



Primary Pupil Premium Strategy Statement



School Name : St Paulinus Primary School



2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Paulinus Catholic Primary School
Pupils in school	227 Nursery to Year 6
Proportion of disadvantaged pupils	7% of Current Y1-Y6 (12 children)
Pupil premium allocation this academic year	£18 035
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	Termly at LGB Meetings
Statement authorised by	Simon Geaves
Pupil premium lead	Simon Geaves
Governor lead	Francis Campbell

Disadvantaged pupil progress scores for last academic year (2019 data)

Measure 2018-2019	Score
Reading	4.21
Writing	2.46
Maths	1.26

Strategy aims for disadvantaged pupils (2019 data)

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	20%

Measure	Activity
<p>Priority 1: Accelerate progress of PPG pupils, including high attaining PPG pupils maintaining excellent outcomes for PPG pupils across all ages of the school.</p>	<p>We have very few children who attract PPG so therefore every investment in high quality first teaching will impact on the children attaining at the very highest possible outcome.</p> <p>Specific training for this year to include:</p> <ul style="list-style-type: none"> • Talk For Writing Training • Mastery Specialist Teacher Training with Archimedes Maths Hub • Small group boosters in EYFS and phonics
<p>Priority 2 To provide tailored intervention to the children in each class who attract PPG through the effective use of Teaching Assistant to accelerate progress and sustain high levels of attainment.</p>	<p>Teaching Assistants are used to provide classroom support and targeted academic support and intervention to the relatively small number of children who attract PPG in each class.</p> <p>They are experienced practitioners who reflect on best practice and work alongside the teachers to provide excellent individual and group support.</p>
<p>Priority 3: Ensuring health & well being of PP pupils- children are ready to learn everyday.</p>	<p>Introduction of new PSHE Scheme Jigsaw. (Funded from PPG and School Budget)</p> <p>Training for all staff and consultation with families to make implementation as successful as possible. This will supplement the work completed by the school on the necessary Recovery Curriculum following the lockdown period.</p> <p>Continuation of Counselling Service in school for 2 half days per week.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low levels on entry of PP pupils particularly in communication, literacy and language. • Emotional and developmental challenges and difficulties; • PP pupils do not always make better than expected progress from their starting points particularly more able pupils. • Attendance of PP pupils and support from home can be limited. • Experience deficit. • Mental Health issues.
<p>Projected spending</p>	<p>£18 000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Reading outcomes continue to be high with focus on Phonics Assessments in Key Stage 1.</p> <p>Targetted TA support in LKS2 and high quality teaching of phonics in EYFS and KS1.</p>	Summer 2021
Progress in Writing	Talk for Writing Training in non-fiction texts impact on standards of writing across all phases of the school.	Spring 2021
Progress in Mathematics	<p>Consistent approach to teaching basic skills to impact on Recovery curriculum for children.</p> <p>Training with Archimedes Maths Hub to develop reasoning in maths across school.</p> <p>Targetted TA support in LKS2.</p> <p>Improve outcomes at HA in every cohort by teaching mastery of reasoning approach consistently.</p>	<p>Autumn 2020</p> <p>Summer 2021</p>
Phonics	<p>Training and ongoing CPD for teachers and TAs in EYFS and Y1.</p> <p>Targetted TA support</p> <p>Support the 4 children who attract PPG to make sure best outcomes in Phonics understanding is secured.</p>	Summer 2021
EYFS Outdoor Learning	<p>Review and audit of resources in outside area.</p> <p>Investment in CPD for Early Years team.</p> <p>Review T & L opportunities outside in garden and canopy areas.</p>	Ongoing 2020-21
Projected Spending	£9000	

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1: Teaching assistants have a positive impact on academic achievement, language acquisition, induction of new pupils and behaviour.</p>	<p>Targetted support for MA PPG children across KS2.</p> <p>Assessment gaps identified in Autumn Term by TA intervention alongside teacher.</p>
<p>Priority 2: Improve and sustain high outcomes in phonics assessments across the school</p>	<p>CPD for EYFS and KS1 teachers and TAs led by Phonics lead (RB)</p> <p>Regular observation and scrutiny of phonics assessments.</p> <p>Autumn Term Year 2 Assessments EYFS daily Phonics as part of timetable. Catch Up Programme used in Year 1 where needed.</p>
<p>Barriers to learning these priorities address</p>	<p>Low levels on entry to school for some PPG pupils, particularly in communication, literacy and early language skills. This can hamper reading progress in future years.</p> <p>High ability pupils who are eligible for PPG do not achieve greater depth in Writing or Maths.</p>
<p>Projected spending</p>	<p>£6500</p>

Wider strategies for current academic year

Measure	Activity
Priority 1: Continue to offer counselling service to PPG children who may require social, emotional and behavioural support.	To support families & children; children with social, emotional and/or behavioural difficulties.
Priority 2: Subsidised residential adventure experience for Y6 pupils and a range of other subsidised visits, visitors and experiences for all year groups to enhance each termly topic	To widen the life experiences of children and their potential for rich, learning opportunities through a broad and balanced curriculum and a variety of enrichment activities and opportunities. These opportunities will involve collaborative learning experiences with a high level of physical (and often emotional) challenge, practical problem solving, explicit reflection and discussion of thinking and emotion.
Barriers to learning these priorities address	Some PPG pupils have limited social and emotional intelligences and can suffer from resilience issues. Some PPG children have limited experience or opportunity beyond the school.
Projected spending	£2500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality CPD is carefully matched to meet the needs of pupils and staff development (in line with school priorities) to address barriers to learning	Talk for Writing Phonics Training Maths Archimedes Hub Training NPCAT Primary Standards support.
Targeted support	With small numbers difficult to specifically target PPG children and measure impact directly.	Progress of all pupils carefully tracked. Pupil Progress meetings held termly. Impact of individual interventions tracked.
Wider strategies	Some families do not wish to assess support.	Feedback from pupils, staff and parents sessions. Support and feedback from counselling services that are offered.

Review: last year's aims and outcomes (based on Teacher Assessments)

Aim	Outcome
1.Sustain excellent outcomes for PP pupils across the school	All pupils in KS2 would have met expected outcomes in RWM. 2/3 in KS1 would have met expectations in RWM. 2/3 would have passed phonics assessment.
2.Improve attendance of PP children.	Attendance up to February 2020 was excellent (96.9% up from 93.3% at same time last academic year)
3.Accelerate progress of all PP pupils	Progress of PP pupils in Y6 showed that all PP children would have reached expected scores.
4.Ensuring health & well being of PP pupils- children are ready to learn everyday.	Introduction of PSHE Scheme successful. The level of support that will be required because of the impact of COVID 19 will be monitored closely in the first term. We may see an increasing demand for pastoral support in Autumn 2020.
5. Access to broad and balanced curriculum with many experiences.	All children assessed residential trip in March 2020. We plan to continue with this week Residential trip as the benefits to the pupils are obvious. All children had access to musical instrument tuition in Year 4 including PPG children. All children had access to ipad in Key Stage 2. This proved to be particularly important during the lockdown period when PPG children may not have had any access to devices to assess home school learning activities provided by the school.