

# Pupil Premium Strategy Statement St Patrick's Catholic Primary Voluntary Academy 2017-18

## Key Priorities Statement

A key priority for St Patrick's in 2017/18 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 £90,360 for the academic year 2017/2018. 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 no 'Looked After' children. This funding is additional to the main academy budget funding we use to support this area of work.

### 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>	2017-18	<b>Total PP budget</b>	£90,360	<b>Date of most recent PP Review</b>	February 2018
<b>Total number of pupils</b>	210 plus 28 FS1	<b>Number of pupils eligible for PP</b>	2017-18 68 pupils (of which 17 y6 pupils 2016-17 cohort )	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment- based on end of KS2 outcomes 2017 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>	65%	67%
<b>% attaining the expected standard in reading</b>	65%	77%
<b>% attaining the expected standard in writing</b>	76%	81%

<b>% attaining the expected standard in maths</b>	88%	80%
<b>% exceeding the expected standard in reading</b>	18%	29%
<b>% exceeding the expected standard in writing</b>	35%	21%
<b>% exceeding the expected standard in maths</b>	29%	27%

### 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 2 years.
<b>B.</b>	Staffing issues in KS 2 have impacted on pupil progress of all pupils.
<b>C.</b>	21% disadvantaged pupils in 2017-18 cohort currently have additional SEND 33% disadvantaged pupils in 2017-18 cohort have had additional SEND currently or in the past.

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

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| <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.	Pupils to attain inline or above National average for expected standard in reading 77% diminishing the differences between school disadvantaged and national non-disadvantaged pupils.
<b>C.</b>	Higher % of pupils attaining the expected standard in writing.	Pupils to attain inline or above National average for expected standard in writing 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 & Koala Klub lead (in the morning intervention following breakfast club weekly).

## 5. Planned expenditure

Academic year

2017-18

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 2017 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 2017 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 Spring & Summer Terms with reading and maths.	Stats from 2017 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 experienced teacher 2 days a week in year 6 with a focus on reading and writing spring & summer term 2018	Stats from 2017 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	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results	DHT & Amy Morgan supply yr 6	Termly  Cost: £9,600

B	Volunteer 1;1/small group support from qualified teacher Tuesday afternoons to support reading comprehension 1 afternoon a week from February 2018	Stats from 2017 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  No additional cost
B & C	Support through coaching and mentoring for upper KS 2 class staff from deputy head teacher OLSE 1 afternoon per week autumn term 2.  If required: Support through coaching and mentoring for upper KS 2 class staff from deputy head teacher STP 1	In school monitoring identified support for staff new to year 5 who have been out of class for a period of time and are returning to full classroom teaching and a new curriculum.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results.  SLT appraisal monitoring.	HT & DHT OLSE  DHT STP	Termly  No additional cost
A, B & C	Small group/1:1 support from qualified teacher 3 days week for year 5 in Summer term 2018 in R,W, M	Stats from 2017 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: £7,800
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>					£82,838
<b>ii. Targeted support</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>
C	Training for 2 TAs to become ELSAs April 2018	Emotional literacy support assistant or <b>ELSA</b> are teaching assistants trained to provide emotional and social skills support to children.	Monitored termly by SENDCo & ELSA	MC, EW & SENDCo	End Summer Term 2018  SEE BELOW

C	Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From April 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 2018  Cost: £1,150
C	30 minute 1x weekly small group session using high intensity activities to reduce excess energy and promote focus. Spring Term by Koala Klub lead NV	This is a program helps improve co-ordination skills and has been adapted to support pupils with concentration, anger management and those who find settling into the daily routine school difficult.	Monitored by SENDCo		End Summer Term 2018  No additional cost
C	Positive male role model TA trainee to support in upper KS 2 class with background in chaplaincy and as a seminarian.	Support for all pupils in upper KS class 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 pupil progress meetings termly and with college tutor.	HT, SENDCo, class teachers	Termly  No additional cost
C	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

### 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?
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	EWO/ Admin staff/HT	Weekly & Half termly at FGB meetings  Cost: £2,927

			pupils who are P.P are not disadvantaged by not being in school or coming late or being disrupted by other pupils arriving late.		
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>					£5,854

6. Review of expenditure				
Previous Academic Year 2016-17		2016-17 Planned and Monitored by previous leadership team no longer in post		
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
To target support within the classroom activities and promote the quality of engagement of Pupil Premium Pupils in their learning activities.	Additional Teaching Assistant Support in all classes	TAs didn't receive adequate training to deliver effective interventions to support pupils and raise standards. See data above for pupils at end of KS 2 achieving expected standard in R,W,M combined and reading and writing separately compared to national.	TAs need to be provided with quality training and support to deliver effective interventions and direction in terms of which pupils to target for support and how. TAs need to be 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.	
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
To coordinate and deliver high quality intensive support programmes in Literacy and Numeracy across the school to Pupil Premium pupils.	2 Part time teachers (one teacher for 3 days and the other for 2 days)	<b>Approach wasn't effective as progress scores over time for disadvantaged pupils have been low. Inspection dashboard evidences:</b> <i>Reading and writing progress was in the bottom 20% for at least two years for all pupils, disadvantaged pupils. Mathematics progress was in the bottom 20% for at least two years for disadvantaged pupils.</i> <b>2017 end of KS 2 progress scores</b> reading: -6.73 Writing: -4.77 Maths: -4.04	This approach will not 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.	
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 enable all Pupil Premium pupils to have the opportunity to engage fully with all curriculum enrichment opportunities through subsidising school educational visits, residential, in school touring workshops etc.	<b>Curriculum Enrichment activities</b>	Pupil Premium pupils to have the opportunity to engage fully with all curriculum enrichment opportunities through subsidising school educational visits, residential, in school touring workshops etc.	Money allocated for this approach didn't fully cover the activities and therefore led to having a negative impact on the budget as a whole with an overspend or non-payment for trips by some pupils needing to be paid by the school.	
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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.

2016-17 Pupil Premium spend and from previous years that Pupil Premium funding has been available was planned for, monitored and evaluated by previous leadership that are no longer in post.

New headteacher was appointed in September 2017, new deputy headteacher was appointed and took up post in January 2018.

In December 2017 the current year 6 teacher resigned her post to take up a new post in another school.