greater depth (Term 2/3) - Professional development that increases the expertise of the SENCO and other supporting staff 	Expenditure (PP / CUP) Contribution (30%) to: Support staff budget £41,150 SENCO release time & KUNCU staff costs £5,950 Training costs £50 Total: £47,150
Wider support strategies (Emotional, social and behavioural support & Enrichment)	
Supporting pupils' social, emotional and behavioural needs <ul style="list-style-type: none"> - Adaptations to PHSE curriculum Zones of Regulation and Growth Mind Set - Individual / group interventions supporting emotional well being - Positive behaviour strategies - Therapeutic Play - Donkey Sanctuary - Forest School 	Expenditure (PP / CUP) Contribution (30%) to: Staff overtime for CPD Cost of training Therapeutic play sessions cost

<ul style="list-style-type: none"> - Briddlesford Farm - Wave project - Wild Beach Project - Daily check ins with more vulnerable on the SEMH <p>Communication with and supporting parents</p> <ul style="list-style-type: none"> - Maximising attendance and reducing persistent absences; SENCO regular meetings with Educational and Welfare Service - Reduced timetables agreed with EWO support to aid transition of pupils - Full time Family Liaison Officer to ensure that links between family and schools is effective - Partnerships in learning - Paired reading support / training - Penny Crossley – Wellbeing and Family Support - Barnardos support for parenting - Ed Psych Free phone number for parental advice on dealing with SEMH of their children - See Hear Respond wellbeing referral for additional emotional support - Winston’s Wish and CCAMHS support around bereavement <p>Enrichment</p> <ul style="list-style-type: none"> - Access / sign posting to after school clubs, support towards the cost of adventurous activities local residential - recommence Spring 2 if possible - Opportunities to enhance cultural capital through supporting costs of educational visits 	<p>Books / resources for PHSE</p> <p>Contribution toward support staff budget</p> <p>£4,000</p> <p>SENCO release time</p> <p>£5,950</p> <p>Contribution to Family Liaison Officer costs</p> <p>£15,680</p> <p>Contribution towards EWS Service Level Agreement £1,000</p> <p>Ed Psych support £1,200</p> <p>Costs to be identified – money allocated £3,500</p> <p><u>Total: £31,330</u></p>
<p>Total Expenditure</p>	<p><u>£90,170</u></p>

COVID-19 lockdown phase

- Attendance in school; childcare provision was offered to all key worker families and vulnerable pupils.
- Home learning; this was provided for pupils not attending.
- Safeguarding; weekly vulnerable returns were submitted to LA; inclusion leaders / DSL worked effectively with external agencies. Non attendee Early Help Risk Assessments were completed for all affected pupils.
- Support to vulnerable families; free school meal vouchers/parcels were provided, keep in touch e mails, home visits and regular phone calls were made.

Reintegration June/July 2020

- Risk assessments were completed for pupils with EHCPs and regular communication was re-established with parents
- Catch up planning for Year R, 1 & 6: revisited prior learning, a focus was to challenge pupils to remember, apply and secure levels of fluency and accuracy previously attained.
- Supporting remote learning, fluency in reading and mathematics were central but a wider curriculum was still proactively promoted.
- July transition information: this included summative assessments from pre COVID-19, one to one discussions with schools where required and completion of transition documentation.

Recovery curriculum planning September 2020

- Catch up planning for pupils that did not attend school in summer term: teaching teams have realigned the catch up coverage with the 2020/21 curriculum so that it is sequential and progressive; there is an expectation that pupils catch up fully in the academic year 2020/21, teachers / support staff have transitioned with classes where possible.

- Recovery planning: this involves revisiting key learning from previous year's curriculum, rapidly close the most vital 'learning gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions; targeted support will be offered using Covid Catch Up Premium to fund staff.
- Staff training / access to resources to support building knowledge and skills in remote learning platforms, unfamiliar curricula and available recovery models.
- Greater focus upon wellbeing and PHSE in Term 1 to support pupil and staff reintegration.

Key barriers and rationale for Pupil Premium priorities

Some disadvantaged pupils are affected by:

- Low reading and writing outcomes; developing pupils' application of reading/phonics and vocabulary and spelling.
- Weaknesses in arithmetic, reasoning and problem solving (further developing understanding and application of mathematical language).
- A need to develop a shared understanding of high expectations in attainment from staff and parents of all pupils (including disadvantaged pupils).
- Less engagement of parents/carers in supporting children's learning and promoting regular attendance.

The Pupil Premium funding will be spent to overcome the barriers identified by the Strategy Group, working towards key objectives in attainment, alongside provision for social, emotional and enrichment needs and work with staff and parents on developing a growth mind-set.

Teaching and Learning

- Training for all staff (CPD in Maths, English, SEND, Growth mind-set)
- Support staff (in class and for additional intervention/support as appropriate)
- SLT/support staff releasing class teachers for conferencing and precision teaching as required
- High expectations of all, particularly PP/SEND pupils – training/staff meetings/Pupil Progress Meetings/reviews

Emotional, social and behavioural support

- Teaching Assistants employed as Midday Play Leaders and to support positive play and interaction at break times
- Referral to agencies providing additional support (Play Therapy, 1:1 Counselling support) where required
- Re-establishment of HLTAs being used for small group nurture support (Spring/Summer)
- After school provision – part-funded/free to support positive engagement, access to the wider curriculum

Enrichment

- School learning experiences (including subsidized educational visits)
- Support for specific talents/abilities for more able disadvantaged pupils (eg PE Club, Music tuition)
- Access to after school provision

School Improvement Plan 2020/21 priorities for disadvantaged pupils

Please refer to the School Improvement Plan.

Attainment KS2 (2020) Disadvantaged Pupils

There were no statutory assessments in summer 2020 due to the COVID-19 pandemic. Teacher assessments were used in transition so that teachers could effectively plan recovery curricula. These were based on attainment in March assessments prior to school closure / lockdown.

KS2 to KS3 transition information:

School transition information for each pupil was given around their reading, writing and maths and levels of below, working towards, expected and greater depth. Reading age and spelling ages as well as areas of specific special educational need, behaviour concerns and involvement with additional agencies. For those on the SEN register Transition Partnership agreements were written and additional meetings set up as required.

The impact of 2019/20 Pupil Premium priorities and outcomes

Teaching and learning

- The impact of expenditure on learning outcomes is difficult to quantify given the national lockdown for 6 months of the last academic year; anecdotally, staff have reported that children who accessed Emergency Provision in EYFS, Year 1 and Year 6 have transitioned well into new year groups / schools. There is no end of year data as most children were not at school.
- Prior to the lockdown children benefitted from additional support from teaching assistants in the classroom.
- During lockdown, children with allocated social workers were provided with equipment for home learning. They were also provided with revision books, which were taken home at the point of the school closing.
- Children also attended the Wild Beach project and all related expenses were paid for by PPG.

Targeted academic support

- Children who were not expected to achieve ARE in one subject or all subjects combined received targeted support from teaching assistants and other support staff to close the gap to their peers in school and to their peers nationally.
- Children who were identified as needing additional support received a combination of various approaches to support learning. These approaches included pre-teaching, intervention work and small group work.

Emotional, social and behavioural support

- Attendance: Whole school attendance for 2019 - 2020 was 95.7%. Pupil premium attendance for 2019 – 2020 was 94.67%, above non-pupil premium attendance of 96.3%.
- Exclusions: There were no exclusions at St Blasius for 2019 -2020.
- Part-time timetables – Four part-time timetables were successfully implemented for disadvantaged pupils and hours were gradually increased to successfully reintegrate all four pupils back in to full time education.
- Emotional well-being programmes – A pilot Zones of Regulation approach was used last year by support staff to assist a small number of disadvantaged pupils with SEND; this is being rolled out to the whole school this year due to the positive impact seen. Internal referrals are made to our two qualified ELSAs and the effectiveness of this support meant we had no exclusions and required less external therapeutic support.

Enrichment

- Access to visits / clubs was placed on hold due to the national lockdown; prior to this, disadvantaged children were supported to ensure that they could attend educational visits and after school clubs.