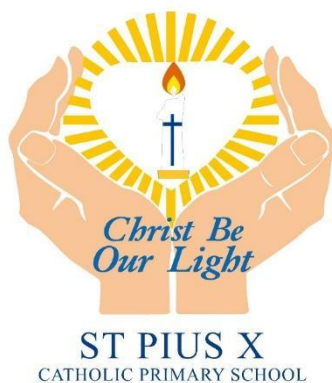




Primary Pupil Premium Strategy Statement

School Name: St Pius X Catholic Primary School



2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Pius X Catholic Primary School
Pupils in school	224
Proportion of disadvantaged pupils	92 pupils – 41%
Pupil premium allocation this academic year	£131,430.
Academic year or years covered by statement	2020-21
Publish date	Autumn Term 2020.
Review date	December 2020.
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Nick Bennett.
Governor lead	Click or tap here to enter text.

Disadvantaged published pupil progress scores for 2018-19 (most recent) academic year

Measure	Score
Reading	-4.26
Writing	-2.17
Maths	-1.75

Disadvantaged pupil performance overview for 2018-19 (most recent) academic year

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS2	0%

Strategy aims:

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>To diminish the difference in reading attainment between children at St. Pius X and the National average at the end of Key Stage 1 & 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in reading and phonics in order to ensure accelerated progress is made.</p>	July 2021 & termly data entry points – December 2020 & March 2021
Progress in Writing	<p>To diminish the difference in writing attainment between children at St. Pius X and the National average at the end of Key Stage 1 & 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in writing in order to ensure accelerated progress is made.</p>	July 2021 & termly data entry points – December 2020 & March 2021
Progress in Mathematics	<p>To diminish the difference in maths attainment between children at St. Pius X and the National average at the end of Key Stage 1 & 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in maths in order to ensure accelerated progress is made.</p>	July 2021 & termly data entry points – December 2020 & March 2021
Phonics	To diminish the difference in attainment between children at St. Pius X and the National average at the end of EYFS and in the Phonic Screening Check	July 2021 for Year 1 & EYFS December 2020 for Year 2
Attendance	Improve attendance of all pupils to above 97%	97% attendance would be achieved in July – ongoing monitoring throughout the year
Curriculum – trips, visits and visitors	To provide a range of subsidised or free experiences, within and outside of the school day, to further enhance the creative curriculum and engage all pupils in their learning.	By July evidence of children’s improved knowledge and understanding.

		There will be a positive impact on learning and vocabulary. Talents will have been developed at all levels.
Overcome external barriers to learning	To work with the parents and families of pupils experiencing barriers to learning in order to ensure appropriate agency support is provided to enable readiness for learning every day. Long term, support for families dealing with any challenges/issues and sustained improvement for children. This will be measured in regular reviews of the Attendance/Pastoral Leader's work with the families with whom she works.	Children will feel happy and safe, can leave worries behind and focus on learning. Throughout the year children will make progress due to not being inhibited by personal experiences.

Teaching:

Measure	Activity
Progress in Reading, Writing, Mathematics & Phonics	Additional Teacher employed to enable deployment of staff to maximise impact on pupil progress. (£36,209)
Progress in Reading, Writing, Mathematics & Phonics	To provide continuing professional development for teachers and teaching assistants to develop the quality of teaching and learning and ensure statutory roles and responsibilities are understood.
Progress in Writing	To improve children's writing skills so that they can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (£2,500)
Progress in Mathematics	Improve attainment in reasoning in Maths so that children can explain and justify their mathematical thinking. (£1,120)
Progress in Phonics	Embed the use of Phonics Bug to raise attainment in phonics and reading. (£499)

Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Children enter the EYFS with skill well below those typically found in their peers. ● Children entering the school below ARE not making accelerated progress to close the attainment gap ● Some children experience additional and/or special educational needs.
Projected spending	£40,328

Targeted Support

Measure	Activity
Progress in Writing, Reading, Mathematics & Phonics	Deployment of Teaching Assistants to support individual pupils or small groups (£11,442)
Overcome external barriers to learning	Engagement of Educational Psychology support for individual children. (£2,000)
Overcome external barriers to learning	Middlesbrough and Stockton Mind - Emotional Well-being support for pupils (£3,120)
Overcome external barriers to learning	Provision of 1:1 adult support for child with physical/sensory/medical needs (£19,405)
Progress in Writing, Reading, Mathematics & Phonics	Provision of appropriate intervention strategies for children in need of additional support (PIXL £2,700)
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Children enter the EYFS with skill well below those typically found in their peers. ● Children entering the school below ARE not making accelerated progress to close the attainment gap ● Some children experience additional and/or special educational needs. ● Additional barriers (including issues which also require action outside school, such as low attendance rates) ● Challenging homelife circumstances – including deprivation.
Projected spending	£38,667

Wider strategies for current academic year

Measure	Activity
Attendance Overcome external barriers to learning	Provision of staff to run a free of charge, universal Breakfast Club before school. (£10,888)
Overcome external barriers to learning Attendance	To provide identified families with uniform and suitable clothing. (£750)
Curriculum – trips, visits and visitors	Provision of trips, visits and visitors within the St. Pius X Curriculum: including a residential visit to London. (£17,000)
Attendance Overcome external barriers to learning	Dedicated attendance/pastoral support officer role created (£22, 584)
Attendance	Provision of motivational attendance awards (£2000)
Attendance	Improve attendance and punctuality of all pupils
Barriers to learning these priorities address	<ul style="list-style-type: none"> • School attendance • Limited life experiences: 98% of pupils live in the top 10% of most deprived electoral wards Nationally & 89% of pupils live in the top 5% most deprived electoral words Nationally • Challenging homelife circumstances – including deprivation
Projected Spend:	£53,222

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Schedule for termly monitoring of teaching and learning, book & planning scrutiny & learning walks	Risk assessment because of COVID means that school will need to be creative and safe in the way that we carry these activities out.
Targeted support	All areas of the curriculum need to be addressed. The main foci for 2020/21 are: maths, reading, writing & phonics. New schemes and methodology have been introduced.	Measured and careful approach to support given – meetings conducted in a safe manner. Wherever possible targeted external support is conducted through remote access.

	Targeted support for identified staff and or areas of the curriculum.	
Wider strategies	Behaviour Parental Engagement	Owing to restrictions caused by COVID staff are welcoming and dismissing children on the gate every day. To maintain positive communication channels school will purchase Marvellous Me. Parents involved as much as possible on any decisions that will impact on their children.

Review: last year's aims and outcomes

Aim	Outcome
Diminishing the difference between children at St. Pius X and the National average at the end of EYFS and in the Phonic Screening Check	Year 1: Results at the end of Spring Term for PPG children Maths – 15% (working at ARE) Reading – 23% (working at ARE) Writing – 23% (working at ARE) *Phonics Screening check was not administered due to COVID 19 EYFS: Due to COVID 19 judgements against the GLD descriptors were not made for children in Reception
Diminish the difference in reading writing and maths between children at St. Pius X and the National average at the end of Key Stage 1 & 2	Results at the end of Spring Term for PPG children Year 6: Maths - 57% (working at ARE) Reading – 57% (working at ARE) Writing - 52% (working at ARE) Year 2: Maths – 53% (working at ARE) Reading – 58% (working at ARE) Writing – 42% (working at ARE) *No National average data available due to COVID 19

<p>Prevent the gap in attainment in reading, writing and mathematics from growing wider between children in receipt of pupil premium and their peers.</p>	<p>Up to the end of the Spring Term, in Years 2-6 the percentage of children working at ARE in reading, writing and mathematics remained broadly the same as it was in September 2020 – meaning the gap in attainment did not widen for children in receipt of pupil premium funding.</p>
<p>Improve attendance of all pupils to 97% and improve the children’s punctuality.</p>	<p>Leaders have identified strategies to promote good attendance with children and families. This has resulted in the following improvements:</p> <ul style="list-style-type: none"> ● Reduction in the number of children who are classed as PA. ● Reduction in the following codes: O, M, I, G & C. ● Improvement in PP boys compared to previous year ● Improvements seen in attendance of one child with an EHCP, when compared to previous years. <p>However, school recognises that there is more work to be done in improving attendance in 2020 -2021. (All results above are based on Spring 2020 data)</p>
<p>Improved life experiences for children – they have access to a broad and balanced curriculum with many rich, relevant first-hand experiences.</p>	<p>During 2019-20 there have been few trips and visits undertaken this year owing to COVID 19. Following a review of the curriculum provision at St Pius we have developed a new broader and more sequential curriculum, using Cornerstones Curriculum Maestro. As part of the "Engage" stage, children will gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school: we will continue with this element of provision but develop it in line with the new curriculum.</p>

