

St Paul's Catholic Primary Pupil premium strategy statement

1. Summary information					
School	St Paul's Catholic Primary School				
Academic Year	19/20	Total PP budget	33000	Date of most recent PP Review	Oct 19
Total number of pupils	198	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	50%	
% achieving expected standard in reading	67%	
% achieving expected standard in writing	67%	
% achieving expected standard in maths	67%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Broken weeks and low attendance
B.	Additional needs including SEND (25% of PP are also SEND)
C.	Poor learning behaviours
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	100% of PP children are also identified as having a vulnerability to underachievement (SEN, EAL, social care involvement, poor punctuality and identified pastoral needs)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved overall attendance and less broken weeks	Increased % attendance of at least 95%
B.	Positive learning behaviours	% time on task increased
C.	Accelerate progress in maths	% making better than expected progress in maths

5. Planned expenditure					
Academic year	2020-2021				
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?
Accelerate progress in Maths (targeting middle attainers)	Focus on application of skills	Consultation with LA advisor Inter school moderation	Regular monitoring, observations, book monitoring and feedback with actions	AMF	Term 1 and ongoing
	Specialist Support Teacher and Pupil Premium Champion	Quality First Teaching, small group environment, team teaching and coaching	Regular monitoring and observations	AMF	Term 3
	Adaptation of maths curriculum to ensure over learning and repetition	Consultation with LA advisor Inter school moderation		AMF	Term 3
Development of reading scheme and reading books	Selection of high quality and accessible texts	Development of Reading within English and across the curriculum	Regular monitoring, observations, book monitoring and feedback with actions	AMF/NF	Term 3
Total budgeted cost					£21,054
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?
Increase attainment	Identification of PP children	Data analysis and Primary Accountability document	Pupil progress reviews	AMF	Term 3 and term 5

Total budgeted cost					£3,261
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?
Improved attitude to learning	Creative interventions including nurture groups, anger management and sand therapy	Association integrative sand play therapist, Breakthrough Mentor	Regular reviews and feedback to HT.	KC,	End of year
	Welfare meetings – all adults that work with each child to contribute.	Feedback review from PP review	Regular reviews, feedback and actions to HT	MS,AMF	End of term 2,4 and 6
Total budgeted cost					£9,585

6. Review of expenditure (See website statement)

Previous Academic Year

2018-19

7. Additional detail

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

Ofsted May 2017

References to 'Disadvantaged pupils'

- Leaders tailor the support specifically for disadvantaged pupils to help maximise their learning and promote their self-esteem successfully. Through this work, the school demonstrates a clear commitment to promoting equality of opportunity at all times and tackling any discrimination effectively.
- Governors manage their finances effectively. They check carefully on how additional funds are spent and are clear about the impact they have on the achievement of disadvantaged pupils and pupils' participation in sport.
- Disadvantaged pupils benefit from precisely targeted teaching that enables them to catch up to others and achieve well. Teachers ensure that the most able pupils in this group are suitably challenged to help them achieve as well as others in school.
- Disadvantaged pupils, including those who are the most able, make good and sometimes better progress than others in school from similar starting points. Extra help to improve attitudes to learning and build self-confidence is successful in speeding up academic progress.