

Pupil Premium Strategy Statement

55 pupils were eligible to receive pupil premium funding in the January 2020 census for the 2020/21 Financial Year

75 pupils were eligible in the October 2020 census, but this funding will not be received until 2021/22 Financial Year



1. Summary information					
School	St. Patrick's Catholic Primary School				
Academic Year	2020/21	Total PPG budget	£73,975	Date of most recent PP Review (internal)	Jan. 2021
Total number of pupils on roll Sept. 2020	413	Number of pupils eligible for PPG	55	Date for next internal review of this strategy	Jan. 2022

2. Current attainment			
	<i>Our Pupils eligible for PP</i>	<i>Our Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths	NOT REPORTED DUE TO COVID-19 PANDEMIC		
% achieving higher standard in reading, writing, maths			
Average progress in reading			
Average progress in writing			
Average progress in maths			
Average scaled score in reading (Year 6)			
Average scaled score in maths (Year 6)			
% achieving a high level of attainment in RWrM (Year 6)			
% achieving expected in RWrM (Year 2)			
% achieving higher standard in reading, writing, maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	<u>Poor Language skills and vocabulary.</u> Our school falls within the middle quintile nationally, with 15% PP children. 33% of our school population do not have English as their first language. 28 of the 75 (38%) Disadvantaged children are also SEND. This presents an added barrier.	
B.	<u>Lack of family aspiration and home support.</u> There is a need for parents to understand the importance of attendance and punctuality. We are in the top 40% of schools nationally for levels of deprivation, but have below average numbers of children eligible for FSM. We need to be more pro-active and publicise the application form for FSM to parents through school newsletters, coffee mornings, parents meetings etc. especially in EYFS and KS1, as universal Infant FSM have affected applications. Although there is a school expectation that pupils need to practise skills at home: reading, spellings, number bonds and times tables, many pupils are not encouraged in the home environment. Children and parents are not aware of the significance for underpinning these basic skills for their future roles. Lock down has meant that many of ur Disadvantaged children are being home-schooled hence we have ensured that these children have 1:1 English and math lessons so that they do not fall behind. Those Disadvantaged whom we have deemed particularly behind, we have classed as vulnerable and brought the children to school.	
C.	<u>Emotional and social difficulties.</u> Boys have low self-esteem. Choice of texts and general curriculum activities need to be more supportive towards boys to raise levels of interest and attainment. Our 2018/19 results show that boys' attainment is below national standards in reading, writing and maths. 56% of our boys reached at least the expected standard in reading (NA 69%). PP boys 14%. 81% of our boys reached expected levels in Writing (NA 72%). PP boys 57%. 70% of our boys reached expected levels in Maths (NA 75%). PP boys 43%. None of our PP boys reached the higher standard in reading, writing or maths. During lock-down 1:1 reading sessions have been set-up for this grouping to promote fluency. RWInc Literacy and Language instructional programme has been introduced as a follow-on from the phonics programme and the school are preparing to adopt the Talk for Writing instructional programme whole school.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<u>Poor attendance and punctuality.</u> School attendance for 2018/2019 (September to March) was 93.22% whereas in 2019 – 2020 this increased to 94.10% due to the Covid19 pandemic. These monthly parameters have been applied due to the COVID 19 pandemic. We must continue to be track poor attenders and increased this to 96% which is above the national average.	
4. Desired outcomes		
	<i>Desired outcomes and Actions</i>	<i>Success criteria</i>
A.	<u>To raise attainment and improve rates of progress in Writing and Maths across the key stages.</u> <ul style="list-style-type: none"> Continue using 'Read, Write, Inc.' in Year R – Year 2 and in lower juniors as catch-up. Continue whole school Standards Writing Progression, so that each child is aware of their own writing targets. Continue using writing standard grids to support class teacher assessment. Focussed Intervention work, including basic maths skills – number bonds / times 	Closing the gap of age-related expectations and in-line with national for attainment and progress. Targets for 2020-21: <u>Y1 Phonics - 100% targeted to achieve the expected standard</u> (95% did achieved expected in 2020 which was up from 84% in 2019) Most children are fluent in maths and writing basic skills. Those children who are not show accelerated progress towards this.

	<p>tables.</p> <ul style="list-style-type: none"> • Develop a progression of teaching for basic skills linked to place value – an instructional program for maths. • Timetabled use of Accelerated Reader programmes. • Regular use of 1:1 tutoring during lockdown • Phase Leaders to coach within their subject area/phase team to further professional development. • Small group support, with an experienced teacher, provided for 10 hours each week to boost PP children who were working below the expected standard in KS1 data 2019 • PP children working below the expected standard are given 1:1 daily remote sessions for RWInc and maths basic skills. • 	<p>Accelerated Reader programmes show progress of children reaching at least age-related levels at KS2. Year 4 & 5 children in booster group will show accelerated progress by achieving all Year 3 & 4 assessment standards.</p>
B.	<p><u>To raise basic Communication and Language skills.</u></p> <ul style="list-style-type: none"> • Firstly, concentrating on EYFS and KS1 with the implementation of Read, Write, Inc . • 1:1 phonics RWI tutoring for those who are behind in Y1 and Y2. • There may be an extra need for intervention work to help those children scoring particularly low EYFS base line results for communication and language skills. • Trained staff implementing SaLT interventions. • Improved provision in EYFS classes to enhance communication and learning skills. • Through a whole school approach of talking and listening times, shared reading and writing. • Introduction of Talk for Writing to raise spoken and written language skills. • Children have live feedback sessions during lock down in which they are encouraged to verbalise their successes and improvements. 	<p>Greater number of children achieving the Phonics Screening test. Increase number of families applying for PP grant. More parents learning English to help their children with communication, reading and writing skills . Parent workshops offered for RWInc in KS1 Role-play areas set up. All teachers and TAs trained in the Talk for Writing instructional program and feel confident in delivery of this.</p>
C.	<p><u>To raise family aspiration and home support.</u></p> <ul style="list-style-type: none"> • All children need to have ambitions and goals for their future in education and beyond. • Attendance needs to improve - 2019/20 Sch. 88% PP 87%. This was due to the COVID-19 pandemic. The gap between PP is narrowing; however, we need to raise overall attendance to 96%. Whole school attendance monitored from September 2018 – March 2019 was 93.22 % whereas this had improved to 94.10%. Pupil Premium attendance raised from 89.53% September to March 2018/2019 to 90.41%. Parents bringing children to school on time and persistent latecomers reduced through letter communication and parent interviews with DH and ELSA. • Poor attenders invited to meetings on the second and third week of Autumn 1 in order to set expectations and deter from continued absences with Deputy Headteacher. • Follow-up meetings set at each attendance meeting. • Attendance Plans introduced for children with poor attendance 2019-20 which set targets and parents sign to show parental support. • There is an expectation that all children • will read at home every day and undertake practising of basic number skills and times tables. • Incentives for children who complete their homework in termly year group prize draw. 	<p>School attendance from all year groups is at least in line with national averages. Our school goal is 96% and for PP is 96%. Persistent latecomers reduced. Home Reading Records are used daily to promote reading and home school communication. For KS2 pupils, AR reading levels will improve at each Star Reading Testing stage, Headstart reading tests will show a higher proportion of pupils achieving ARE.</p>

	<ul style="list-style-type: none"> Monitoring of regular reading quizzes to be undertaken by class teachers, Mrs Ames and Mrs Friel. Organise career speakers / visits to inspire children. A progressive career-led curriculum to be developed throughout the school to make learning meaningful and to inspire children to be aspirational linked directly to the basic skills in the core subjects. Curriculum to be linked to the common good to raise motivation. 	
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5. Planned expenditure					
Academic year	2020/2021				
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. Quality of teaching for all					
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 implementation?
Teaching to be never less than good for all children.	Phase Leaders to mentor/coach to support and develop good practice. Bespoke professional development collaboratively developed between	Professional development will focus on improving pupil outcomes and supporting key school priority areas. Where teaching is consistently good, or better, children make better progress. Improved practice leads to improved	Comprehensive timetable of professional development. Phase Leaders timetabled for weekly in-class coaching support. Coaching targets to be chosen	SLT	Ongoing Half termly Talk for Writing Instructional Program £7,000

	<p>teachers and coaches.</p> <p>Implementation of an instructional program Talk for Writing</p> <p>Weekly timetables to include 3x 20 minute slots of addition, subtraction, multiplication, division and place value.</p> <p>Creation of bespoke curriculum for our children across all subjects. Purchase of foundation subject instructional program.</p>	<p>outcomes.</p> <p>Reduced time taken to plan will promote well-being in teachers and hence raise performance in the classroom.</p> <p>Basic skills underpin everything. Children need to be secure in these before they can access other areas of the curriculum.</p> <p>Bridging the gap across KS2 is essential as there is such a huge spread of attainment.</p>	<p>by teachers (within certain parameters) for personalised professional development.</p> <p>Staff meetings to model use from years 2 – 6.</p> <p>Set children within phases and allocate one extra teacher for years 4 and 5</p> <p>Year 4 extra teacher = SENCO Year 5 extra teacher = DH</p>	<p>KW DH (PPC)</p>	<p>Literacy Lead £7, 000</p> <p>Geography Lead £7, 000</p> <p>History Lead £7, 000</p> <p>Science Lead £7, 000</p> <p>RE Lead £7, 000</p>
<p>Pupils to make at least expected year on year progress and meet / exceed national age related expectations (ARE) in all subjects.</p>	<p>Data tracking and gap analysis to inform intervention and support timetable.</p> <p>Pupil conferencing to give individual feedback and explain targets and ways to improve and also to give challenge to higher attaining pupils.</p>	<p>Targeted intervention for underperforming groups embeds learning and impacts on the quality of teaching.</p> <p>Children who interact with targeted feedback and goals for development show greater progress over time.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning - teachers video their thought-process for shared-writing and mathematical processes to demonstrate this.</p>	<p>Teacher conferencing time remotely during lockdown; teachers given timetabling support, so that they can work with individuals and small groups.</p> <p>A highly experienced teacher overseeing planning, teaching and learning of maths basic skills and English in KS2 during lockdown.</p>	<p>Phase Leaders</p>	<p>Ongoing</p> <p>Half termly data drops</p> <p>Termly Pupil Progress Reviews</p> <p>Deployment of TAs £24,915</p> <p>Remote Pupil Premium Lead £7, 000</p>

					Total budgeted cost	£ 66,915
ii. Targeted support						
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 implementation?	
To greatly improve attainment and progress in Literacy by implementing a whole school Literacy programme.	Implementation of Talk for Writing and continuation with Read, Write, Inc. Main concentration on EYFS and KS1, and catch up interventions for KS2.	Early, appropriate and intensive interventions allow good practice to be addressed and misconceptions to be corrected before they impact negatively on the child's education. Small focus groups and 1:1 tuition both remotely and in-school.	Additional training for new members of staff and KS2 teachers who have not been given the opportunity to put last year's training into practice. Classroom monitoring and focussed planning.	Reading Leader Phase Leaders	Ongoing teacher assessment Pupil Progress Reviews	
To raise children's achievement in Reading, Writing and Maths through whole school interventions.	Accelerated Reader programme for all KS2. Non-negotiable instructional program for maths basic skills. Introduction of 'Talk for Writing'	Children who read for a minimum of 20 mins daily, make more progress in fluency and comprehension. Children who are confident with phonics, spelling, punctuation, vocabulary and basic maths concepts, will progress more rapidly.	All staff trained in implementing and monitoring intervention programmes. Pupil premium folders to record how well and when individual children meet their targets	Phase Leaders & Senior Leadership team	Ongoing AR Star Reading Tests x4 a year. AR cost = £4900 Termly Reviews	
					Total budgeted cost	£ 10,900

iii. Other approaches					
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 implementation?
To closely monitor and mentor disadvantaged pupils.	DH to actively ensure that all disadvantaged pupils have their needs met and get to know their families. ELSA support.	Disadvantaged pupils whose needs are addressed in a variety of social, emotional and educational ways, will engage more, grow in self-confidence and narrow the gap with others in school.	DH to monitor interventions and undertake regular pupil conferencing with disadvantaged children. ELSA available to support children's emotional needs daily.	DH Marie Mullen	Ongoing % of time £8,000 Ongoing %of time £8,000
To increase the numbers of families applying for FSM, particularly in Reception, Year 1 and Year 2.	Actively promote application form available on school website through school newsletter, Parent Mail, application pack, coffee mornings, parents meetings. Hard copies available.	Extra funding available for disadvantaged pupils will ensure that the school can implement programmes and interventions targeted for specific groups which will benefit them.	DH to oversee that the information is available to parents via various formats. Admissions Officer to include information in school Application Pack and to any new applicants.	Elaine Adams	Ongoing
To provide financial support for educational visits, uniform and activities in order to create an inclusive school.	Financial assistance where most needed	All PP children are able to access visits, activities and uniform in order to feel included.	PP Leader to oversee applications for financial help and work closely with ELSA for recommendations for help.	HT PP Leader	Ongoing £2000
Total budgeted cost					£ 18, 000

6. Review of Expenditure				
Previous Academic Year		2019 / 2020		
i. Quality of teaching for all				
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
Pupils to make at least expected year on year progress and meet / exceed national age related expectations (ARE) in all subjects.	Targeted interventions delivered by class teachers and TAs.	Prior to COVID 19, most children were on track to meet or exceed age-related expectations. Those that were not were showing accelerated progress towards this.	Writing Standards helped the children to focus on what to improve in their writing. It provided a progression of skills and helped teacher's subject knowledge. Introduction of class formative assessment grids ensured that whole class teaching could be targeted to the greatest needs in the class and individual needs could also be met based on true starting points. Consistency for using the standards and grid analysis is important and teachers must ensure that they are changing targets frequently. In KS2, implementation of the non-negotiable program was achieved best when maths groups were set due to the disparity of gaps in children's learning. This is not evident in Years 1-2 as the school is bridging the gaps	Maths Instructional Program £5,000
	Tracking of data and immediate action for those children for under-attaining children. Non-negotiable program developed and introduced to	In 2020 95% of children achieved age-related expectations in the Phonics Screening check. This was up from 84% in 2019.		Maths Lead £10, 000 Deployment of TA's
Teaching to be never less than good for all children.	Professional development opportunities and training provided for all staff in all relevant subjects. Introduction of Phase Leaders to mentor/coach to support and develop good practice.	Introduction of instructional programs has meant that teaching is consistent across the school.	Greater emphasis must be placed on achieving the higher standards in reading and writing although percentages were much improved since 2018 data. Coaching in Year 2 should centre around this.	£48,000
ii. Pupils to make at least expected year on year progress and meet / exceed national age-related expectations (ARE) in all subjects.				
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

To raise children's achievement in Reading, Writing and Maths through whole school interventions.	<p>Accelerated Reader programme for all KS2.</p> <p>Lexia Core5 programme for all Y1 – Y6 pupils.</p> <p>Introduction of 'Read, Write, Inc.' Ruth Miskin Phonics, Spelling and Writing whole school programme.</p>	<p>Accelerated Reader needs to be consistently timetabled. The classes that consistently did 3x 20minutes per week showed greatest success.</p> <p>RWInc was extremely successful. Introducing a similar instructional program in maths could also be very successful and ensure that the range of attainment across each year group is narrowed.</p>	<p>Accelerated reader time slots must be monitored.</p> <p>Big Maths resources to be organised and given in files to each year group for ease of use.</p>	<p>Lexia cost = £6000</p> <p>AR Star Reading Tests x4 a year.</p> <p>AR cost = £4900</p>
To greatly improve attainment and progress in literacy by implementing a whole school literacy program	Implementation of Read, Write, Inc. Main concentration on EYFS and KS1, and catch up interventions for KS2.	<p>The instructional program of RWInc has been highly successful and has been delivered well by all LSAs and staff due to its prescriptive nature.</p> <p>Results for Phonics Screening test have improved significantly with 95% achieving the expected standard in Year 2. 82 % of the PP children in Year 2 also achieved the expected standard.</p>	<p>Interventions are timetabled and need continual monitoring. Coaching between teachers and LSAs is important to share good practice.</p> <p>Accelerated Reader programme must continue for KS2. This must be timetabled by teachers as the best impact was seen in classes with consistency in approach. RWInc groups need to continue for those children who are still behind in KS2. In Year 5, this should follow-on to Fresh Start as they are more themed towards this age group.</p>	
iii. To raise children's achievement in Reading, Writing and Maths through whole school interventions.				
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>To closely monitor and mentor disadvantaged pupils.</p> <p>To actively ensure that all disadvantaged pupils have their needs met and get to know their families.</p>	<p>Introduction of Additional Needs Coordinator</p> <p>ELSA support.</p> <p>PP Leader to actively ensure that all disadvantaged pupils have their needs met and get to know their families.</p> <p>ELSA support.</p>	<p>Pupil conferencing was undertaken with specific children who demonstrated a negative attitude towards school life or who had low self-esteem. Parent meetings were held to try to combat high levels of absence and persistent lateness. Financial support was given where appropriate. Whole school attendance monitored from September 2018 – March 2019 was 93.22% whereas this had improved to 94.10%. Pupil Premium attendance raised from 89.53% September to March 2018/2019 to 90.41%. These monthly parameters have been applied due to the COVID 19 pandemic. Non-PP children attendance was 94.05% for these months 2018/2019 and this had risen to 94.6% in 2019/2020. Although we are narrowing the gap, we need to</p>	<p>Dedicated time needed to monitor interventions. Regular meetings / correspondence with parents.</p> <p>ELSA is always available to support children's emotional needs on a daily basis.</p> <p>Immediate action to be taken with regards to attendance with support of the Educational Welfare Officer.</p> <p>New Attendance Plans to be compiled for poor attenders in 2019.</p> <p>70% of the PP children in Year 2 were boys; these boys achieved badly.</p>	<p>DH Ongoing % of time £16,000</p> <p>ELSA Ongoing %of time £9,740</p>
<p>To increase the numbers of families applying for FSM, particularly in Reception, Year 1 and Year 2.</p>	<p>Actively promote application form available on school website through school newsletter, Parent Mail, Application pack, coffee mornings, parents meetings. Hard copies available.</p>	<p>During the COVID pandemic the number of families benefiting from the FSM scheme increased to 75 children from 56 children.</p>	<p>Continue to promote the Pupil Premium Grant throughout the year. Next year, offer incentives for parents signing up to the PPG. –a PE kit/cardigan/book bag?</p> <p>This should be set up in a stall for parents to read about during the parent tours or/and during information evenings. The incentive should be on display for parents to see and registration forms accessible.</p>	
<p>To provide financial support for educational visits, uniform and activities in order to create an inclusive school.</p>	<p>Financial assistance where most needed</p>	<p>Taxis were offered to parents to support children getting to and from school.</p>		<p>£2, 000</p>

7. Additional detail

2020-2021 – Our families suffered additional financial difficulty due to the Covid-19 epidemic. The school has worked closely with families to ensure that they receive extra grocery boxes and vouchers when needed.