

Pupil Premium Strategy Statement St Patrick's Catholic Primary Voluntary Academy 2019-20

Key Priorities Statement

A key priority for St Patrick's in 2019-20 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 2019-20. 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 44 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					
School	St Patrick's Catholic Primary Voluntary Academy				
Academic Year	2019-20	Total PP budget	£75,240	Date of most recent PP Review	Produced September 2019 Reviewed Nov 2019
Total number of pupils	209	Number of pupils eligible for PP	2019-20 57 pupils	Date for next internal review of this strategy	July 2020
		Number of pupils currently in school	2019-20 44 pupils		

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>

% achieving in reading, writing and maths	43% (decrease on 2018- 62%)	71%
% attaining the expected standard in reading	64% (decrease on 2018-77%)	78%
% attaining the expected standard in writing	64% (increase on 2018-77%)	83%
% attaining the expected standard in maths	43% (decreases on 2018- 62%)	84%
% exceeding the expected standard in reading	21% (decrease on 2018- 23%)	31%
% exceeding the expected standard in writing	0% (decrease on 2018- 8%)	24%
% exceeding the expected standard in maths	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)*

A.	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.	Historical staffing issues in KS 2 have impacted on pupil progress of all pupils. 2019-20 staffing consists of 75% RQT in KS2
C.	23% disadvantaged pupils in 2019-20 Yr 4, 5 & 6 cohorts currently have additional SEND 23% disadvantaged pupils in 2019-20 Yr 5 & 6 cohorts joined the school in the last 2 years

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

D.	<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. 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>
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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.

D.	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.
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5. Planned expenditure

Academic year

2019-20

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: £65,033
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: £2,709 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 2x 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: £8,932 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 £76,674

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 2019 (currently 13 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	MC, EW & SENDCo	End Summer Term 2019 Cost: £7,716 9.5hrs a week EW

Total budgeted cost £7,716

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: £544 (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: £544 (25% of EWO time)
Total budgeted cost					£544

6. Review of expenditure				
Previous Academic Year 2018-19		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 & 2 to bring them closer to 0.0 in Reading & Writing.</p> <p>Diminish the difference in the % of PP pupils' attainment at the expected standard in reading & 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 & Summer 1 Terms with reading, writing and maths.</p> <p>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)</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 & support from outside agencies to address</p>	<p>Data from 2019 ASP summary report evidences:</p> <ul style="list-style-type: none"> In 2019, 67% (2 out of 3) of our disadvantaged pupils passed the Year 1 Phonics Test This is in line with the National Other and in line with the School Other. In 2019 end KS 1, 50% (2 out of 4) of our disadvantaged pupils obtained at least the Expected Standard in RMW This is in line with the National Other and in line with the School Other. In 2019, end KS 2, 64% (9 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Reading This is 14% (1 pupil) below the National Other and 12% (1 pupil) below the School Other. In 2019, 21% (3 out of 14) of our disadvantaged pupils obtained the High Standard in Reading This is 10% (1 pupil) below the National Other but 9% (1 pupil) above the School Other. In 2019, 64% (9 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Writing This is 19% (2 pupils) below the National Other and in line with the School Other. In 2019, 43% (6 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in Maths This is 41% (5 pupils) below the National Other and 28% (3 pupils) below the School Other. In 2019, 14% (2 out of 14) of our disadvantaged pupils obtained the High Standard in Maths - this is up 6% from 2018. This is 17% (2 pupils) below the National Other but 8% (1 pupil) above the School Other. In 2019, 43% (6 out of 14) of our disadvantaged pupils obtained at least the Expected Standard in RWM This is 28% (3 pupils) below the National Other and in line with the School Other. For Reading in 2019, our disadvantaged pupils had a progress score of -1.97; this is up 0.01 points from 2018. This is 2.3 points below the National Other but 1.44 points above the School Other. For Writing in 2019, our disadvantaged pupils had a progress score of -4.07 This is 4.36 points below the National Other but 0.59 points above the School Other. 	<p>Support for PP pupils at KS 1 evidences impact of quality first teaching and PP support on attainment.</p> <p>End 2019 KS 2 cohort had more SEND & SEMH needs than any other class in school.</p> <p>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.</p> <p>Need to improve teaching in KS 2 and improve accuracy of assessment in KS 1 is taking place via CPD & cross school moderation and requested LA moderation teams.</p> <p>Issues in attainment on KS 2 pupils evidences gaps in learning for pupils across KS 2.</p> <p>PP support diminishing difference between school disadvantaged and school other.</p> <p>Differences between National other and school disadvantaged is 1 or 2 pupils except in maths.</p> <p>Attainment in Maths impacted on R,W,M combined attainment.</p> <p>Maths support needed next year.</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>Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From Sept 2018</p> <p>Welfare / Emotional Support through Chaplaincy Team</p>	<p>Approach was effective as Inspection dashboard evidences:</p> <p>The percentage of FSM in year 5 (40%) and year 6 (41%) was higher than all other year groups.</p> <p>There were no permanent exclusions in the last three years.</p> <p>The national average in each of these years was zero.</p> <p>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%).</p> <p>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%)</p> <p>Of the 3 pupils with at least one fixed period exclusion in 2017/18, none were excluded on more than one occasion.</p>	<p>This approach in utilising ELSA support for PP will be continued this year in the same way.</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
iii. Other approaches				
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 ensure disadvantaged pupils access the whole curriculum successfully as a result of good attendance and positive mental well-being.	<p>Weekly Attendance checks and Late Gates by HT & 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 & EWO.</p>	<p>Data from 2018 ASP summary report evidences:</p> <p>The persistent absence figure for the whole school for 2017/18 was 7.7%, well below National (by 1.9%).</p> <p>Data from 2018 IDSR evidences:</p> <p>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>EWO Report 2018-19 Sept-July</p> <p>All 96.87%</p> <p>PP 96.77% vs Not PP 96.91%</p> <p>Looked After 98.16% vs Not Looked After 96.87%</p> <p>EAL 97.36% vs Not EAL 96.61%</p> <p>Persistent Absentees (PA) 2.48% Persistent Absentees (DA) 1.24%</p> <p>SEN Support 95.81% vs No SEN 96.7%</p> <p>EHCP 96.05%</p>	Attendance is good and work of HT & EWO is having a positive impact on persistent absence & attendance as a whole.	£2,927

7. Additional detail

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