

# Pupil Premium Strategy Statement St Patrick's Catholic Primary Voluntary Academy 2018-19

## Key Priorities Statement

A key priority for St Patrick's in 2018-19 is to continue reducing the inequality of outcomes due to the socio-economic backgrounds of our pupils and to continue to diminish the differences between the educational outcomes of pupils from different backgrounds. The use of the Pupil Premium Funding is an important tool in addressing this.

Pupil Premium is money allocated to schools by the government for the specific purpose of supporting pupils from disadvantaged backgrounds, to ensure that they have full and equal access to educational opportunities. St Patrick's has been allocated £75,240 for the academic year 2018/2019. This grant will be used for each pupil currently or previously entitled to free school meals (or 'FSM' pupil,) and each pupil who has been adopted. St Patrick's currently have 2 ex Service Family Children for which funding is received and one 'Looked After' child who joined us in September 2018. This funding is additional to the main academy budget funding we use to support this area of work. There are currently 57 pupils who are entitled to pupil premium funding in total across the school.

### What do we expect to see?

Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress, especially in maths and English specifically reading and writing;
- Continue to diminish the differences between school and the national average;
- Access activities offering Welfare and Emotional Support

1. Summary information					
<b>School</b>	St Patrick's Catholic Primary Voluntary Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£75,240	<b>Date of most recent PP Review</b>	Produced September 2018 Reviewed Feb 2019
<b>Total number of pupils</b>	233 inc 28 FS1 pupils	<b>Number of pupils eligible for PP</b>	2018-19- 44 pupils	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment- based on end of KS2 outcomes 2018 school vs national		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	62% (decrease on 2017- 65%)	70%

<b>% attaining the expected standard in reading</b>	77% (increase on 2017-65%)	80%
<b>% attaining the expected standard in writing</b>	77% (increase on 2017-76%)	83%
<b>% attaining the expected standard in maths</b>	62% (decreases on 2017- 88%)	81%
<b>% exceeding the expected standard in reading</b>	23% (increase on 2017- 18%)	33%
<b>% exceeding the expected standard in writing</b>	8% (decrease on 2017- 35%)	24%
<b>% exceeding the expected standard in maths</b>	8% (decrease on 2017- 29%)	28%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Progress from KS 1-KS 2 in reading writing and maths has been low over the last 3 years. However this was slightly improved in 2017-18
<b>B.</b>	Staffing issues in KS 2 have impacted on pupil progress of all pupils. 2018-19 staffing consists of 50% NQTs & 38% RQT
<b>C.</b>	20% disadvantaged pupils in 2018-19 cohort currently have additional SEND 33% disadvantaged pupils in 2018-19 cohort have had additional SEND currently or in the past.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	<p>1. Parental engagement is not strong for pupils outside of school. Parents are more willing now to come into school for events and there is good support at parents' evenings with encouragement from staff, however parents are still not consistently hearing their children read outside of school and this is hindering pupils progress in reading comprehension and retention of skills learnt in school.</p> <p>2. 31% of disadvantaged pupils have additional social and emotional needs which impact on behaviour for learning resulting in poor attainment in the 2017-18 cohort.</p>
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve higher rates of progress from KS 1-KS 2; use national progress measures for Yr 6 cohort to attain a progress score of 0	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that progress is as good as other pupils.
<b>B.</b>	Higher % of pupils attaining the expected standard in reading, writing & maths.	Pupils to attain inline or above National average for expected standard in reading 70% diminishing the differences between school disadvantaged and national non-disadvantaged pupils.
<b>C.</b>	Higher % of pupils attaining the expected standard in maths.	Pupils to attain inline or above National average for expected standard in maths 81% diminishing the differences between school disadvantaged and national non-disadvantaged pupils.
<b>D.</b>	Increased support for pupils struggling with emotional needs which impacts on pupil attainment and progress. Pupils acquire a range of strategies to support them in coping in school and to build increased resilience.	Those pupils with emotional needs are able to use the strategies given by the ELSA/Chaplaincy.



5. Planned expenditure					
Academic year	2018-19				
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?
A, B & C	TA directed time in the afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths following AFL during the morning sessions. 5 x weekly	Stats from 2018 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	SENDCo, HT, DHT	Termly  Cost: £54,532
B	1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading.	Stats from 2018 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected (and higher @ KS1) and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	DHT/LIT COORD	Termly  Cost: £10,906
A, B & C	Small group support from HT for year 6 cohort in Autumn, Spring & Summer 1 Terms with reading, writing and maths.	Stats from 2018 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	HT	Termly  Cost: NO ADDITIONAL COST
A, B & C	Small group & 1:1 support from deputy head teacher 5 half days a week in year 6 with a focus on reading, writing & maths (29 weeks)	Stats from 2018 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	DHT & Amy Morgan supplyyr 6	Termly  Cost: NO ADDITIONAL COST

B & C	1:1/small group support from qualified teacher 1 day a week to support reading comprehension (19 weeks)	Stats from 2018 SATs results show that for KS2 pupils there is a gap between those pupils achieving at the expected and higher standard and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results		Termly  Cost: £2,164.29
C	Small group/1:1 support from qualified teaching assistant 1 hour x 5 mornings a week for PP/SEND male pupils for maths.	Stats from 2018 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results		Termly  Cost: £2,361
D	1:1 support for pupils and families from SENDCo 2 days a week for specific SEND and social emotional needs to seek and provide intervention & support from outside agencies to address	In school monitoring of socio, economic and emotional needs of specific families evidences negative impact on behaviour, attainment & progress.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	SENDCo	Termly  NO ADDITIONAL COST
<b>Total budgeted cost</b>					£89,428

## 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?
D	Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From Sept 2018	The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.	Monitored termly by SENDCo & ELSA	MC, EW & SENDCo	End Summer Term 2019  Cost: £1,365
D	Welfare / Emotional Support through Chaplaincy Team	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all.	Monitored through weekly chaplaincy meetings with ELSA	ELAS/R.E Coord & SENDCo/ Head teacher.	Termly  Cost: £5,688

<b>Total budgeted cost</b>					£6,838
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B & C	Weekly Attendance checks and Late Gates	EWO to support those pupils whose attendance falls below 90% and this has helped to modify the lateness of some pupils leading to more regular attendance in school to support emotional wellbeing and access to learning.	The school will continue with this strategy to improve attendance for all and in specific classes so that disruption caused by lateness is minimised for all pupils and that those pupils who are P.P are not disadvantaged by not being in school or coming late or being disrupted by other pupils arriving late.	EWO/ Admin staff/HT	Weekly & Half termly at FGB meetings  Cost: £2,927
A, B & C	Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school	Whole school attendance has been lower than expected over the last 2 years although PP attendance has been higher than other pupils. However, there is still some disruption to learning caused to PP pupils by any pupil arriving late or missing lessons as the teacher may need to spend time settling the pupil or recapping on missed learning.	Half termly meetings take place with parents, the EWO and the HT. This ensures that parents are aware of their child's rate of attendance and sets a standard right for the start of the child's school life for good attendance.		Half termly meetings with parents  Cost: £2,927
<b>Total budgeted cost</b>					£2,927

6. Review of expenditure				
Previous Academic Year 2017-18		See Pupil Premium Impact Statement on School Website 2017-18		
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
<p>Diminish the difference in progress scores between KS 1 &amp; 2 to bring them closer to 0.0 in Reading &amp; Writing.</p> <p>Diminish the difference in the % of PP pupils' attainment at the expected standard in reading &amp; writing against non-disadvantaged pupils nationally.</p>	<p>Additional Teaching Assistant Support in all classes for targeted interventions in reading &amp; writing.</p> <p>Additional teacher 2 days a week to lead a reading intervention in yr 5 in spring and summer term 2018 for PP pupils.</p> <p>Increase in adult volunteers reading with pupils in school in all classes.</p>	<p><b>Data from 2018 ASP summary report evidences:</b></p> <p>The 13 disadvantaged pupils achieved a progress score of -1.98 in Reading.</p> <p>Your 13 disadvantaged pupils achieved a progress score of -1.78 in Writing.</p> <p>This was a diminished difference from the previous academic year.</p> <p>For Reading, end KS 2 disadvantaged pupils were in line with the National Other for EXS+ (77 v 80)</p> <p>For Writing (TA), end KS 2 disadvantaged pupils were in line with the National Other for EXS+ (77 v 83)</p> <p>This was a diminished difference from the previous academic year.</p> <p>For Reading, end KS 1 disadvantaged pupils were in line with the National Other for EXS+ (71 v 79)</p> <p>For Writing, end of KS 1 disadvantaged pupils were in line with the National Other for EXS+ (71 v 74)</p>	<p>TAs were provided with quality training and support to deliver effective interventions and direction in terms of which pupils to target for support and how.</p> <p>TAs were involved in pupil progress meetings in order to have an informed picture of the pupils they are working with and to understand the requirements/expectations of the class and teacher.</p> <p>This strategy now needs to be applied to pupils with potential to achieve GD to diminish the difference between PP pupils and non PP pupils nationally achieving at GD.</p>	£89,428
ii. Targeted support				
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>Additional Teaching Assistant Support in all classes for targeted interventions in reading &amp; writing.</p> <p>Additional teacher 2 days a week to lead a reading intervention in yr 5 in spring and summer term 2018 for PP pupils.</p> <p>Increase in adult volunteers reading with pupils in school in all classes.</p>	<p>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p><b>Approach was effective as progress scores over time for disadvantaged pupils have been low but improved for disadvantaged pupils at end of KS 2 in 2018. Inspection dashboard evidences:</b></p> <p>2018 end of KS 2 progress scores show an improvement for reading &amp; writing for disadvantaged pupils:</p>	<p>This approach will be continued this year in the same way but to also include targeted support for maths.</p> <p>1:1 and small group support will be planned and targeted to specific groups within specific year groups, closely monitored and time limited.</p>	£6,838

	<p>Welfare / Emotional Support &amp; Social Skills Groups – provided by trained ELSA. From Sept 2018</p>	<p>reading: -2 writing: -1.8</p> <p><b>Strategies employed were also effective for all pupils and 2018 progress scores were ‘average’ for reading and writing previously ‘below average’ in 2017:</b></p> <p>2017 end of KS 2 progress scores for all pupils: reading: -4.6 writing: -2.9</p> <p>2018 end of KS 2 progress scores show an improvement for reading &amp; writing for all pupils: reading: -1.9 writing: -1.9</p>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £2,927

<p>To ensure disadvantaged pupils access the whole curriculum successfully as a result of good attendance and positive mental well-being.</p>	<p>Weekly Attendance checks and Late Gates by HT &amp; EWO.</p> <p>Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school. HT &amp; EWO.</p> <p>Welfare / Emotional Support &amp; Social Skills Groups – provided by trained ELSA. From Sept 2017</p>	<p><b>Data from 2018 ASP summary report evidences:</b>  The persistent absence figure for the whole school for 2017/18 was 7.7%, well below National (by 1.9%).</p> <p>The overall absence figure for the whole school for 2017/18 was 3.9%, just below National (by 0.3%).</p> <p><b>Data from 2018 ASP summary report evidences:</b>  The 13 disadvantaged pupils achieved a progress score of -1.98 in Reading.</p> <p>Your 13 disadvantaged pupils achieved a progress score of -1.78 in Writing.</p> <p>This was a diminished difference from the previous academic year.</p> <p>For Reading, end KS 2 disadvantaged pupils were in line with the National Other for EXS+ (77 v 80)</p> <p>For Writing (TA), end KS 2 disadvantaged pupils were in line with the National Other for EXS+ (77 v 83)</p>		
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

### **2018 ASP summary evidences:**

The school's progress score in Reading was -1.95. The school has therefore passed this element of the floor standard (by 3.09).

The school's progress score in Writing was -1.94. The school has therefore passed this element of the floor standard (by 5.10).

The school's progress score in Maths was -3.50. The school has therefore passed this element of the floor standard (by 1.54).

This school has therefore passed the floor standard for 2017/18.