



St Patrick's RC Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information					
St Patrick's RC Primary School					
Academic Year	2018-19	Total PP budget	£38,580	Date of most recent PP Review	July 2018
Total number of pupils	131	Number of pupils eligible for PP	30	Date for next PP Strategy Review	July 2019

2. Current attainment		
End of Foundation Stage 2018 (2 PP pupils)	<i>Pupils eligible for PP at St Patrick's RC Primary School</i>	<i>Pupils not eligible for PP (National average)</i>
% of pupils achieving GLD	50%	72%
End of KS1 2018 (3 PP pupils)		
% achieving expected standard in reading	33%	79%
% achieving expected standard in writing	33%	74%
% achieving expected standard in maths	33%	79%
End of KS2 2018 (5 PP pupils)		
% achieving expected standard in reading, writing & maths combined	80%	70%
% achieving expected standard with high score in reading, writing & maths combined	20%	12%
Average progress in reading	+0.74	+0.31

Average progress in writing	+2.64	+0.24
Average progress in maths	+0.20	+0.31
% achieving expected standard in reading	80%	80%
% achieving expected standard in writing	100%	83%
% achieving expected standard in maths	80%	81%
% achieving expected standard in GPS	100%	82%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

Early language development

Early reading development

Social and emotional development

Additional barriers (*issues which also require action outside school, such as low attendance rates*)

Social Issues, Attendance issues.

Parental engagement

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
Pupils eligible for PP make as good progress as others and attain as well as other children	Results and progress are consistent across all groups in all year groups.
Pupils eligible for PP will have their social and emotional needs met	Children will have access to early intervention to ensure that their individual needs are met.

PP absence monitored and school working closely with parents to increase attendance	Incentives and reward systems increases individual attendance to 96% or above.
Parents support their child's learning both in school and at home	Attendance at parents' events; attendance at parents' information sessions; homework is completed by pupils.

Quality of teaching for all					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching TA's in classes every morning to aid quality first teaching	DfE guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	SLT	Termly
	Reducing class sizes with funding towards an additional teacher	EEF Teaching & Learning Toolkit (+3 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	SLT	Termly
	Effective Feedback	EEF Teaching & Learning Toolkit (+8 months impact)	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of summative data each half term	Analysis to inform targeted support. NFER report.	Progress measures, half termly pupil progress meetings	Staff	Termly
	Booster Lessons for Year 6 pupils delivered weekly during Spring & Summer Terms 2019 by Y6 teacher & HT	Encourage independent learning	Progress measures	HT/ Year 6 teacher	Termly
	Early Bird	Encourage independent learning	Progress measures	Staff	Termly
	Implementation of Mastery learning into mathematics	EEF Teaching & Learning Toolkit (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis	Staff	Termly

	lessons				
	Whole class reading comprehension activities x3 per week	EEF Teaching & Learning Toolkit (+6 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	Staff	Termly
Total budgeted cost					£19,756

Targeted Support					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Language and social skills ensure all children engage well in all lessons	Early years interventions: Permanent teaching assistant (TA) in Reception class	EEF Teaching & Learning Toolkit (+5 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	EYFS Lead/ DHT	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Small group tuition in reading & phonics in KS1 with TA x 2 afternoons per week	EEF Teaching & Learning Toolkit, small group tuition (+4 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	SLT	Termly
	Small group tuition in reading in KS2 for low progress pupils in Y5 & Y6 with TA x 2 afternoons per week	EEF Teaching & Learning Toolkit, small group tuition (+4 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	SLT	Termly
	HT to hear Y5 & Y6 targeted pupils read x2 per week	EEF Teaching & Learning Toolkit (+5 months impact)	Pupil progress meetings, pupil voice, data analysis	SLT	Termly
	Effective delivery of interventions recommended by other outside agencies – clicker , lexia	EEF Teaching & Learning Toolkit (+4 months impact)	Observation, work scrutiny, pupil progress meetings, pupil voice, data analysis, performance management	SLT	Termly
Total budgeted cost					£13,324

Other Approaches					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision of musical instruments. Financial support for breakfast club & after school clubs.	Inclusion of all children	Participation numbers	HT/ DHT	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues	Liaison with partner professionals: Early engagement with EP, virtual school HT's, social workers, Early Help, carers, MASH.	Early identification and intervention	Involvement in training, PEP, TAC etc. meetings Observation, work scrutiny, pupil voice, data analysis, planning	HT/ DHT	Half termly
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Effective engagement of children in activities to support well-being. Early intervention involving parents, pastoral worker (1/2 day per week) and CAMHS.	Early identification and intervention	Training for staff Observation, work scrutiny, pupil voice, data analysis, planning Monitoring of punctuality & attendance	HT/ DHT	Half termly
Parents support their child's learning both in school and at home	Parent mentoring sessions Effective homework	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning	HT/ DHT	Termly
Total budgeted cost					£5,500

