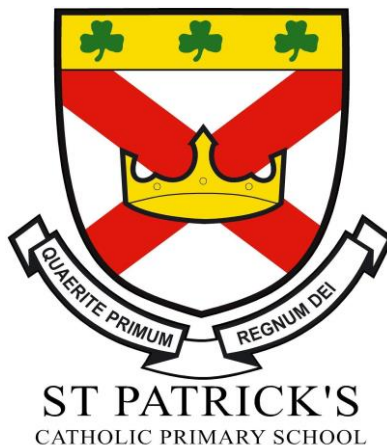




Primary Pupil Premium Strategy Statement

St. Patrick's Catholic Primary School



2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St.Patrick's Primary School
Pupils in school	397 (inc Nursery)
Proportion of disadvantaged pupils	90 pupils
Pupil premium allocation this academic year	£139,278
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	
Pupil premium lead	Mark Ryan
Governor lead	Mark Devine

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a no National Assessments
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	KS2 85% All children, Disadvantaged 82% KS2 80% All children, 82% Disadvantaged KS2 87% All children, 94% Disadvantaged
Achieving high standard at KS2	Reading 30% Disadvantaged Writing 24% Disadvantaged Maths 18% Disadvantaged

Measure	Activity
Priority 1	Develop and improve the teaching of phonics across the school so there is greater consistency in approach from teachers and teaching assistants across the

	<p>school improving outcomes for all pupils. Quality first teaching is built upon through targeted, evidenced based interventions.</p>
<p>Priority 2</p>	<p>Engage children greater with reading so they are more skilled and interested in reading - linking reading across the curriculum so the children have higher levels of independence and are more equipped as readers</p>
<p>Barriers to learning these priorities address</p>	<p>Low levels and parental expectation on entry into school of PP pupils particularly in communication, language and literacy. We have a high % of disadvantaged children on SEND register</p> <p>In general, the majority of our PP children, there is a lack of academic motivation who are surrounded by second and third generation of unemployment with low aspirations. These children need support to improve their attitudes towards being successful learners. Some families find it difficult to access support and need specific help both academically and pastorally. The attendance of our disadvantaged pupils is lower compared to other children in our school. There was a 1.87% difference in attendance between PP pupils and non PP. 23% of our PP children are persistent absentees.</p> <p>Ensure quality phonics sessions in EYFS and KS1 following Letters and Sounds, supplemented by newly purchased phonic teaching resources.</p> <p>Embed whole class reading sessions in English, providing quality first teaching of reading. Purchase of texts for English lessons, linked to the wider curriculum where possible.</p>
<p>Projected spending</p>	<p>£65000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1 All Children 74% Disadvantaged 58% KS2 All children 85% Disadvantaged 82%	July 2021
Progress in Writing	KS1 74% All children, 54% Disadvantaged KS2 80% All children, 82% Disadvantaged	July 2021
Progress in Mathematics	KS1 74% All children, 54% Disadvantaged KS2 87% All children, 94% Disadvantaged	July 2021
Phonics	82% All children, 63% Disadvantaged	July 2021
EYFS GLD	74%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide additional booster sessions for targeted children across the school with high quality engaging lessons. Same day interventions will enable gaps to be addressed
Priority 2	To provide high quality, structured texts and resources. Purchase additional resources for Key stage 1 and 2 to give the children a greater variety of texts and texts which will stimulate interest and enjoyment.
Barriers to learning these priorities address	Many children come from homes where reading is not a priority and other activities such as playing on ipads is seen as being valuable. We need to overcome this. Low levels and parental expectation on entry into school of PP pupils particularly in communication, language and literacy. We have a high % of disadvantaged children on SEND register
Projected spending	£25000

Wider strategies for current academic year

Measure	Activity
Priority 1	The school needs to further develop its capacity to children to access high quality interventions using mobile technology, this will also enable pupils to extend their learning across subjects.
Priority 2	Many of the children do not have the broad experiences (access to clubs, visits to museums, residential visits) that they should have. We will ensure that no child leaves this school devoid of the rich experiences they deserve so they see the world in a different light and we broaden their horizons.
Barriers to learning these priorities address	We will be able to provide access to resources and experiences that otherwise not be given to these children
Projected spending	£49278

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality CPD for staff in all aspects of reading.	Make best use of school based staff to lead CPD, Trust expertise and research projects.
Targeted support	Staff are already focused on quality first teaching - provide ample resources and time to enable quality interventions to enhance teaching	Paid time to support and prepare for quality interventions. Provide additional adult support
Wider strategies	Out of school activities and some visits would be financially out of reach for many parents	Provide additional financial support for families in need across the year.

Review: last year's aims and outcomes

Due to COVID19 official SATs and Teacher Assessment was cancelled. However, the school accurately assessed its pupils and provided estimations of what would have been achieved if the pandemic had not occurred

Aim	Outcome
<p>Our youngest pupils are increasingly school ready. Increased pupils in EYFS achieve GLD, closing the gap between PP and non PP pupils.</p>	<p>Significant improvements have been seen with outcomes for disadvantaged pupils. In 2019, only 20% of disadvantaged pupils had achieved the GLD. However, in 2020, 67% of disadvantaged pupils would have achieved the GLD. Nationally, 73% of non-Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 56%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>
<p>Increased number of PP pupils achieving Age Related Expectations-closing the gap between PP and non-PP pupils.</p>	<p>Outcomes for disadvantaged pupils at the expected standard were previously impressive. In 2019, for disadvantaged pupils, 88% in SPaG, 71% in Reading, 82% in Maths, 88% in Writing and 71% RWM Combined achieved the expected standards. These are mostly in line or better than non-disadvantaged pupils nationally. 2020 has seen a slight drop in performance but the three-year average still remains impressive. Combined RWM at KS2 for our disadvantaged children was 67% compared to 71% of other pupils nationally so therefore a gap of 4%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally and over the last three years 71% of disadvantaged pupils achieved the expected standard or above.</p>
<p>Intervention is put in place with our Year 5 children to fill gaps in learning and ensure basic skills are secure.</p>	<p>COVID19 disrupted first quality teaching in March 2020. Targeted work through Google Classrooms and accepting some Y5 pupils back into school in June allowed some catch up time before entry into Y6. After considering the current Y5 cohort and their</p>

	<p>current assessment, their Y2 KS1 starting points, the targets for 2020 are as follows: Reading Expected 85% / High Score 38% Writing Expected 85% / Greater Depth 30% Maths Expected 87% / High Score 30% RWM Combined Expected 80% / High Score 18%.</p>
<p>Improve attendance of a targeted group of PA PP children to at least 96%</p>	<p>Due to COVID19 this target was not met but attendance for our pupil premium children was still good-93.4%.</p>
<p>PP pupils have enriched life experiences, raising their aspirations.</p>	<p>Covid prevented many plans being achievable</p>
<p>To improve the outcomes for children in writing, and ensure greater consistency of writing across all subject areas.</p>	<p>Writing remains a strength of school performance and standards of writing across the curriculum is of a high standard.</p>
<p>To improve phonics, reading and spelling across KS1 so the gap between PP and non-PP diminishes.</p>	<p>Outcomes for disadvantaged pupils have been good previously. However, outcomes for disadvantaged pupils in 2019 dropped and in 2020 did not improve significantly. A lot of the SEN pupils were also disadvantaged so it was no surprise that outcomes didn't improve drastically but all made progress. In KS1 Reading, 50% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p>To improve outcomes in phonics, reading and spelling.</p>	<p>19% of pupils were Disadvantaged in last year's Y1 cohort - 10 pupils (5 boys and 5 girls). 70% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 14%. National Disadvantaged is 71%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>
<p>To provide extensive educational visits for all pupils so they have access to a wealth of experiences to enhance the curriculum to broaden horizons and raise aspirations.</p>	<p>Covid prevented this</p>

