

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	St Patrick's Primary School
Pupils in school	113
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£56,247
Academic year or years covered by statement	2020-22
Publish date	2020
Review date	July 2021
Statement authorised by	Ann-Marie McGough
Pupil premium lead	Ann-Marie McGough
Governor lead	Francesca Fellows

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading: 4/5 (80%) of DPs achieved ARE+ Writing: 3/5 (60%) of DPs achieved ARE+ Maths: 4/5 (80%) of DPs achieved ARE+
Achieving high standard at KS2	Reading: 1/5 (20%) of DPs achieved GDS Writing: 2/5 (40%) of DPs achieved GDS Maths: 1/5 (20%) of DPs achieved GDS

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensuring Reading, Writing, Maths and phonics interventions and teaching approaches are tailored to specific need accelerating progress.
Priority 2	To provide opportunities for wider experiences which support learning and understanding
Priority 3	To improve attendance
Barriers to learning these priorities address	Language Reading, Writing and Maths skills on entry are low. Limited home experiences. High absence rates

	Ensuring staff use evidence-based whole-class teaching interventions
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Teaching priorities for current academic year

Aim	Target date
Identify lost learning and gaps in Reading. Adapt teaching so that DP accelerate progress and achieve their reading target	July 21
Identify lost learning and gaps in writing. Adapt teaching so that DP accelerate progress and achieve their writing target	July 21
Identify lost learning and gaps in maths. Adapt teaching so that DP accelerate progress and achieve their maths target	July 21
Identify lost learning and gaps in phonics. Adapt teaching so that DP accelerate progress and achieve their phonics target	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training and in-house coaching to deliver the maths mastery, English mastery, Reciprocal reading, RWInc phonics scheme including the new F1 RWInc scheme effectively
Priority 2	Ensure any learning is embedded in classroom practice.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions, inconsistent practice across school, some DPs not achieving ARE
Projected spending	£28,247

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy resources and embed RWInc cross EYFS & KS1 groups to increase phonic & early reading success and progress scores
Priority 2	Establish small group English and maths interventions for disadvantaged pupils falling behind age-related expectations to narrow the gap between DP & non DP
Barriers to learning these priorities address	Encouraging early reading and providing catch-up in English & Maths – typically areas of weakness Some DPs are not achieving ARE in phonics, Reading, Writing and Maths. Some DPs lack resilience to tackle new areas of learning and challenge in maintaining concentration and application. Lack of appropriate resources to support learning
Projected spending	£14,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating additional opportunities to learn outside of the curriculum through after school clubs and extracurricular activities such as gardening, baking, sports and craft events
Priority 2	Improving the mental health of our most DP through the provision of well-being sessions & supportive referrals to external agencies
Priority 3	Improve attendance through robust monitoring procedures and reward systems.
Barriers to learning these priorities address	Some DPs have limited experience and knowledge of the wider world which impacts on their vocabulary & comprehension skills and creative writing. Some DPs have low self-esteem and lack of self-emotional self-regulation which impacts adversely on progress. Some DPs have poor attendance which limits their learning opportunities.
Projected spending	£14,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Training and coaching leads to improved practice.</p>	<p>Use of INSET days and additional cover being provided by senior leaders for training of new & existing teachers.</p> <p>Robust, regular monitoring of QFT by SLT.</p> <p>Focus on DP outcomes during pupil progress meeting.</p>
Targeted support	<p>Ensuring enough time for school English, RWInc and Maths lead to monitor the delivery of small group interventions.</p> <p>Ensure the impact is evidenced and reported to SLT & governors</p>	<p>SLT prioritise the time and provide cover to enable leads to carry out their role.</p> <p>QA activities (book looks, pupil voice, learning walks) are regular and are fed back to the PP lead.</p>
Wider strategies	<p>Engaging families facing most challenges</p> <p>Ensure the impact is evidenced and reported to SLT and governors</p>	<p>Regular formal & informal contact with targeted parents.</p> <p>QA activities (pupil voice, book look, qualitative comments from CTs parental feedback) are regular and are fed back to the PP lead</p>

Review: last year's aims and outcomes

Aim	Outcome
To ensure quality first teaching provision for all pupils (£1000)	Monitoring and evaluation in Autumn Term 2019 and Spring Term 1 2020 showed subject leaders in Maths and English/DHT carried out learning walks, book scrutiny, lesson observations of the 4 classes. 50% of teaching was observed to be less than good. Maths & English leads set targets for development and DHT was NQT mentor. Overspend of PP money in this area as NQT and other teacher needed additional support. Monitoring & Evaluation was an effective approach as staff identified who subsequently moved on. Spring 2 and Summer 2020 lockdown and partial school closure meant reduced M&E.
To ensure consistent English Mastery approach in Y2 to Y6 (£6000)	3 classes had external SLEs moderation visits every term. Observations contributed to SLT's overview of quality of teaching and English subject leader's views.
To improve maths outcomes for targeted pupils using Mastery Maths approach (£6000)	3 classes had external SLEs moderation visits every term. Observations contributed to SLT's overview of quality of teaching and Maths subject leader's views. Teacher assessments in March showed F2, Y1, Y2 ,Y5 and Y6 outcomes improved for DPs. Y3&4 outcomes decreased, due to less than good teaching (67% of DPs outcomes improved across school)
To improve pupils' emotional mental health through the use of emotional health programmes and internal/ external counselling (£4000)	Blob tree emotional health programme didn't take place due to restrictions. 2 support staff delivered Internal counselling (Rainbow) for about 20 children. Approximately 75% of children had improved resilience and behaviour (evidenced from feedback from parents and CPOMS, learning walks showed improvement in engagement) External counselling (WAM) – 3 children (all DPs) accessed programme – 100% improved outcomes evidenced through observations, CPOMS.

To improve phonics screening results through the use of RWI (£5000)	<p>An external deep dive of reading highlighted some areas for development for DPs.</p> <p>Books bought and monitoring showed lowest 20% of readers (mainly DPs) are now accessing appropriate books. TAs visited other schools to observe RWI. Staff moderated with another school.</p> <p>Y1 screening 93% passed phonics screening (all except 1 who is a DP with SEND)</p>
To improve assessment and targeting of pupils for intervention. To improve maths and reading outcomes for targeted pupils in KS2 through interventions in afternoon (£7700)	<p>Provision map bought and teachers trained. SENCo started to use but TAs were not trained to populate map, so approach was halted.</p> <p>Interventions in Autumn and Spring 1 went ahead - 4 afternoons a week. Most who attended were DPs. Maths and English lead observed interventions.</p> <p>O track analysis of data - Maths and Reading outcomes showed accelerated progress for most but anomaly in Y3 & 4.</p>
To improve the quality of interventions through training of TAs and appraisal system (£1500)	<p>Maths and English lead carried out observations of interventions. High quality delivery and good pace by support staff. TAs access training, resources and also observe QFT in the classroom to improve their practice. TAs use same vocabulary and resources as CTs in the pre-teaching. Effective approach.</p>
To improve interventions for pupils identified with dyslexia (£3000)	<p>NESSY program not purchased so approach halted.</p>
To ensure pupils have an understanding of issues linked to PHSE and SHRE (£1000)	<p>Outside provider – class teacher observations and parent survey showed that DPs had an increased understanding of issues raised. Training for staff March 2020 and resources bought.</p>
To ensure accurate targeting of pupils through CPOMS for pastoral support (termly £1000)	<p>CPOMS review ensured any highlighted issues for DPs were followed up and signposted where appropriate.</p> <p>Internal counselling provided for targeted DPs.</p>
To increase participation in extra-curricular activities (termly £2000)	<p>After school clubs (Reading club, craft club, I pad, sports) – DPs no charge and access encouraged. Registers show good attendance by DPs.</p>

	<p>Correlation between improved behaviour and focus as after school clubs used as a reward. Lessons learnt is to collect pupil voice and CT observations around increased vocabulary, extended writing.</p>
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