



St. Patrick's Catholic Primary School

Pupil Premium Plan

September 2019

To be reviewed in December 2019

Completed by M Ryan/J Conwell

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	30	71
% making expected standard in reading (as measured in the school)	71	73
% making expected standard in writing (as measured in the school)	88	78
% making expected standard in mathematics (as measured in the school)	82	79
2. Barriers to future attainment (for pupils eligible for PP)		
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low levels on entry of PP pupils particularly in communication, language and literacy	
B.	For some children the lack of academic motivation exists, who are surrounded by second and third generation of unemployment with low aspirations	
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>		
D.	Inconsistent attendance of PP pupils and lower aspirations of some parents coming through school	
E.	The school is a victim of its own success and for some parents they simply see that sending their children to school is the answer and lack involvement. All pupils benefit from excellent school- home links. The school needs to ensure that high levels of parent engagement and working together exists to benefit all pupils.	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Close the gap between groups of pupils, accelerating progress of PP pupils. See data in main report.	Internal data analysis against year group expectations
B.	Raise attainment of children to at least expected standard based on of year expectations	Internal data analysis against year group expectations
C.	Improve attendance of all pupils to 96% or above	Achievement of 96% attendance
D.	Increased parental engagement, taking a more equally shared responsibility for child's learning	Attendance of PP children at planned sessions
E.	Ensure reading remains at the heart of our curriculum and children thrive and engage in reading.	PP pupils experience enrichment activities

4. Summary information

School	St. Patrick's Catholic Primary				
Academic Year	2019-20	Total PP budget	£123,080	Date of most recent PP Review	07.19
Total number of pupils	379	Number of pupils eligible for PP	82	Date for next internal review of this strategy	12.19

5. Planned expenditure

Academic year	2019-2020
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all (supporting training and continuous development to improve the quality of all teaching)

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>The curriculum must be reviewed and refreshed for impact and suitability for our school context. Clear curriculum intent is delivered with sequential skills and crucial knowledge - clear learning outcomes planned. This will ensure all children have clear opportunities. Curriculum leaders receive the support needed to replenish their curriculum area ensuring excellent knowledge and coverage of skills.</p>	<p>All pupils receive a rich, broad and balanced curriculum that is designed to spark interest and meet their learning needs.</p>	<p>Clear curriculum objectives in place – driven by sequenced learning and essential knowledge mapped out. Outcomes improve when there is a clear purpose and interest from the pupils – pupils perform better at tasks that capture their interest. Following a skills based curriculum ensures knowledge is built upon over time. This Crucial Knowledge is in place so it is clear for children, staff and parents.</p>	<p>Half termly monitoring checks by curriculum leaders and MR through work scrutinies, pupil interviews and learning walks, supported by HoS, and termly attainment updates. Termly reports/meetings with governors.</p>	<p>Curriculum leaders SLT</p>	<p>Half termly</p>
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<p>Two teachers to take part in CPD training around maths mastery, which is then disseminated to all staff through CPD sessions.</p> <p>Purchase additional maths equipment to support learning in maths. Concrete learning opportunities need concrete resources. These must be purchased</p> <p>(£3,000)</p>	<p>Increase the percentage of PP in Lower KS2 achieving ARE in maths.</p> <p>To increase the percentage of EYFS reaching ARE in Number</p>	<p>Quality CPD enhances quality first class teaching, leading to improved outcomes for pupils.</p> <p>Purposeful maths resources ensures pupils have the tools they needed to secure their understanding of maths concepts.</p>	<p>Half termly monitoring checks by curriculum leader through work scrutinies, pupil interviews and learning walks, supported by HoS, and termly attainment updates.</p> <p>Termly reports/meetings with governors.</p>	<p>MR MS AB</p>	<p>Half termly</p>
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<p>Further develop opportunities for improved phonic awareness in KS1 and EYFS. Improve outcomes in Phonics in line with Nat Expectations (£2,000)</p>	<p>Increase the percentage of children who achieve expected level in Phonics. The current Year 1 disadvantaged made good progress in EYFS but were significantly behind their peers academically at the end of EYFS .The current cohort of Year 2 made good progress with reading but attainment was low. These will need significant direct support this year.</p>	<p>Too many children are not at the phonics level expected and therefore will struggle in other curriculum areas. This is not acceptable. Targeted groups will begin in EYFS with increased communication and expectation of parents. Across Year 1, phonic interventions will target on the vulnerable with boosters and interventions during the school day. There will be after school support sessions with target children - this will also involve parents and increase their understanding of their role. Phonics club established in the Spring term for targeted children and parents. Children will improve through direct interventions and parents will be upskilled by attending.</p>	<p>SLT to monitor impact and be held to account for progress.</p>	<p>LK SH JC</p>	<p>Half termly</p>
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<p>Ensure pupils working across KS2 do not fall behind their peers in reading. Raise reading outcomes so they match writing.</p>	<p>The current cohort of Year 2 made good progress with reading but attainment was low. These will need significant direct support this year. Increase children's outcomes for reading across KS2 and in year 2. Improve outcomes so a greater number of disadvantaged pupils have the necessary skills so their reading age matches their chronological age. At Year 2 the number of disadvantaged pupils at ARE will be 70%.</p>	<p>Focused support and intervention will enable children to catch-up and not lag behind. We need to defeat the culture where simply sending them to school will work. Parents can support more but only if guided and relationships develop. Direct interventions for those behind their peers. These to be tracked for progress and interventions modified if necessary.</p> <p>Extend the focal time on given genres in Literacy lessons so there can be a greater emphasis and time commitment to the teaching of reading within lessons. Too often in the past the class move to a new topic without creating sufficient opportunities for reading focus.</p> <p>After school intervention sessions with vulnerable pupils to give support and encouragement needed. These will increase reading fluency and increase parental involvement.</p> <p>£5000</p>	<p>SLT to monitor impact and be held to account for progress.</p>	<p>SH KOD JC MR</p>	<p>Half termly</p>
Total budgeted cost					£10,000

iii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Build purposeful relationships with parents, helping them to support their child's early development, through planned parents' sessions in school and through links with Family Hub. (£1,500)	Our youngest pupils are increasingly school ready. Increased number of PP pupils in EYFS achieving GLD, closing the gap between PP and non-PP pupils.	Too many PP children leave EFS significantly behind their peers notably with language development and numeracy. The longer they remain behind the increase risk in low self-esteem and anxiety. Improving parental skills and working in partnership is essential. We need to support parents in their roles. Parents attending good workshops have a better understanding of how to support their child at home. Support given to pupils at home can consolidate learning in school.	Monitor attendance of targeted parents at workshops, attendance at parent/teacher consultations.	Class teachers AS SLT	Termly

<p>PP pupils are identified in September and their individual needs discussed at progress meetings. All staff are aware of PP pupils in their class and monitor progress half termly. Interventions in place where needed. (£2000)</p>	<p>Increased number of PP pupils achieving ARE, closing the gap between PP and non-PP pupils.</p>	<p>All staff are involved in the target setting for PP pupils and are clear about their next steps in learning. Regular monitoring ensures any gaps or misconceptions are addressed immediately.</p>	<p>Half termly meetings to discuss progress of targeted PP pupils.</p>	<p>Class teachers JC</p>	<p>Half termly</p>
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<p>All classes have additional support each morning, ensuring quality first teaching in small groups. TA support every afternoon to deliver same day interventions, catch up sessions and pre learning activities where needed.</p>	<p>Any gaps in learning are recognised and additional support is out in place swiftly, allowing PP children to make at least good progress. (£67580) Reading intervention programs across KS2 to improve reading – Reading for Meaning, Reading for Thinking , Phonic Support Spelling and reading interventions across school</p>	<p>Pre teaching 1-1 or small group sessions ensure pupils are ready for the next step in learning. Same day interventions ensure pupils achieve the objective and prevent gaps in learning.</p>	<p>Discussions in progress meetings. Professional conversations between staff.</p>	<p>Class teachers TAs SLT</p>	<p>Half termly</p>
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Additional teacher for a large Year5 cohort and to assist with streaming across Year 5 to facilitate more focussed teaching.	Intervention is put in place with our Year 5 children to fill gaps in learning and ensure basic skills are secure.	Teacher targeted support for a large cohort to ensure focussed teaching and learning in smaller groups.	Pupils will be targeted for specific needs and monitored half termly. Immediate intervention will be in place.	K O'D JC Standards of attainment and progress across the school for all attainment tracked and reviewed by Data Pupil Premium Governor	Half termly £25,000
Total budgeted cost					£96080

i. Other approaches supporting whole-school strategies e.g. to improve attendance, behaviour and readiness to learn

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Target PA PP children to develop an attendance support plan. Raise awareness with parents, and pupils where appropriate, about the impact of missed school days. £3000</p>	<p>Improve attendance of a targeted group of PA PP children to at least 96%</p>	<p>Higher attendance results in improved outcomes. Pupils benefit both socially and emotionally from regular attendance at school.</p>	<p>Fortnightly checks by class teachers, half termly monitoring checks by SLT, shared with parents and governors. Follow up meetings with parents to challenge and support.</p>	<p>Class teachers SLT</p>	<p>Termly</p>
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<p>Ensure all PP pupils who wish to take part are involved in extracurricular activities.</p> <p>All PP pupils can access educational visits free of charge and are encouraged to take part in residential visits without the burden of cost. Increase cultural capital and experiences for pupils through residential visits:</p> <p>Y4- Carlton Outdoor Y5- Italy skiing Y6- Holland (£14,000)</p>	<p>PP pupils have enriched life experiences, raising their aspirations.</p>	<p>Many of our child do not access such activities at home. Enrichment visits/activities increase pupil's social skills and develop confidence. Development of language skills.</p>	<p>Monitoring of all extra-curricular activities to see attendance of PP pupils.</p> <p>Ensure parents of PP pupils are offered subsidised costs for educational visits and residential visits.</p>	<p>HL</p>	<p>HL</p>
Total budgeted cost					

1. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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>To provide cross curricular enrichment activities to develop writing opportunities across the wider curriculum.</p> <p>Teaching Assistant support within each class to provide additional individual and group support. The additional adult enables the teacher to specifically focus on disadvantaged children so their needs can be met.</p>	<p>To improve the outcomes for children in writing, and ensure greater consistency of writing across all subject areas.</p> <p>All disadvantaged pupils have access to individual and group support within lessons so they can make good progress.</p>	<p>KS1 WRITING 74% of pupils achieved the expected standard. 54% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 18%. National Disadvantaged is 50%.</p> <p>KS2 WRITING 91% of pupils achieved the expected standard. 88% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 5%. National Disadvantaged is 50%.</p> <p>SLT and curriculum leaders findings from work scrutinies show that standards in literacy across all work books has improved,</p>	<p>Developing reading across curriculum areas and providing enrichment opportunities to stimulate, and give it a clear purpose, will remain a focus as we implement our revised curriculum.</p> <p>All areas of the school there is no significant difference in performance except for boys who are disadvantaged. The school has made significant impact on progress for all disadvantaged children by using this method, however this progress will need to be continually monitored. The gap in attainment is apparent when pupils enter the school and it takes significant work over time to narrow this. This does not happen overnight. It often takes the journey across the school to enable children to catch up to non-disadvantaged pupils, however we must revise strategies and further monitor outcomes so the progress of some pupils is accelerated. We cannot rest on our laurels.</p>	

ii. Targeted support				
Action	Intended outcome	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>Speech and Language specialist support</p>	<p>To provide specialist support to help children overcome language difficulties To provide CPD for staff so learning opportunities are maximized for language development</p>	<p>Data Summary 2019 GLD 20% GLD School Disadvantaged pupils 73% GLD National Achievement gap of 53% Nat. Dis 54% Y1 Phonics 45% of School Disadvantaged pupils achieved the expected standard. 84% of 'Other' pupils Nationally. Achievement gap of 39% National Disadvantaged is 69%.</p>	<p>Improved attainment for communication and language at end of FS</p> <p>For the gap between boys and girls to be narrowed at end of FS</p>	<p>£4,950</p>
<p>T.A to deliver phonic interventions across KS1 so all pupils develop into secure readers.</p> <p>Data analysis training for all teachers.</p> <p>Release time to conduct termly pupil progress meetings with a focus on all PP pupils (EYFS-Y6)</p> <p>To provide same day additional teaching to offer targeted support to all disadvantaged</p>	<p>To improve phonics, reading and spelling across K.S.1</p> <p>The gap between PP pupils and non-PP pupils diminishes.</p> <p>All staff are aware of PP children and their specific targets, including the most able.</p> <p>Interventions are in place and evaluated for impact. Progress over time is tracked. Data is used effectively to track.</p>	<p>KS1 READING 54% of School Disadvantaged pupils achieved the expected standard. 79% of 'Other' pupils Nationally. Achievement gap of 25% National Disadvantaged is 60%. WRITING 54% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 18%. National Disadvantaged is 50%. MATHS 54% of Disadvantaged pupils achieved the expected standard. 79% of 'Other' pupils Nationally. Achievement gap of 25%. National Disadvantaged is 58%. KS2 RWM Combined 71% of Disadvantaged pupils achieved the expected standard</p>	<p>the overall percentage of pupils achieving the expected standard has decreased to 70% (down 12% on 2018). The national average in 2018 was 82%.</p> <p>There were three pupils who were unable to access the test which contributed to the decrease (these pupils count in the calculation). There is now a four-year downward trend. However, results in both 2016 and 2017 were well above national averages.</p> <p>Outcomes for disadvantaged pupils over time have been fantastic. In 2017 and 2018 outcomes for disadvantaged pupils were in line with pupils who are not disadvantaged nationally. This is outstanding. However, in 2019 less than half (46%) of disadvantaged pupils met the standard. This needs to be a priority as the disadvantaged pupils leaving reception and coming into year 1 are already low (only 20% achieved the Early Learning Goal in Reading). There will need to be a focus to ensure that these pupils make excellent progress and more of them reach the expected standard.</p>	<p>£18,054</p>

<p>children, as well as small group support in lessons, addressing individual needs to ensure at least good progress for all pupil, closing the attainment gap.</p>		<p>71% of 'Other' pupils Nationally. Achievement gap of 0%. National Disadvantaged is 51%.</p> <p>READING 71% of Disadvantaged pupils achieved the expected standard 78% of 'Other' pupils Nationally. Achievement gap of 7%. National Disadvantaged is 62%.</p> <p>WRITING 88% of Disadvantaged pupils achieved the expected standard 83% of 'Other' pupils Nationally. Achievement gap of 5%. National Disadvantaged is 68%.</p> <p>SPAG 88% of Disadvantaged pupils achieved the expected standard 83% of 'Other' pupils Nationally. Achievement gap of 5%. National Disadvantaged is 67%.</p> <p>MATHS 82% of Disadvantaged pupils achieved the expected standard 84% of 'Other' pupils Nationally. Achievement gap of 2%. National Disadvantaged is 67%.</p>	<p>Half termly Pupil Progress meetings for PP pupils will continue, ensuring good progress is made and interventions are evaluated and adapted to suit learning needs.</p> <p>Same day intervention support is well established and has improved outcomes for children.</p>	
<p>T.A. to deliver guided reading</p>	<p>To improve phonics, reading and spelling.- K.S. 2</p>			<p>£9,027</p>
<p>Reading intervention programs across KS2 to improve reading – Reading for Meaning, Reading for Thinking , Phonic Support</p>			<p>We ensured all vulnerable readers were identified and encouraged to read more frequently. This year we need to engage more with parents of vulnerable children so that reading support can be sustained at home.</p>	<p>£18,054 2 Adults</p>
<p>Spelling and reading intervention: Toe by Toe Alpha to Omega</p>	<p>To develop and improve reading and word recognition by teaching using Toe by Toe on a one to one basis. To improve spelling by applying</p>		<p>Improved reading, spelling and phonics. Children to be able to access the curriculum with greater independence.</p> <p>Pupils with more confidence in their ability.</p> <p>Improved reading and spelling ages and more children at age expected levels</p>	<p>£3020</p>

	skills through a structured programme of support working alongside a TA			
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iii. Other approaches

Action	Intended outcome	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
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<p>For emotionally vulnerable children to receive support and therapy so barriers to learning are removed</p>	<p>To remove emotional barriers to learning</p>		<p>Through therapy and counselling 3 of our vulnerable children and their families were supported to overcome any barriers to learning and attendance.</p>	<p>£2,600</p>
<p>Provide financial support for pupils so they experience a wealth of visits and experiences</p>	<p>To provide extensive educational visits for all pupils. Pupils will have access to a wealth of experiences to enhance the curriculum, broaden their horizons and raise aspirations</p>	<p>All children had access to enriched experiences so they could see the world beyond their own community raising their aspirations for the futures. Throughout the school, the children have a variety of educational visits and experiences. Upper KS2 children have opportunity to attend European residential visit so they experience a different culture.</p>	<p>Class teachers will continue to monitor attendance every two weeks and have conversations with parents as soon as attendance begins to drop.</p>	<p>£6,000</p>
<p>Implement a more rigorous whole school approach to attendance. New attendance monitoring procedures reviewed each half term.</p> <p>Data analysis training on attendance for SLT.</p>	<p>To ensure all stakeholders understand that attendance directly links to achievement, resulting in our % attendance to be at least in line with or above national expectation. Analyse attendance data to track target children.</p> <p>Outcomes for children increase in terms of academic performance and general well-being.</p>	<p>Attendance for disadvantaged children is lower than the national average by 0.8% Analysis of our attendance data shows the gap has narrowed over the year.</p>	<p>SLT will continue to meet with parents of PA children to support and build relationships.</p> <p>The Trust will take on a greater role in attendance support.</p>	<p>20</p>

