



Pupil Premium Strategy Statement (2020 - 2021)

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding
2016-17	£137,280 – 104 children
2017-18	£109,560 – 83 children
2018-19	£ 96,360 - 73 children
2019-20	£79,200 – 60 children
2020-21	£67,250– 45 children

	2016-17	2017-18	2018-19	2019-20	2020-2021
Percentage of FSM Pupils	49%	44%	37%	31%	22%
Number of FSM pupils eligible for the Pupil Premium	104 @ £1320 = £137,280	83 @ £1320 = £109,560	73 @ £1320 = £96,360	60 @£1320= £79200	44 @ £1345 = £59180
Number of looked after pupils eligible for the Pupil Premium	0 @ £1900 = £0	3 @ £1900 = £5700	3 @ £1900 = £5700	2@ £1900= £3800.00	1 @ £2345 = £2345
Number of service children eligible for the Pupil Premium	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £310 = £0
Total	£137,280	£115,260	£102,060	£83000	£61525
Funding received for academic year					£61422

School Priorities

SCHOOL PRIORITY 1	To enhance the provision of Catholic Education, providing high quality, inclusive education
SCHOOL PRIORITY 2	To embed the distributed Leadership model to secure accountability at all levels
SCHOOL PRIORITY 3	To embed a knowledge and skills-based thematic curriculum that is distinctively Catholic
SCHOOL PRIORITY 4	To raise standards in reading, writing and maths following the Covid-19 Pandemic

12 areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupils progress slows, intervention are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Governors are trained on PP.

Rationale for the approach to the use of Pupil Premium Funding

The approach adopted by Romero is based on the principals and guidance of Marc Rowland, Deputy Director of the National Education Trust documented in the NET publication; *'An updated Practical Guide to The Pupil Premium'*, Marc Rowland, 2015.

'One of the best measures of an advanced education system is how it treats pupils who are on the margins. Great schools are a cradle for resilient, effective and confident learners regardless of their socio-economic background. In his role as Deputy Director of the National Education Trust, Marc Rowland visited more than 100 schools across the country to discuss and review how they are using the Pupil Premium grant to improve outcomes for disadvantaged learners.'

Strategy outline

Pupil Premium spend

Presenting issue and/or Main Barriers	Approximated costing	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2021
Consistency in exposure to quality first teaching and a continued drive to outstanding teaching across the school	£5828	SLT Romero Lead Practitioners NLE	With staff new to roles, including 1 x NQT, staff need high quality CPD to support their teaching. Currently 90% of teachers are good or above (not including SDS) SLT to deliver quality in-house specific support and CPD. Support 1 x SDS teacher.	All teachers will be graded at least good or outstanding in all aspects of teaching including specialist areas.	CPD/support delivered to all staff including SDS student. ECT teacher also had support from with academy. In Summer Term 85% teaching was judged to be good.
Low aspirations/ low expectations Education not valued	£3000	SLT and Romero PP champions	Children are to be given the opportunity to be inspired, to aspire to be more and have an opportunity to celebrate their achievements on a grand scale across the Romero Academy. Aspirations Event – Summer Term Opportunity for children to have university experience in the Brilliant club.	Aspirations are more prevalent in children which will be measured through pupil voice. Children will have built up their self-confidence and social skills working in group situations.	A number of children were part of the Brilliant Club and were inspired to achieve. Romero Aspirations Project was to be planned in the Summer term with a view to this being rolled out at a later stage. Due to COVID-19 19 - this project had to be postponed until further guidance on COVID 19.

Progress and attainment gaps between attainment of Pupil premium and non-Pupil Premium children	£19946	SLT/RSL/ PP Lead/Lead Practitioners	Leadership to analyse and monitor data closely throughout the year ensuring that relevant provision is put into place to support the attainment and progress of the pupils. Data analysis will display any gaps in learning that can be filled through therapies, interventions and support to enable all children to make progress from previous key stage and narrow the difference between disadvantaged and non-disadvantaged children in attainment. Use specialised teaching and training to support staff in enabling children to succeed. RWI training to ensure that staff teaching early reading have been professionally trained in the RWI programme to enhance early reading opportunities. Use of Pixl for high quality therapies to be delivered.	Data will show that disadvantaged children are individually meeting their progress measure of 0. Attainment differences will begin to narrow in all year groups. Higher quality interventions and support give to children by all staff will impact on attainment and progress.	Summer Term data showed progress for some PP children in R/W/M. Differences in attainment are beginning to narrow for many PP children. GD for PP children will be an area to focus on for 21/22
Lack of vocabulary inhibiting learning opportunities and prohibiting progress	£806	PP Lead and SLT	Whole staff CPD to be delivered by PP lead using previous CPD 'Closing the Vocabulary Gap' and 'Shutting the door on the vocabulary gap'. Strategies to be implemented across school focusing on improving the vocabulary use and understanding of our disadvantaged children.	Children will be able to access more of the curriculum with a wide and varied vocabulary bank. English results across all year groups will rise.	Wider curriculum now has a specific vocabulary focus with all staff aware of need for improving use of subject specific vocabulary. To be continued in 21-22
External narrow opportunities Some children lack creative opportunities outside of school, so need enrichment in school from a specialist.	£4397	PP Lead and SLT Forest School Teacher	Qualified professionals to teach pupils how to play a musical instrument. Opportunities for children to experience the arts, sports and culture throughout the school day and beyond.	More children will have experienced a variety of extra-curricular activities which will have built self-esteem. Pupil/Staff Voice to corroborate this.	Where possible, PP children were offered a variety of extra-curricular activities such as Games club and chess club. Forest schools to be focus in 2021/22

<p>Low income causing narrow opportunities with residential and school trips.</p>	<p>£3960</p>	<p>PP Lead/SLT/ Business Manager</p>	<p>Subsidise residential trips up to – Alton Castle + Plas Dol-y-Moch - Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences. This will extend to other trips in all year groups and visitors to school contributions to ensure that all children have equal opportunities.</p> <p>Use of the E-voucher to support parents to pay for trips and any other cost based activity through school including uniform/bags.</p>	<p>Pupil/Staff voice will be able to iterate the benefits of the residential trips with improvements being made to their self-esteem, self-confidence and social skills. Opportunities to improve life skills will be evident.</p>	<p>Pupil voice from end of KS2 trip was positive. Wider curriculum opportunities were given for improving life skills such as cooking and DT projects.</p>
<p>Poor nutrition and lack of food has a detrimental effect on concentration and well-being.</p> <p>Some children need to be able to provide food for themselves and other family members.</p>	<p>£2800</p>	<p>Pastoral Lead PP Lead SLT</p>	<p>Bagels are available for all children to ensure that they have eaten before starting the school day. Food parcel deliveries available for disadvantaged families if they are isolating. Breakfast club to restart and target disadvantaged pupils once guidelines allow</p> <p>Cooking club for disadvantaged children (Spring-Summer Term). Preparing family meals at low cost – parents to join the children and share their recipes and expertise.</p>	<p>Children will be more alert and ready to learn which will benefit their ability to learn and concentrate.</p> <p>Children have gained more life skills and have assisted with financial support and meals for low-income families.</p>	<p>Magic breakfast initiative running and pupil/parent voice was very positive about this.</p>
<p>Poor attendance and punctuality affect learning and unsettles the start of the day.</p>	<p>£3407</p>	<p>Pastoral Lead/PP Lead/SLT/ Attendance Officer</p>	<p>Romero Attendance Officer monitors and actions lates/absences and supports families to ensure that the children are in school. Pastoral lead works with families to overcome barriers that deter this.</p>	<p>Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community. Data analysis.</p>	<p>Attendance improving for PP children and targeted support in place for those persistent absentees.</p>

Lack of parental support at home and lack of parental engagement with the school.	£8577	PP Lead/SLT/ Pastoral Lead/ Romero PP Champions	Children do not have the support at home: homework isn't completed and their support from home is not assisting them to make progress. After-school cubs supporting children with homework and having the opportunity to read will be available in Spring-Summer Term Pastoral learning mentor to work closely with families that need support to help them support their families. Positive phone calls home/contact with parents of PP children Parent workshops to be held in school which will support families with issues that they may need support with.	Attainment and progress will be improved due to additional opportunities for support. Parents will feel more positive about the school coming into school and will increase the relationships between school, pupil and parents.	Parents questionnaire feedback was positive. Much improved communication between staff and families through use of phone calls home and class emails/Tapestry/Seesaw
Lack of self-esteem and self confidence	£5328	Pastoral Lead/SLT/ PP Lead/Thrive practitioners	Interventions and small group work focusing on the individual children's needs will support them with their confidence issues. Some children display some behaviour issues which need to be supported by the pastoral lead. Children have been screened for Thrive and access Thrive interventions.	Building up children's self-esteem and confidence will enable them to engage fully with their learning and will allow them to have the confidence to succeed. Less behaviour incidents will be recorded due to strategies that are put in place to support the children.	Thrive sessions used to support PP children where possible. LM impact on attendance of UKS2 PP children was positive.
Speech and Language needs and SEND	£5598	SENCO/PP Lead/SLT/External providers	Professionals to assess and work with pupils- targeting children with difficulties with speech and language, behavioural/emotional needs, working with staff and parents to support their children at home.	Improved interventions across the school; early intervention ensures children come off the programmes quickly, staff are supported with providing appropriate targets and parents feel supported.	Interventions were ran across the school with some PP children making good progress against specific targets.
Limited English language. Restricted vocabulary	£2640	PP Lead/SLT/ SENCO	Support for all Polish children in the school to enable them to grow in confidence with the English language; targeting intervention and translation of school letters and policies in order to	Children feel supported with their language; children make improved progress in language, permeating to all curriculum areas.	

			support families.		
Wellbeing and Mental Health negatively impacted due to COVID 19	<u>£170</u>	PP Lead	LM trained as an accredited Mental Health First Aider to offer additional support to disadvantaged pupils & families whose wellbeing and mental health has been negatively impacted due to COVID 19 and wider circumstances Interventions and wellbeing sessions implemented Welfare calls to continue if families are self isolating, including doorstep visits if necessary	Children feel their wellbeing and mental health is supported; children engage fully with their learning;	Therapy Dog introduced to support children. Pupil Voice feedback was that children are happy to come to school Parent questionnaire was positive.

Approximate Total £67457

Other additional costs

LM/Romero attendance officer time

Transport and support for PP child attending The Key

Ongoing Bagel Costs