

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

St. Patrick's Catholic Academy

Date of Policy:	September 2018
Updated:	
Member of Staff Responsible:	Mrs H. Butters
Interim Principal:	Mrs C. Williams
Approved by the Academy Representatives	
Nominated Academy Representative:	Mr S. Compton
Date of Policy Review:	July 2019

Pupil Premium Strategy Statement

1. Summary information	
School	St. Patrick's Catholic Primary School and Nursery
Academic Year	2018/2019
Total PP budget	£58,620
Date of most recent PP Review	October 2018
Total number of pupils	230
Number of pupils eligible for PP	46 (Includes LAC/ Forces)
Date for next internal review of this strategy	July 2019 plus termly review

2. Background Information
<ul style="list-style-type: none">• The school has a proportion of Pupil premium students that is roughly 26.0% year on year.• The CEO of the MAC is a designated reviewer of the Pupil Premium.• The school will be working closely with other school across the MAC and newly formed enlarged MAC to promote the effective use of funds to ensure that differences in the performance of pupil premium students is diminished and that no one falls behind• The school has very recently undergone a significant change in staff, including a new interim headteacher.

3. School Context
<p>Published data indicates the following (IDSR 2018)</p> <ul style="list-style-type: none">• Progress in reading is average with a score of 1.60• Progress in writing is average with a score of 1.86• Progress in maths is average with a score of -0.5• The combined percentage for Reading, Writing and Maths was 48.0%• Progress scores for reading and writing were 0.47 and 1.24 respectively and 1.96 in maths• Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018 is 72.5% compared to the national average of 59.72%• Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018 is 10.0% compared to the national average of 8.01%• The average scaled score in reading 2016-18 is 106.36 compared to the national average of 103.95• The average scaled score in maths 2016-18 is 105.3 compared to the national average of 103.88• The numbers of pupils achieving the expected level at the end of KS1 was in line with national averages for reading, writing and maths.• The percentage of Year 1 pupils achieving the expected standard in phonics was 89.0% compared to the national average of 83.0%• The percentage of pupils achieving a GLD was 73.0% compared to the national average of 71.0%

4. Current attainment 2018 Data		
Key Stage 1 (31 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading	33.0%	74.0%
% achieving EXS or above in writing	33.0%	65.0%
% achieving EXS or above in maths	33.0%	74.0%
Key Stage 2 (29 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading, writing and maths	38.0%	57.0%
% achieving EXS or above in reading	46.0%	75.0%
% achieving EXS or above in writing	54.0%	94.0%
% achieving EXS or above in maths	46.0%	63.0%
% achieving EXS or above in GPS	46.0%	75.0%
Attendance (FSM figures)	TBA	

5. PP evaluation
Refer to Evaluation document of plan 2017/18

6. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Due to home circumstances (LAC/Forces), some PP pupils enter school with gaps in their learning because of moving schools and, as such must make accelerated progress in order to meet national expectations.
B.	Several PP pupils are either on the SEN register for cognition and learning needs.
C.	Several Pupil Premium Pupils require support for SEMH issues that impact on their learning.
D.	Attainment in writing is lower than that in reading and maths for several PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E	A number of PP pupils have low attendance and/or poor punctuality thus impacting on their opportunities for learning.
F	A number of PP pupils' families have external agencies such as Social Services, Local Support Team involved.

7. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	With appropriate support, PP pupils have made similar progress or better than their peers.	The rate of progress ensures that PP pupils achieve GLD by the end of EYFS.
B.	Throughout KS1 and 2 PP pupils attain good rates of progress to ensure the gap between their attainment and national scores is closed.	The attainment of PP pupils, at both Expected and GDS, at least matches that of their peers.
C.	PP pupils on the academy's SEND register receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Rates of progress for PP pupils on the SEND register are better than that of their peers to ensure they are "catching-up" with their peers.
D.	Pupils attainment in writing at least matches that in reading and maths.	The combined score for RWM at least matches national scores.
E.	The attendance and punctuality rates of PP pupils at least matches the school targets of 97.0% and 100.0% respectively.	The attendance and punctuality rates of PP pupils at least matches the school targets of 97.0% and 100.0% respectively.
F.	To ensure that where required, families of PP pupils access appropriate support from external agencies and that the academy completes any actions as required.	Families of PP pupils are stable and able to support their children's learning.

Leadership & Management

Aim:

To support the pastoral care and academic progress of disadvantaged students in our care

Strategy

Ensure full engagement with the MAC Pupil Premium Team to ensure effective provision for all of our vulnerable pupils.
 Enable the development of a Pastoral Lead role to promote pastoral care for all students and especially our students that are disadvantaged.
 To access the MAC network meetings to promote progress and transition and maximise use of available skills and resources within the MAC.
 Pupil Premium lead to promote and quality assure effective use of pupil premium funds
 To implement a comprehensive and effective provision map for all vulnerable pupils.

Allocated Funding:

Staff Lead Mrs H. Butters/ Pastoral Leads

Actions	Cost	Monitoring & Evaluation	Impact <i>Including Evaluation Comments from December 2016 (italics)</i>
Establish a Pupil Premium/ Pastoral Lead team Set out agenda items for each weekly staff meeting so that there is a clear focus for professional development including PP strategies.	£15,000 (Pro rata hours of identified staff with key roles.)	Pupil Premium Meetings (half- termly) Termly review of action plan, including review and update at Local governing body and Director level, regarding strategies, targets and outcomes. Termly contact with parents/ pupils. Personal contact with appropriate personal Class contextual sheets are updated and shared with staff.	Disadvantaged students to make progress in line with or above non disadvantaged students (in school and Nationally), especially in English and Mathematics. Disadvantaged students to be supported to make progress, with individuals needs addressed, especially in English and Mathematics. Staff are aware of those pupils eligible for funding and ensure appropriate opportunities for them to achieve agreed targets are planned for thus ensuring a least good progress for all vulnerable pupils.

Attend MAC Disadvantaged Network meetings to access good practice across the MAC and promote transition for disadvantaged students.	School Funds	Termly review meetings to share good practice including annual transition meeting for disadvantaged students.	Disadvantaged students to make progress in line with or above non disadvantaged students (in school and Nationally), especially in English and Mathematics
PP Lead to support and monitor re outcomes for PP and produce PP plan with senior leaders. Plan to be focussed in line with school priorities for disadvantaged students including successful transition and continuation of successful strategies, promoting and raising the aspiration of our students.	£2,000 as pro rata of Deputy Headteacher's costs	Half-termly Pupil premium meetings Action plan and review of action plan. Identification of successful strategies through transition meetings. Dedicated transition programme for disadvantaged students.	Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally Dedicated transition programme to allow smooth and effective transition of pupils from primary to secondary.
An effective and seamless transition programme to support disadvantaged pupils as they move from EYFS to KS1 and KS2 to KS3	£500	Sharing informing at end of year to ensure smooth transition into next cohort. Development of bespoke transition programme for individual students at all transition points. Collation of attendance and progress data at transition points. Parent and student voice at transition points Personal contact with appropriate personal Class contextual sheets are updated and shared with staff.	Disadvantaged students to make progress in line with or above non disadvantaged students in school and Nationally), especially in English and Mathematics. Disadvantaged students to benefit from a broad a balanced curriculum so that they benefit from all aspects of schools life Staff are aware of those pupils eligible for funding and ensure appropriate opportunities for them to achieve agreed targets are planned for thus ensuring a least good progress for all vulnerable pupils.

Aim:

Improve literacy and number skills for disadvantaged students

Strategy

Literacy Support

Pupil Premium funding is used to support disadvantaged pupils with literacy difficulties. PP funding is used to improve the Library environment and stock. Purchase of Rapid Readers and phonics programme to improve reading skills and accelerate progress in reading at KS1 and 2 for identified students

Continue to support the delivery targeted support for Pupil premium students.

Allocated Funding:

Staff Lead: H. Butters, L. Barber

Actions	Cost	Monitoring & Evaluation	Impact
<p>Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) are effective forms of support. Therefore PP funding will be used to deliver programmes that promote oral language skills and to ensuring staff have appropriate CPD to ensure high quality teaching and learning opportunities.</p>	<p>£1,900 (Equivalent of 5 x1 hour sessions for 38 weeks)</p>	<p>Monitoring of Data from assessment points.</p> <p>Observation of quality of delivery of intervention programmes.</p> <p>Half termly pupil progress meetings are used to regularly review the impact of quality first teaching and interventions.</p>	<p>All PP pupils are identified and targets set.</p> <p>Pupil Passports plans ensure that appropriate intervention and provisions are in place and are appropriate to the needs of individual children.</p> <p>With appropriate support, PP pupils in EYFS make similar or better progress than their peers.</p> <p>Raising standards of teaching and provision for children in receipt of pupil premium.</p>
<p>EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an</p>	<p>£1,000</p>	<p>Through weekly monitoring activities use of and impact of feedback from staff upon pupils' progress is assessed.</p>	<p>As a result of on-going effective CPD all staff can feedback effectively to pupils so that they understand their next-steps in learning.</p> <p>Throughout KS1 and 2 PP pupils maintain good rates of progress to</p>

<p>approach that we can embed across the school. The use of and impact of feedback is monitored on a regular basis. The timetable is designed to allow opportunities for pupils to respond to feedback and/or to access "catch-up" sessions.</p>		<p>Monitoring of Data from assessment points.</p> <p>Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA weeks.</p> <p>Pupil interviews/questionnaires.</p> <p>Staff are adhering to the agreed Feedback policy.</p>	<p>ensure their attainment at least matches that of their peers.</p> <p>Attainment and progress of PP pupils is tracked half-termly. PP pupils have " passport" which states how the funding is used to support individual learning needs thus ensuring effective use of funding.</p> <p>A common and simple Assessment Policy ensures:</p> <ul style="list-style-type: none"> • teachers' feedback practice is consistent across the school • Ensures that basic expectations are clear • Ensures pupils respond to next steps and that any incorrect answers are followed up with intervention.
<p>Following NFER research, the deployment of staff has been reviewed and changes made to ensure all pupils can access high quality support as appropriate. The intervention programme is reviewed half-termly to ensure effective support is in place for identified pupils.</p>	<p>£11,400 (Equivalent of 5 x1 hour sessions for 38 weeks per year group 1-6)</p>	<p>Monitoring of Data from assessment points.</p> <p>Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA weeks.</p> <p>Attainment and progress of PP pupils is tracked half-termly.</p>	<p>As a result of CPD and mentoring for all staff , there are planned quality opportunities for pupils to develop skills of comprehension and retrieval in reading, to write extended pieces of writing and to develop reasoning skills in maths.</p> <p>The gap in both attainment and progress between PP pupils and Non PP pupils is closing rapidly.</p>
<p>Purchase quality resources to support teachers' planning.</p>	<p>School Budget</p>	<p>Monitoring of Data from assessment points.</p> <p>Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA weeks.</p> <p>Attainment and progress of PP pupils is tracked half-termly.</p>	<p>English and maths schemes of learning match the National Curriculum expectations thus ensuring that concepts are learned thoroughly with children moving from one topic to the next understanding the links that exist.</p> <p>In writing, children understand genres of writing and what a good one looks like giving enabling them to master the skills required relative to their ability.</p> <p>Effective use of concrete resources in maths across EYFS, KS1</p>

		Quality of planning.	<p>and KS2 ensures pupils master a true and deep understanding of taught mathematical concepts and enables them to tackle problems logically and independently, using what they already know.</p> <p>Staff adhere to the agreed Calculation Policy to ensure the teaching of mathematical operations is consistent and allows pupils to master the appropriate skills.</p> <p>Test Base questions are an integral part of lessons and helps pupils to develop resilience in terms of their SATs papers.</p>
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Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Improve Outcomes for PP Students in curriculum areas including Mathematics and English via access to learning equipment, strategies and resources to promote progress in subject areas

Strategy

Access to learning equipment, strategies and resources to promote progress in subject areas and especially those that are either higher attaining or Special Educational Needs, referring to EEF research.

Allocated Funding:

Staff Lead: H. Butters/L. Barber

Actions

Cost

Monitoring & Evaluation

Impact

<p>Following NFER research, the deployment of staff has been reviewed and changes made to ensure all pupils can access high quality support as appropriate. The intervention programme is reviewed half-termly to ensure effective support is in place for identified pupils.</p>	<p>£4,560 (Equivalent of 2 x1 hour sessions for 38 weeks per year group 1-6)</p>	<p>Allocations provided in response to analysis of need from Pupil Passports</p> <p>Monitoring of use of purchased resources/ allocated TA time.</p> <p>Analysis of data from data points.</p> <p>Sharing of good practice briefings to monitor and cascade successful strategies</p> <p>Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA week.</p> <p>Attainment and progress of PP pupils is tracked half-termly.</p>	<p>PP pupils on the academy's SEND register receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.</p> <p>Key staff have identified roles and responsibilities to ensure the needs of our vulnerable pupils are met thus removing any barriers to learning.</p>
<p>Pupil Passports for identified disadvantaged pupils to be developed and used by staff to identify , share and use strategies that are effective with individual students</p>	<p>£1,500</p>	<p>Termly review and update of Passports through Pupil premium champion meetings.</p> <p>Pastoral leads meet to monitor academic progress</p>	<p>Disadvantaged pupils make accelerated progress in all subjects so that rates of progress at least match national averages.</p>
<p>Further develop Metacognition strategies across the school as a tool for self-improvement of disadvantaged students</p>	<p>£1,000 CPD costs</p>	<p>Sharing of good practice briefings to monitor and cascade successful strategies.</p> <p>Success strategies to be incorporate into SOL.</p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students (in school and Nationally), especially in English and Mathematics.</p>
<p>A number of pupils enter Reception with skills below national expectations. Targeted interventions to</p>	<p>£1,500 for resources £1,900 (Equivalent of 5 x1</p>	<p>Allocations provided in response to analysis of need from Pupil Passports</p> <p>Monitoring of use of purchased</p>	<p>The percentage of children achieving GLD at least matches national expectations.</p> <p>The gap between PP pupils on entry and non - PP pupils has closed</p>

<p>support the development of language skills and fine motor skills will enable pupils to access the learning activities more effectively.</p> <p>Purchase of resources to develop fine motor skills.</p> <p>Purchase phonics programme</p> <p>Provide 1:1 targeted support that includes development of oral language and reading skills as well as fine motor skills.</p>	<p>hour sessions for 38 weeks)</p>	<p>resources/ allocated TA time.</p> <p>. Analysis of data from data points.</p> <p>Sharing of good practice briefings to monitor and cascade successful strategies</p> <p>Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA week.</p> <p>Attainment and progress of PP pupils is tracked half-termly. PP pupils have a "Passport" which states how the funding is used to support individual learning needs.</p>	<p>by the end of Reception.</p>
<p>In years 1 - 6, interventions will be timetabled and adequate and appropriately trained staff made available to deliver programmes.</p> <p>Targeted small group and 1:1 support for identified pupils.</p>	<p>£1000 - CPD costs</p> <p>£5,700 (5x 30 mins sessions x 38 Years 1 to 6)</p>	<p>Half-termly monitoring of progress during Pupil Progress meetings.</p> <p>Pupil interviews</p>	<p>The provision of regular "catch-up" sessions and extra phonic sessions has proven to enable pupils to attain better rates of progress.</p> <p>Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment in reading at least matches that of their peers.</p> <p>Effective use of data ensure the fluency and comprehension skills of PP children are addressed through quality guided reading sessions.</p>

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim			
Targeted support for PP pupils (EEF- Outdoor adventure learning+4/ Sports Participation +2)			
Strategy			
The full range of educational experiences to be made available to disadvantaged students to raise aspiration and opportunity for our students that are disadvantaged.			
Allocated Funding:		Staff Lead: H. Butters/L. Hough	
Actions	Cost	Monitoring & Evaluation	Impact
Many PP pupils/families often lack the confidence or financial means to engage in extra-curricular activities. Participation in such activities has been proven to increase self-esteem, improve fine motor skills, raise aspiration, motivation and engagement. improve behaviour and give pupils a purpose.	£1,000	Uptake of disadvantaged student on the range of experiences offered in school Student voice on extracurricular provision and financial support as appropriate.	All disadvantaged students to access at least 1 extracurricular activity or visit. Raised participation in educational visits/ experiences by disadvantaged pupils. Pupils report that they have the skills to access new opportunities. PP children and their parents understand their target and whether they are/are not on target in English and maths.
Provision of support and resources to meet individual needs of students. This may include learning resources/ uniform items, nutritional breakfast and other meals, and travel support, where	£1,160	Termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.	The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources, uniform and travel support that may be barriers to learning

required.			
Support is given Gifted and Talented pupils through a programme of opportunities and activities across the curriculum (enrichment)	£1,500	Termly evaluation completed on programme. Pupil Voice completed for all support areas. Analysis of data Evaluation of opportunities on Gifted and Talented programme	High attaining disadvantaged pupils make accelerated progress in all subjects.

DRAFT

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Half term support and intervention/ Success Criteria and Homework (EEF- Extending school time +2/ Homework +5/ Feedback +8)

Strategy

To provide additional study facilities to Year 6 pupils to assist in examination preparation (SATs).

To provide high quality feedback for students and effective homework opportunities

Allocated Funding:

Staff Lead H. Butters/ M. Evans

Actions	Cost	Monitoring & Evaluation	Impact
Study support sessions are made available from the spring term onwards	£1,500	Data points completed 5 times per year. Progress and attainment is monitored in Assessment weeks Attendance records at sessions to be monitored also.	Disadvantaged pupils are able to access support for their learning.
Provide quality first teaching and learning for disadvantaged students with a focus on use of success criteria for lessons and home works to provide clarity on the development of skills and understanding. Purchase "Active Learn" to ensure homework activities are linked closely to objectives covered in lessons.	School Budget	Use of professional development weeks to monitor effective use of success criteria.	Greater student understanding of how to develop their own learning and achieve success in internal external assessments. Differentiated success criteria/learning objectives ensure pupils are receiving clear instructions on what needs to be included in a piece of work so that they are able to focus on what they need to truly understand.

Effective use of homework opportunities to develop learning with effective feedback and follow up tasks	Part of planned on-going CPD and monitoring activities.	Use of professional development weeks to monitor effective use of homework	Extended learning opportunities for disadvantaged students to reach target grades
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Personal Development, Behaviour & Wellbeing

Respect

Aim:

TA PP Provision & Intervention (EEF - extending school time + 2/ use of Teaching Assistants +1)

TA provide support to SEN PP pupils, the work is monitored and evaluated. Impact on student progress, attendance and personal development and wellbeing.

Strategy:

Provide a range of support for most vulnerable PP students to remove barriers to learning

Allocated Funding:

Staff Lead H. Butters/E. Compton

Actions

Apply for AEN funding and initiate the EHCP process for children (including PP children) who are particularly weak.

Raise any PP children with behavioural difficulties at the DIP meetings.

Cost

School Budget (Within designated roles)

See notes within Quality of Teaching, Learning and Assessment.

Monitoring & Evaluation

Outcomes of applications.

Minutes of DIP meetings.

Impact

AEN/EHCP funding is used to secure appropriate in-class support, additional resources to provide boosters etc.

As a result of accessing support via the DIP meetings and the Virtual School, the school has a toolkit of strategies for dealing with pupils with behavioural issues.

Personal Development, Behaviour & Welbeing

Aim:

Improve achievement, attendance and well-being of PP students (EEF- social and emotional learning +4)

Attendance for disadvantaged pupils at least matches national expectations.

Strategy

Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.

Allocated Funding:

Staff Lead: H. Butters/ E. Compton

Actions	Cost	Monitoring & Evaluation	Impact
<p>Pastoral Support to promote the attendance of disadvantaged pupils.</p> <p>Diminish differences between disadvantaged and non-disadvantaged pupils To promote inclusion for disadvantaged students.</p>	£1,500	<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.</p>	<p>Disadvantaged students to improve attendance in school and aim to attend at 97%</p> <p>MAC Leadership tabs are updated every fortnight to include PP v non-PP attendance to ensure greater awareness of the gaps that exist and to enable funding to be targeted as necessary.</p> <p>There is clear strategy to enable PP children to catch up any work missed due to absence.</p>
<p>Improved attendance rates and punctuality for all PP pupils.</p> <p>Implementation of regular "late gates" and attendance surgeries.</p>	£2,000	<p>Weekly attendance checks PPM meetings - half termly</p>	<p>Weekly analysis of attendance data ensures that the most vulnerable families are quickly identified.</p> <p>Surgeries, home visits etc enable the academy to gain an understanding of issues faced by the family and organise appropriate support.</p>

Specific targeted support for identified families such as support in establishing routines.			The Home-School link from Blessed Mother Teresa visit St Patrick's once per fortnight in order to spend a morning developing relationships with families and children to promote good attendance. This is particularly important for 'forces' children who frequently struggle with emotional difficulties.
To improve rates of engagement in learning activities, workshops, meetings etc of PP pupils and families.	See above	Weekly attendance checks PPM meetings - half termly	PP pupils will be identified and actively encouraged to attend extra-curricular activities. PP pupils will be consulted about the types of clubs/activities on offer.
To promote a positive learning culture within school where all children are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence. Money set aside to respond to additional needs eg providing counselling, nurturing, 1:1 tuition	£1,000	Weekly attendance checks PPM meetings - half termly Log of behavioural incidents Exclusion data	PP pupils will be identified and appropriate support organised.

8. Review of expenditure

Previous Academic Year

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>Summary overview:</p> <p>To ensure the number of PP pupils attaining national averages matches that of non PP</p>	<p>TAs were allocated to provide 1:1 and small group work. Some of these opportunities involved the use of specific _____</p>	<p>Impact was varied and was much more positive for those pupils of middle to higher ability. Those pupils on the SEN register did not make as much progress as they were not always able to transfer newly learned skills back into the classroom.</p>	<p>Some interventions had a greater impact than others. The reading and "catch-up" sessions had the greatest impact as these were more closely related to learning targets in the classroom and there were greater opportunities for pupils to apply new learning.</p>	