

# Pupil Premium Strategy Statement St Patrick's Catholic Primary Voluntary Academy 2020-21

## Key Priorities Statement

A key priority for St Patrick's in 2020-21 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 £59,964 for the academic year 2020-21. 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 no ex Service Family Children for which funding is received and no adopted, previously adopted or 'Looked After' children. This funding is additional to the main academy budget funding we use to support this area of work. There are currently 31 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>	2020-21	<b>Total PP budget</b>	£59,964	<b>Date of most recent PP Review</b>	Produced September 2020 Reviewed Jan 2021
<b>Total number of pupils</b>	198	<b>Number of pupils eligible for PP</b>	2020-21 45 pupils	<b>Date for next internal review of this strategy</b>	July 2021
		<b>Number of pupils currently in school</b>	2020-21 31 pupils		

2. Current attainment- based on end of KS2 outcomes 2018 school vs national (data from last national assessments 2018-19) no national assessments data as national assessments stopped due to covid 2019-20 & 2020-21		
	<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>	43% (decrease on 2018- 62%)	71%
<b>% attaining the expected standard in reading</b>	64% (decrease on 2018-77%)	78%
<b>% attaining the expected standard in writing</b>	64% (increase on 2018-77%)	83%
<b>% attaining the expected standard in maths</b>	43% (decreases on 2018- 62%)	84%
<b>% exceeding the expected standard in reading</b>	21% (decrease on 2018- 23%)	31%
<b>% exceeding the expected standard in writing</b>	0% (decrease on 2018- 8%)	24%
<b>% exceeding the expected standard in maths</b>	14% (increase on 2018- 8%)	31%

### 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 and again in reading in 2018-19
<b>B.</b>	Historical staffing issues in KS 2 have impacted on pupil progress of all pupils. 2019-20 staffing consists of 75% RQT in KS2
<b>C.</b>	23% disadvantaged pupils in 2020-21 Yr 5 & 6 cohorts currently have additional SEND 23% disadvantaged pupils in 2020-21 Yr 6 cohorts joined the school in the last 3 years

#### 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 were more willing in recent years 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. 30% of current whole school disadvantaged pupils have additional social and emotional needs, which impact on behaviour for learning. 31% of the yr 6 2018-19 cohort of disadvantaged pupils had additional social and emotional needs, which impacted on behaviour for learning resulting in poor attainment in the 2018-19 cohort.</p> <p>3. Impact of covid pandemic on all pupils including many eligible for PP on mental health, wellbeing and support from home to access remote learning consistently has impacted on learning widening gaps particularly in reading.</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 attainment in each year group; use internal data if national assessments do not resume in 2020-21	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that attainment 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 71% 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 84% 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

2020-21

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 morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths following AFL during the morning sessions. 5 x 2hours weekly (1 hour AM & 1 hour PM)	Stats from 2019 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: £45,224
B	1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading. 4 x 1.5hrs weekly by TA across KS 2 in Spring & Summer Term.	Stats from 2019 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: £2,749 CP
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 2019 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 2x breakfast booster groups for year 6 with a focus on maths (29 weeks)	Stats from 2019 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	Termly  Cost: NO ADDITIONAL COST

B & C	1:1/small group support from qualified teacher 1/2 day a week to support writing, reading comprehension & maths in yr 5 & 6	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: £5,562 GS
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

**Total budgeted cost** £53,535

### 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 2020 (currently 10 PP pupils accessing support)	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	EW & SENDCo	End Summer Term 2021  Cost: £10,856 9.5hrs a week EW

**Total budgeted cost** £10,856

### 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?
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	EWO/ Admin staff/HT	Weekly & Half termly at FGB meetings  Cost: £929 (25% of EWO time)

			disadvantaged by not being in school or coming late or being disrupted by other pupils arriving late.		
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: £929 (25% of EWO time)
<b>Total budgeted cost</b>					£929
<b>Additional top up funding from school budget required to achieve the support required in addition to PP funding</b>					£5,357

6. Review of expenditure				
Previous Academic Year 2019-20		See Pupil Premium Impact Statement on School Website 2018-19		
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>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</p> <p>1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading.</p> <p>Small group support from HT for year 6 cohort in Autumn, Spring &amp; Summer 1 Terms with reading, writing and maths.</p> <p>Small group &amp; 1:1 support from deputy head teacher 5 half days a week in year 6 with a focus on reading, writing &amp; maths (29 weeks)</p> <p>1:1/small group support from qualified teacher 1 day a week to support reading comprehension (19 weeks)</p> <p>Small group/1:1 support from qualified teaching assistant 1 hour x 5 mornings a week for PP/SEND male pupils for maths.</p> <p>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 &amp; support from outside agencies to address</p>	<p><b>Data from 2019 ASP summary report &amp; 2020 teacher assessment evidences:</b></p> <ul style="list-style-type: none"> <li>In 2019, 67% (2 out of 3) of our disadvantaged pupils passed the Year 1 Phonics Test</li> <li>In 2020 100% (1 PP pupil) pupils passed the Year 1 Phonics Test</li> <li>This is in line with the National Other and in line with the School Other.</li> <li>In 2019 end KS 1, 50% (2 out of 4) of our disadvantaged pupils obtained at least the Expected Standard in RMW</li> <li>In 2020 end KS 1 100% of our PP pupils obtained Expected Standard in maths and writing</li> <li>For 2019, this was in line with national and other and for 2020, this is above the National Other and above the School Other.</li> <li>In 2019, end KS 2, 64% (9 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Reading</li> <li>This is 14% (1 pupil) below the National Other and 12% (1 pupil) below the School Other.</li> <li>In 2020 teacher assessment end KS 2 70% (9 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in Reading</li> <li>In 2019, 21% (3 out of 14) of our disadvantaged pupils obtained the High Standard in Reading</li> <li>This is 10% (1 pupil) below the National Other but 9% (1 pupil) above the School Other.</li> <li>In 2020 15% (2 out of 13) of our disadvantaged pupils obtained the High Standard in Reading</li> <li>In 2019, 64% (9 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Writing</li> <li>This is 19% (2 pupils) below the National Other and in line with the School Other.</li> <li>In 2020, 70% (9 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in Writing</li> <li>In 2019, 43% (6 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Maths</li> <li>This is 41% (5 pupils) below the National Other and 28% (3 pupils) below the School Other.</li> <li>In 2020, 70% (9 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in Maths</li> <li>In 2019, 14% (2 out of 14) of our disadvantaged pupils obtained the High Standard in Maths - this is up 6% from 2018.</li> <li>In 2020, 15% (2 out of 13) of our disadvantaged pupils obtained the High Standard in Maths - this is up 6% from 2018 and in line with 2019.</li> <li>This is 17% (2 pupils) below the National Other but 8% (1 pupil) above the School Other.</li> <li>In 2019, 43% (6 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in RWM</li> <li>This is 28% (3 pupils) below the National Other and in line with the School Other.</li> <li>In 2020, 70% (9 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in RWM</li> <li>This is in line with the National Other and in line with the School Other.</li> </ul>	<p>Support for PP pupils at KS 1 evidences impact of quality first teaching and PP support on attainment.</p> <p>End 2020 KS 2 cohort had more SEND &amp; SEMH needs than any other class in school. High recorded KS 1 attainment for the end KS 2 cohort evidences some inaccuracies in prior assessment and negative impact of teaching over time in KS 2. Continuing focus to improve teaching in KS 2 and improve accuracy of assessment in KS 1 is taking place via CPD &amp; cross school moderation and requested LA moderation teams.</p> <p>Strong teaching in year 2 &amp; 6 this year evidenced in outcomes and monitoring.</p> <p>Issues in attainment on KS 2 pupils evidences gaps in learning for pupils across KS 2 due to covid.</p> <p>PP support diminishing difference between school disadvantaged and school other.</p> <p>Differences between National other and school disadvantaged is improving picture at the expected standard; need to increase the number of PP pupils attaining at GD.</p>	£76,674

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>  Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From Sept 2019  Welfare / Emotional Support through Chaplaincy Team	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <b>Approach was effective as Inspection dashboard evidences:</b> The percentage of FSM in year 6 (40%) was higher than all other year groups. There were no permanent exclusions in the last four years. There were no fixed term exclusions in the last two years. The national average in each of these years was zero. In 2016/17, the rate of total fixed term exclusions (0.42%) was below the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (0.42%) was slightly below the national average for schools with a similar level of deprivation (0.45%) Of the 3 pupils with at least one fixed period exclusion in 2017/18, none were excluded on more than one occasion. There were no fixed term exclusions in the last two years 2018-19 and 2019-2020.	<b>Lessons learned</b> (and whether you will continue with this approach)  This approach in utilising ELSA support for PP will be continued this year in the same way.  1:1 and small group support will be planned and targeted to specific groups within specific year groups, closely monitored and time limited.	<b>Cost</b> £7,716
<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> £544 25% of EWO time



<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><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><b>Data from 2018 IDSR evidences:</b> In 2017/18, the rate of overall absence (3.70%) was below the national average for schools with a similar level of deprivation (4.73%).</p> <p><b>EWO Report 2018-19 Sept-July</b></p> <p><b>All 96.87%</b></p> <p><b>PP 96.77% vs Not PP 96.91%</b></p> <p><b>Looked After 98.16% vs Not Looked After 96.87%</b></p> <p><b>EAL 97.36% vs Not EAL 96.61%</b></p> <p><b>Persistent Absentees (PA) 2.48%    Persistent Absentees (DA) 1.24%</b></p> <p><b>SEN Support 95.81% vs No SEN 96.7%</b></p> <p><b>EHCP 96.05%</b></p>	<p>Attendance is good and work of HT &amp; EWO is having a positive impact on persistent absence &amp; attendance as a whole.</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.