

Pupil Premium strategy statement 2019- 2020

1. Summary Information					
School	St Patrick's Catholic Primary School				
Academic Year	2019/20	Total PP Budget	£71,880	Date of most recent PP Review	January 2017
		PP carry forward	£7,540		
Total number of pupils	385	Number of pupils eligible for PP	61	Date of next internal review of this strategy	December 2019

2. Current attainment – 2019 KS2 results		
10 children	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in reading, writing and maths	60%	87%
% achieving EXS in reading	70%	89%
% achieving EXS in writing	70%	89%
% achieving EXS in maths	90%	96%

3. Current attainment – 2019 KS1 results		
5 children	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in reading, writing and maths	60%	80%
% achieving EXS in reading	80%	85%
% achieving EXS in writing	60%	85%
% achieving EXS in maths	100%	89%

4. Current attainment – 2019 Phonics results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving pass in phonics (5)	100%	98%

5. Current attainment – 2019 EYFS results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD (3)	33%	75%

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A	Low self esteem, low confidence and problems with social interactions with peers	
B	Low level of basic skills	
C	Poor behaviour for learning	
External barriers		
D	Family issues impacting on pupils emotional well being	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Confidence building through small group teaching, pre-teaching and assisted play sessions	More confident children with less playground issues
B	Basic skills of reading and number Improve. Weekly class tests and precision teaching – success tracked	Basic skills developed and being used more effectively in lessons. Tracking shows improvement in scores and progress
C	Engagement in all lessons, children developing self-awareness of own behaviour choices	Behaviour choices made leads to increase in number of children on silver and gold in behaviour charts.
D	Strategies in school, including the use of the counsellor improves emotional well-being.	Children are happier and able to use range of strategies to cope with different experiences.

3. Planned expenditure					
Academic Year	2019 - 2020				
How we are using pupil premium: to improve classroom pedagogy, targeted support and support whole school strategies.					
Desired outcome	Action	How will this be achieved?	How will we ensure it is implemented well?	Staff lead	Review
Gap between pupil attainment closes to ensure pupils are working at least ARE Raise standards in reading. Children are challenged in activities	Tuition/booster (support teacher)	1:1/1:3/1:10 sessions for focus pupils in literacy or maths. Maths Challenge for Year 5 & 6 higher mathematicians Supporting reading and phonics – 1:1	Review half termly. Track children's progress, fluidity of groups for best impact.	M Whipps C Wright	Half termly by SLT
To provide training that will focus on the development of teacher skills to meet the needs of PP children	CPD – teacher training	Teachers upskilled Progress for all children Focus on reading and development of best strategies.	Reviewed as part of lesson observations, coaching model, performance management.	SLT	Review termly
To provide skill sets necessary to enhance the programmes offered	CPD (TA training)	Teaching assistants upskilled Progress for all children Focus on reading and development of best strategies.	Reviewed as part of lesson observations, coaching model, performance management	SLT	Review termly
Total budgeted cost					£58,000

Targeted support					
Desired outcome	Action	How will this be achieved?	How will we ensure it is implemented well?	Staff lead	Review
Gap between pupil attainment closes to ensure pupils are making good progress, working at least at ARE. Develop reading skills and enhance comprehension.	Support sessions	1:1 / small group sessions led by TAs – precision teaching, support within class as indicated in class action plan	Review half termly. Track children's progress, fluidity of groups for best impact.	C Hooton	Half termly by SLT
Confidence building, practicing of basic number skills which can then be transferred effectively in class work.	Talking maths	1:1 and small group sessions with purpose of developing confidence in basic maths skills. Pre-teaching of class work.	Review half termly. Track children's progress, fluidity of groups for best impact..	C Hooton	Review half termly
Pupils emotionally healthy able to express themselves appropriately, feel supported and confident. ELSA sessions timetabled every afternoon	Lunch time club Counsellor ELSA trained staff	Opportunity for children to share, to play, to interact in a small group and with a partner. Quiet and separate area set out for talking time and social time. Cabin set up for the delivery of ELSA programme of work	Review progress of individual children termly.	S Willis C Hooton D Gonzalez	Review half termly
Support PP families by providing free or subsidised uniforms	Uniform shop	Discussions with parents	Review termly	HT / DH	Review termly
Individual social and emotional support for pupils and carers, as well as lunch time play support.	Counsellor BCCS	Targeted children and families to receive counsellor support sessions	Review needs and waiting list termly	HT SENCO Counsellor D. Gonzalez	Termly review
To increase participation and confidence in curriculum activities. Focus on reading resources to support development of comprehension and vocabulary.	Support resources	Range of practical equipment and stationery for example The Power of 2 etc	Review resource needs termly	HT DH	Half termly review of effectiveness
Total budgeted cost					£8,000

Other approaches					
Desired outcome	Action	How will this be achieved?	How will we ensure it is implemented well?	Staff lead	Review
Supporting families through subsidy for extra-curricular activities, school visits, residential trip, Breakfast /After school club.	Parents able to access support for a range of school activities.	Subsidy applied for by parents. Cost reduced for families needing support. Parents supported when there is a need to attend meeting etc	Review termly with governors	HT DH governors	Termly review
Total budgeted cost					£500