

Pupil Premium Strategy Statement

77 pupils were eligible to receive pupil premium funding in the January 2018 census.



1. Summary information					
School	St. Patrick's Catholic Primary School				
Academic Year	2019/20	Total PPG budget	£101,640	Date of most recent PP Review (internal)	Sept. 2019
Total number of pupils on roll Sept. 2019	412	Number of pupils eligible for PPG	77	Date for next internal review of this strategy	Jul. 2020

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	53% (NA=51%)	68%	71%
% achieving higher standard in reading, writing, maths	7% (NA = 5%)	24%	13%
Average progress in reading	+0.82	-0.39	
Average progress in writing	+1.69	+1.84	
Average progress in maths	+0.23	-0.66	
Average scaled score in reading (Year 6)	103	105	106
Average scaled score in maths (Year 6)	104	106	105
% achieving a high level of attainment in RWrM (Year 6)	7%	24%	12%
% achieving expected in RWrM (Year 2)	38%	83%	
% achieving higher standard in RWrM (Year 2)	0%	4%	

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. 38% of our school population do not have English as their first language. Within Years 1- 4, EAL averages at 42%, which is double the NA. In Reception, Sept. 2019 3/59 children are SEND with an EHC statement. 18% (11/60) pupils scored 22-36 months or below for writing skills and 13% (8/60) scored 22-36 months or below for reading skills. Only 10% (6/60) scored 22-36 months or below for number skills.	
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. Introduction of a new family reward system to encourage parental support in ensuring that their children complete the basic skills homework set. Half-termly prize draw for homework completion. Each week that homework is achieved, the child gains a raffle ticket for the draw. The more homework completed, the greater the chance of success.	
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. Evidently boys are achieving least well in reading and so a parental support group to deliver the intervention 'timed-repeated reading' has been organised for the children throughout the school in order to promote fluency. RWInc Literacy and Language instructional programme to be introduced as a follow-on from the phonics programme.	
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 2018/19 was 95.4%. (NA 95.8%) School PP 92.6% (NA 94.3%). 2018/19 we had 7% PP persistent absentees compared to 2% non-PP school and 6% non-PP national. We need to raise whole school and PP attendance.	
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 tables. 	Closing the gap of age related expectations and in-line with national for attainment and progress. Targets for 2019-20: <u>Y1 Phonics - 100% targeted to achieve the expected standard</u> (86% achieved expected in 2018/2019) <u>KS1 – 100% targeted to achieve the expected standard</u> Expected: Reading 100% (NaO 78%); Writing 100% (NaO 73%); Maths 100% (NaO 79%) Greater Depth: Reading 29% (NaO 28%); Writing 29%

	<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 Lexia Core 5 and Accelerated Reader programmes. • Regular use of 1:1 tutoring and group teaching on a daily basis by senior teachers. • 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. 	<p>(NaO17%); Maths 29% (NaO 24%)</p> <p>Year 6 - PP RWrM 82% (NA other 70%). PP Reading 91% (Na other 80%). PP Writing 91% (Na other 83%). PP Maths 82% (Na other 81%).</p> <p>All children know their writing, spelling, handwriting and maths targets.</p> <p>Accelerated Reader and Lexia Core5 programmes show progress of children reaching at least age-related levels at KS2. Year 3 children in booster group will show accelerated progress by achieving all Year 2 assessment standards.</p>
<p>B.</p>	<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, Lexia programme. 	<p>EYFS Teacher assessment shows raised levels of attainment within ranges of development. (Emerging, Expected, Exceeding). July 2019 - GLD (Good Level of Development) 80% Sch (NA 72%) PP 71% (Na Other 74%).</p> <p><u>Listening and Attention</u> Sch 93% (NA 86%) PP 80% (Na other 88%). <u>Understanding</u> Sch 92% (NA 86%) PP 80% (Na other 87%). <u>Speaking</u> Sch 93% (NA 86%). PP 80%. (Na other 87%).</p> <p>Increase number of families applying for PP grant.</p> <p>More parents learning English to help their children with communication, reading and writing skills .</p> <p>Parent workshops offered for RWInc in KS1</p> <p>Role-play areas set up.</p>
<p>C.</p>	<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 - 2018/19 Sch. 95.4%.(NA 96%) PP 92.6% (NA 96%). We need to close this gap - 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 Julie Stubbington (Education Welfare Officer, DH and ELSA). • Attendance Plan's introduced for children with poor attendance 2017-18 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. • 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. 	<p>School attendance from all year groups is at least in line with national averages. Our school goal is 98% and for PP is 98%. Persistent latecomers reduced.</p> <p>Home Reading Records are used daily to promote reading and home school communication.</p> <p>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 and similarly Lexia levels.</p>

5. Planned expenditure					
Academic year	2019/2020				
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.	Professional development will focus on improving pupil outcomes and supporting key school priority areas.	Comprehensive timetable of professional development.	SLT	Ongoing Half termly Maths Instructional Program £5,000 Maths Lead £10, 000
	Bespoke professional development collaboratively developed between teachers and coaches.	Where teaching is consistently good, or better, children make better progress. Improved practice leads to improved outcomes.	Phase Leaders timetabled for weekly in-class coaching support. Coaching targets to be chosen by teachers (within certain parameters) for personalised professional development.		
	Implementation of an	Reduced time taken to plan will	Staff meetings to model use	KW	

	<p>instructional program (Power Maths) for to support teachers in identifying accurate starting points.</p> <p>Weekly timetables to include 3x 20 minute slots of addition, subtraction, multiplication, division and place value.</p> <p>Compilation of 'Non-Negotiables' for the basic learning which is to be met by each and every child at the end of the year</p>	<p>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>from years 2 – 6.</p> <p>Set children within phases and allocate one extra teacher for years 3 and 4</p> <p>Year 3 extra teacher = SENCO Year 4 extra teacher = DH</p>	DH (PPC)	
<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.</p>	<p>Teacher conferencing time; teacher's given quality support, so that they can work with individuals and small groups.</p>	PE, music, art and DT specialists	<p>Ongoing</p> <p>Half termly data drops</p> <p>Termly Pupil Progress Reviews</p> <p>Deployment of TA's</p> <p>£48,000</p>
Total budgeted cost					£ 63,000
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 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.	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. Big Maths – CLIC's and LearnIt's. Lexia Core5 programme for all Y1 – Y6 pupils. Introduction of 'Read, Write, Inc.' Ruth Miskin Phonics, Spelling and Writing whole school programme.	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	DHT/ SLT Reading Leader Grainne McNabb	Ongoing Lexia cost = £6000 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 £16,000 Ongoing %of time £9,740
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					£ 27,740

6. Review of Expenditure				
Previous Academic Year		2018 / 2019		
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.	Introduction of whole school Writing Standards. Teacher conferencing time. TA led interventions.	KS1 – Writing 93% PP children achieved expected progress, but only 43% achieved Expected standard (Na Other 72%). KS2 – Writing 93% PP children achieved expected progress. 80% achieved Expected (Na Other 81%) 13% PP achieved Greater Depth compared with 21% Na Other.	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.	Class TA's A.M. £42,320
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.	KS1 – Maths data exceeded national averages and reading and writing expected data was at least in line with national averages KS2 – Year 6 data achieved at least in line with national averages Successful Ofsted in which a positive climate of professional development and coaching was recognised	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.	
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

<p>To raise children's achievement in Reading, Writing and Maths through whole school interventions.</p>	<p>Accelerated Reader programme for all KS2.</p> <p>Big Maths – CLIC's and LearnIt's.</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>Big Maths is quite difficult to navigate and so teachers did not use as effectively as they could have.</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>To greatly improve attainment and progress in literacy by implementing a whole school literacy program</p>	<p>Implementation of Read, Write, Inc. Main concentration on EYFS and KS1, and catch up interventions for KS2.</p>	<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>Interventions are timetabled and need continual monitoring. Coaching between teachers and LSAs is important to share good practice. 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.</p>	<p>Lexia = £6000 AR = £4900</p>
<p>iii. To raise children's achievement in Reading, Writing and Maths through whole school interventions.</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<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>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 raised from 95.2% (2018) to 95.4% (2019) but PP attendance has decreased from 92.9% (2018) to 92.6% (2019).</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>£19,000</p> <p>% of time £15,000</p>
<p>To closely monitor and mentor disadvantaged pupils.</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>PP attainment improved in Year 6 and is above nationals: RWM combined PP 53% expected (NA – 51%); 7% higher standard (NA – 5%)</p> <p>PP attainment in Year 2 has improved but is below nationals: PP 38% expected; 0% higher standard</p>	<p>70% of the PP children in Year 2 were boys; these boys achieved badly.</p> <p>The curriculum must be tailored to engage and inspire this grouping.</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>Limited uptake from KS1 and EYFS, due to universal FSM (Free School Meals). Change of family circumstances increase the mid-year uptake by a few.</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 school.</p>		

7. Additional detail

2019-2020 – Financial support has been requested by one family for before school and after school Energy Club. The school has agreed to help subsidise this so that the mother can complete a university degree and set a motivational example to her children.