

Pupil premium strategy statement

School overview

Metric	Data
School name	St Paul's Catholic Primary
Pupils in school	206
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£39,005
Academic year or years covered by statement	2020-2022
Publish date	January 2021
Review date	July 2021
Statement authorised by	Maxine Sewell
Pupil premium lead	Ann Marie Feldman
Governor lead	Fr Jim Williams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.2
Writing	-2.8
Maths	-4.9

Strategy aims for disadvantaged pupils

Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and make progress. We commit to provide high quality teaching, a rich curriculum and strong, positive relationships. We strive for our children to be the best they can be, through a culture of challenge to enable them to experience success and become resilient and independent learners.

Attainment (2019)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Improve reading attainment and progress
Priority 2	To ensure that all disadvantaged and vulnerable pupils have equitable access to all the opportunities the school offers.
Barriers to learning these priorities address	<p>Priority 1:</p> <ul style="list-style-type: none"> • Not mastering phonics at the same rate as their non-disadvantaged peers in EYFS and Yr. 1. • Disadvantaged pupils have weaker speech and language than their peers on entry to EYFS • Limited working vocabulary • KS 2 pupils have gaps in phonetic knowledge (failure to master this in KS1) • Limited exposure to reading a wide variety of text types • Limited access to home reading • Limited understanding of the tools required to comprehend text <p>Priority 2:</p> <ul style="list-style-type: none"> • Disadvantaged pupils don't attend school as frequently as their non-disadvantaged peers • Challenges outside of school can hinder academic progress, increase anxiety and limit attendance • Weak attendance has led to gaps in learning • Some disadvantaged pupils arrive in school late • Disadvantaged pupils do not attend extracurricular activities as frequently as non-disadvantaged peers. • Access to clubs and activities outside of school are often more limited than non-disadvantaged peers.
Projected spending	£39,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	75% of Year 6 PP children achieve Expected Standard 13% of Year 6 achieve Greater depth (in line with national and local averages)	June 2022
Progress in Writing	Progress measure in line with their non-disadvantaged peers. PP children 0.5 progress score (in line with LA)	June 2022
Progress in Mathematics	Progress measure in line with their non-disadvantaged peers. PP children -0.2 progress score (in line with LA)	June 2022
Phonics Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1	June 2021
Increase attendance at clubs and participation in peripatetic music	All PP children offered a place at a club or a music lesson	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 High quality, teacher led intervention, addressing gaps in learning.	<ul style="list-style-type: none"> • 1:1 daily reading • Pre-teaching and tutoring • Additional TA class support (shared across KS2) • Teaching assistant capacity enables class teachers to have time for feedback, small group intervention and pre / post teaching with pupils as required.
Priority 2	<ul style="list-style-type: none"> • Additional clubs and enrichment opportunities within every aspect of the school's curriculum. • Parent link to support families with attendance 4 Barriers to learning these priorities address - Early identification and intervention for children and families who need support • Improve attendance at extra-curricular clubs and wider opportunities outside of school • Financial barriers removed through school funding extracurricular clubs, uniform ,

	<p>residential etc - Attendance at extracurricular activities and clubs</p> <ul style="list-style-type: none"> Better Behaviours project to support positive relationships and whole school ethos towards positive behaviour
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development in reading strategies	Strategic use of staff meeting CPD and INSET to develop whole school ethos and feedback PP surgeries to support quality first teaching approaches in class Opportunities for all staff to observe 'best practice'
Targeted support	Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils.	<p>Focus on vocabulary instruction within staff development. Focus on improving the teaching of phonics and reading so pupils read more, including reading for pleasure and develop their language comprehension. Developing independence with reading so children are less reliant on adult input.</p> <p>Developing the role of the Reading Champion position in school to improve teaching of reading and comprehension</p>
Wider strategies	Engaging all staff, children and families in positive behaviour approaches - Monitoring and measuring positive and aspirational attitudes towards all aspects of school and community life	Regular attendance reviews, monitoring attendance and engagement at clubs and extracurricular opportunities e.g. leadership roles, participation at school events and responsibilities in school

Review: last year's aims and outcomes

Aim	Outcome
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