

St. Lucia's  
Upton Magna**St. Lucia's C.E. Primary School and Nursery**St. Lucia's  
Upton Magna**Pupil Premium COVID 19 Catch –up Strategy Statement (revised January 2021)****1. Summary information**

<b>Academic Year</b>	2020-2021	<b>Total PPG budget 2019-20</b>	£ 23,080.00	<b>Date of most recent PPG review</b>	January 2021
		2020-21	£ 20,083.00		
		<b>Total Catch up premium</b>	£7,200.00		
<b>Total number of pupils on roll Jan 2021 (not including nursery)</b>	88	<b>Number of pupils eligible for PPG</b>	Jan 2021 (census) 8 children = 9.1%	<b>Date of next internal review of this strategy</b>	April 2021

**2. Attendance and Behaviour of children in receipt of pupil premium (2019-20)**

<b>School Behaviour Records (SIMS)</b>	<b>St. Lucia's pupils eligible for PPG</b>	<b>Notes</b>
<b>Attendance 2019-20</b>	86.1%	
<b>Attendance 2020-21 (Sept 20-Jan 2021)</b>	91.8%	One child was on a phased return Sept -end of Oct 2020 following lockdown
<b>Late</b>	5	Across two families
<b>Behaviour incidents</b>	2	Same child

**3. Impact of Covid on attendance of pupils in receipt of pupil premium**

DfE attendance reports	
Proportion of pupil premium children attended school daily from 23/3/20 until end of summer term 2020 (key workers and vulnerable)	0% for first phase of lockdown. The school made additional provision to re-open school in line with government guidelines in June 2020. The pp p/time attendance during the summer term was

	36.4%
Attendance of children in receipt of pupil premium since 01/09/20	91.8%

#### 4. Barriers to future attainment

Academic barriers	Success Criteria
Lower attainment levels of literacy and maths skills have been addressed through regular teaching and learning intervention.	Children in receipt of PP achieve in line or better than their peers in relation to the age appropriate expectations.
Risk of PP children making less progress than their peers with similar starting points.	Children in receipt of PP make progress in line or better than their peers from similar starting points.
Specialist support has been required for individual PP children. The school has addressed this by seeking advice from outside agencies.	PP children needing specialist support will receive this from outside agencies.
Some PP children have not attended school during the periods of lockdown. This will now have a limited impact on the previous intervention which was delivered.	PP children will attend school where this is appropriate to do so during the periods of lockdown.
External barriers	
Limited engagement in remote learning at home for some individual PP children as a result of Covid 19.	Accelerated progress made by children in receipt of PP by accessing remote learning. Laptops will be provided where appropriate to further support remote learning access.
Emotional vulnerability of some individual PP children.	Some children in receipt of PP have emotional needs to prevent the need for targeted early help.
Need for PP parents to support positive attitudes to learning.	Parents will be provided with learning resources to support their children's learning at home.

#### 5. Planned expenditure-Academic Year 2020-21

### Quality of teaching for all

Barrier to address	Action/approach/Intended outcome/success criteria	Evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will this be reviewed?
Risk of pupils in receipt of PP showing lower attainment and making less progress than others with similar starting points.	Use of TAs to provide targeted intervention for pupils where prior attainment indicates the need for accelerated progress in reaching appropriate ARE.	<p>The DfE's catch up premium, the EEF's Covid-19 and Sutton Trust's 2011 reports show the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Use of intervention has been very effective in the past which contributed to children in receipt of PP making progress at least in line with that of their peers.</p>	Regular review of intervention provision to measure the impact on individual children's progress.	All class teachers (overview of data/progress SW with link governor CD)	Termly
Specialist support to help meet the needs of individual children in receipt of PP.	School to work in partnership with the appropriate outside agencies in seeking specialist support for individual children in receipt of PP where appropriate.	Specific strategies and intervention from outside agencies appropriately identifies and supports specific needs of children in receipt of PP.	Close monitoring, impact of strategies/advice provided.	Class teachers, co-ordinated by SW	Termly
Some PP children have not attended	School will provide a range of varied home learning	During the periods of lockdown, the school will	Regular monitoring and	Parents and the child.	Weekly-fortnightly linked to planned

school during the periods of lockdown. This will now have a limited impact on the previous intervention which was delivered.	with regular email contact for each providing learning expectations, resources and feedback.	work closely to meet the needs of its families.	communication to encourage remote learning in line with the school's agreement.	Class teachers to provide learning packs.	units of work.
Need for PP parents to support positive attitudes to learning.  Limited engagement in remote learning at home for some individual PP children as a result of Covid 19	A variety of remote learning resources will be made available to encourage engagement at home.  Times Tables Rock Stars, SPAG.com and a balance of both IT and paper based learning resource packs will be provided.  Laptops will be arranged where appropriate too.	School have used the DfE expectations and consultation with staff and parents to set a remote learning agreement for the school.	Regular monitoring and communication by email, face to face at distance to reinforce expectations and offer support.	Parents  Class teachers	Weekly monitoring  Fortnightly learning packs.  Total budgeted cost: £12,000 (TA)  £2,000 (TA support)  £10 TT (TTRS) £10 (S.C)

## 6. Targeted Support

The EEF Guide to Pupil Premium evidences how positive the impact of targeted academic support can be for those pupils not making the desired progress and achievement. This can be through one to one, small group intervention to classroom teaching.

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When implementation will be reviewed</b>
Risk of pupils in receipt of pupil premium showing lower attainment and making less progress than others with similar starting points.	1:1 and small group intervention led by a TA/adult directed activities each half-term.	From previous intervention, positive outcomes have been seen and gaps in progress were able to be reduced during 2018-19. This evidence is supported by the work of other schools too.	Clearly timetabled provision to ensure delivery and capacity of staffing.	Class teachers in partnership with TAs/SSA.	Termly  Total budgeted cost: £1,000
Specialist support to help meet the needs of individual children in receipt of PP including emotional vulnerability.	Partnership work with appropriate outside agencies.	Specialist knowledge and strategies further support the child with their specific needs.	Monitoring, assessment implementation of strategies, partnership work with family, measure impact of the provision.	Class teachers, co-ordinated by SW	Termly  Total budgeted cost: £1,000

## 7. Review of Impact and Expenditure

Please note this review is for 2018-19 due to school Covid-19 lockdown closures.

<p><b><u>2018-2019 How this funding was spent:</u></b></p>	<p><b><u>The difference it made to learning:</u></b></p>	<p><b><u>The Impact of this provision</u></b></p>
<p><b>1. 'Sunrise' (Breakfast) Club places</b></p> <p><b>£1,200</b></p>	<p><i>The school received a total of £21,120. of pupil premium funding for 2018-19 to support 16 pupils eligible for free school meals, (based on the January 2018 census data to include Ever 6).</i></p> <p>Regular funding for two places in the 'Sunrise' (breakfast) club. Enabling improved attendance to avoid late starts to the school day. The calm environment also encouraged positive pupil attitudes. The impact of these were seen through improved pupil progress for both children over the year.</p>	<p><i>Monitored and updated throughout the year.</i></p> <p><b>The school decided to spend this money in the way it has to make a difference to individual pupils' learning to ensure good progress is made in line with their peers.</b></p> <p>The calm, structured start to the school day supported 2 children effectively. The impact of this provision provided improved focus during lessons first thing in the morning. Good progress was seen in all subjects in line for both children. Additional opportunities to access reading support also helped these pupils with their learning.</p>
<p><b>2. 'Sunset' (After School)</b></p>	<p>Funding for three children to attend the 'Sunset' (after school)</p>	<p>The impact of attendance at the 'Sunset' (after school) club provided experiences of different skills</p>

<p><b>Club</b> <b>£1,600</b></p>	<p>club provided a calm end to the school day.</p>	<p>and opportunities to including craft, sports, cookery and individual reading time supported by an adult.</p>
<p><b>3. School trips and visits</b>  <b>£2,200</b></p>	<p>All sixteen children were able to access additional trips and visits which supported new learning experiences outside the classroom. These opportunities included outdoor adventure visits and residential stays.</p>	<p>The impact of this support ensured no child was disadvantaged by not being able to access additional enrichment activities or learning experiences outside the classroom. Increased engagement and enthusiasm was also seen by all 16 p.p. pupils. Increased confidence and good progress was also noted for these children.</p>
<p><b>4. Extra- Curricular Activities</b> <b>£600</b></p>	<p>Three children regularly accessed a range of after school activity clubs as a way of engaging them in new experiences.</p>	<p>The impact of these clubs provided new experiences and opportunities for these children in an engaging and supportive way.</p>
<p><b>5. Milk Provision</b>  <b>£250</b></p>	<p>This regular provision has helped to support health and nutrition for four pupils by providing them with a drink of fresh milk every day.</p>	<p>Research and studies have shown that daily milk intake can support children's health, nutrition and their well- being to aid concentration. This provision benefitted four pupils daily.</p>

<p><b>6. Transport assistance</b> <b>£900</b></p>	<p>One family living out of area was supported with increased transport costs to enable the child to continue attending St. Lucia's.</p>	<p>Following an increase in taxi costs, one family was financially supported to enable this transport provision to continue across a period of two terms.</p>
<p><b>7. School Uniform</b> <b>£80</b></p>	<p>Provide new school uniform to provide confidence, comfort and raised self-esteem.</p>	<p>Two families were supported with much needed school uniform. The impact of this raised the child's confidence and self-esteem by being able to wear the appropriately fitting school uniform.</p>
<p><b>8. Additional small focus group work support from an experienced teaching assistant in Maths and English.</b></p> <p><b>£14,290</b></p>	<p>All sixteen pupils received smaller focused teaching input during the year to address their own individual learning needs and support good progress in learning in line with their peers..</p>	<p>The additional regular small focus group work showed positive impact on individual pupil progress. Evidence of this was clearly seen at the end of the year. All but one child made progress at least in line with their peers and two children showed accelerated progress in Maths and English. (Expected standards were achieved at Year 6 end for both Y6 pupils.)</p> <p>15 pupils made at least good progress across the school. One pupil made slower progress than their peers, but had received additional SEND support.</p> <p>Small regular maths and writing groups were accessed by all p.p. pupils. Specific targeted intervention showed positive impact for all 15 pupils. Another child benefitted from regular additional 1:1 support in reading and maths.</p> <p>100% of p.p. pupils achieved the Year 1 phonics screening standard in 2019.</p>

Reviewed January 202



