

Pupil premium strategy statement for disadvantaged children

1. Summary information					
School	St Patrick's Catholic Primary School				
Current academic Year	2019-2020	Total PP (disadvantaged and LAC) budget received for academic year 2019/20	£22,440	Date of most recent PP Review	September 2019
Total number of pupils	222	Number of pupils eligible for PP (disadvantaged and LAC) this year	25	Date for next internal review of this strategy	February 2020

2. Current attainment		
Year 6 in July 2019 - 6 disadvantaged pupils	<i>Pupils eligible for PP (dis)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading attainment - % achieving scaled score of 100+	67%	74%
Reading progress measure	+0.1	0 = national expectation
Writing attainment - % achieving scaled score of 100+	88%	78%
Writing progress measure	+2.8	0 = national expectation
Maths attainment - % achieving scaled score of 100+	88%	79%
Maths progress measure	+2.1	0 = national expectation
% achieving EXS and above in reading, writing and maths	67%	65%
% achieving 110+ in reading and maths and GDS in writing	13%	
Grammar, punctuation and spelling attainment - % achieving ss of 100+	88%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor speech and language processing skills of a small number of PP eligible children.
B.	Group of girls in year 6 (mostly PP) borderline EXS in maths. Issues with confidence, fluency, reasoning and test performance.
C.	Behaviour of PP child in year 6 (family circumstances) impacting on academic progress and that of peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Parental capacity and expectation is lower for a number of PP children – this is often their 3 rd school and we are then unpicking issues and lack of attendance that has occurred through their school journey elsewhere.
E.	A small number of PP children regularly arrive not ready to learn – either late, without breakfast, or following arguments at home, preventing them from engaging quickly in class and causing anxiety, which impacts upon learning.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve use of phonics in writing for pupils eligible for PP in year 1.	70% of PP children in year 3 and 4 meet age related expectations in writing. Children identified as PP and SEN make double ratio gains (3 points on SEN tracker) by the end of the year.
B.	Higher rates of progress in maths for pupils eligible for PP in year 6.	Identified pupils develop more confidence in maths and make enough progress to securely reach age related expectations by the end of the year.
C.	Behavioural issues of child in year 5 are addressed.	Fewer behaviour incidents for this child recorded in class teacher incident log. (Standard behaviour procedures used.)
D.	Improve parental engagement of parents of PP children with support and interventions offered	Parental expectation and aspiration improve; support on offer is taken up so that 80% of PP children reach age related expectations by the end of the year.
E.	Identified late PP children are on time for school and ready to learn.	Reduce the number of times PP children are recorded as late or arrive at school in a frame of mind not conducive to learning.

5. Planned expenditure

Academic year

2019/2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Children's progress in reading and writing and improves</p> <p>B Improved rates of progress in maths</p> <p>A&B More children move from CT to S and S to B (HAM system) and from EXS to GDS between KS 1 and 2.</p>	<p>Four cycles of pupil progress meetings, each with an initial meeting and a milestone meeting</p>	<p>We aim to invest some of the PP funding in in establishing and maintaining systems which will benefit all pupils by ensuring the focus is on children who are in danger of slipping behind year on year and those who have to reach particular expectations in order to exceed expected progress.</p>	<p>Use HLTA cover to provide dedicated time for 8 pupil progress meetings per teacher, where staff are given time to discuss different strategies to use with children.</p> <p>Milestone meetings of the cycle will also involve SLT/SENCo.</p> <p>Pupil progress is linked directly to teachers' performance management objective.</p>	<p>AM</p>	<p>November 2019 February 2020 May 2020 July 2020</p>
<p>A Children's progress in writing improves</p> <p>B Improved rates of progress in maths</p>	<p>Use CPD to induct new staff in approaches to learning – split input, peel away teaching sessions, focused feedback to embed practice</p>	<p>Research shows that the most effective classrooms waste little time on delivering input to children who can already do something.</p> <p>Learning which begins with the end in mind and challenges children is the most effective, along with high quality feedback (Hattie – Visible Learning)</p>	<p>Continue to use staff meeting CPD time to deliver training.</p> <p>Staff will be challenged to provide no input/split input weeks.</p> <p>Monitored through lesson observations and drop ins.</p> <p>Subject leaders will lead regular work scrutiny to assess impact of feedback and facilitate discussion.</p>	<p>AM</p>	<p>February 2020</p>
<p>A Children's writing progress improves</p> <p>B Improved rates of progress in maths</p>	<p>Use CPD to induct new staff in growth mind-set and P4C to embed practice</p>	<p>Evidence shows (Dweck) that children who develop a belief in their own ability to work hard, make an effort and achieve their goals are more successful learners than those who consider themselves to be limited in ability.</p>	<p>Use CPD staff meetings to develop a consistent approach to the growth mind-set which is based upon the St Patrick's learning circle.</p> <p>Use CPD staff meetings to develop P4C practice. Monitor use of the growth mind-set in lesson observations, ad hoc drop ins and by talking to children</p>	<p>PD and AM (+ JR)</p>	<p>February 2020</p>
<p>B Improved rates of progress in maths</p>	<p>Contribute towards purchase of Mathletics on line maths challenges</p>	<p>Children can be better motivated if there is a challenge, reward and competition in place.</p> <p>Teachers can keep track of who is spending enough time completing challenges.</p>	<p>Teachers will set homework regularly on Mathletics and monitor additional use.</p>	<p>AM + KS2 LSAs</p>	<p>On going reviews, with Pupil Progress timetable</p>

	Funding for Number Sense work with PP children	Number sense allows the gaps to be filled that have occurred in previous year groups to better allow chn to access their current level of maths work	Children without access will be able to log on at homework club or during early work. Team of LSAs trained and to deliver number sense across KS2.		
D Parental understanding and practice of growth mind set is developed	Use school newsletters to inform parents about the importance of a growth mind-set and how to develop this approach at home.	Parents would benefit from in information evening on growth mind-set. Children need to understand that mistakes are a necessary part of learning.	Office staff to assist SLT in production of growth mind-set section of newsletters	AM	February 2020
D Children's and parents' understanding of online safety and well-being improves	All class begin the year with taught online safety module. NSPCC to deliver online safety awareness to parents.	Some children need clearer online habits and boundaries to be set by parents,	NSPCC training is high quality Teachers will follow up any issues regarding access at home	AM	February 2020
E Children will benefit from appropriate resources in a suitable before and after school environment	Purchase of play equipment for Shamrocks before and after school club	It is beneficial for children to begin and end the day in a calm frame of mind with appropriate play facilities on offer.	Shamrocks supervisor will monitor use of equipment by children	AM/JW	January 2020
Total budgeted cost					9,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Children's progress in writing improves	One to one and small group support from HLTA to blend phonemes successfully when reading and segment words accurately when writing	Some of the children need targeted support to catch up. They recognise phonemes and can attempt to blend to read but find segmenting to write more difficult. Working on letter strings and use of phonics in spellings will be beneficial. Some children involved have SEN needs but will be included as they will benefit from the provision.	Organise timetable to ensure children have regular sessions at appropriate times so they do not miss English or maths lessons. Ensure staff delivering programme have sufficient time to prepare and deliver the sessions. Run six weeks of the small group support and complete a work scrutiny to assess children's application in their daily writing. Monitor improvement.	HLTA	February 2020

B Improved rates of progress in maths	Weekly small group sessions for upper KS2 in maths run by class teachers and maths manager	We want to provide extra support for those children who are not confident or fluent in maths. Small group interventions with experienced teachers have been shown to be effective at improving confidence and outcomes (Hattie – Visible Learning.)	Additional time out of class for maths manager to paid out of PP budget. Impact monitored by Maths manager	JBu	February 2020
A Children’s writing progress improves B Improved rates of progress in maths	Pay for staffing and resources for homework club and booster clubs	We want to target children who struggle to complete homework at home for a variety of reasons. If homework becomes a battle ground the children’s confidence suffers as well as their learning. They will also take part in some pre-learning to give them a head start with their learning in class. New i-pads will enable children to complete DB Primary homework on line.	Homework club already established and popular. Has had to be restricted to invitation only. Booster clubs are an extension of homework club and target identified children. Good teacher/LSA to child ratio (1:3 or 1:5) enables issues to be addressed easily. Children understand that their commitment and hard work will result in better outcomes, and are determined to do well.	HEAD OF SCHOOL	February 2020
A Speech and language processing skills of identified children improve	Employ non class based LSA to assess and deliver speech and language and physical development programmes LSA Solent therapy	We recognise that some children have barriers to learning related to their physical development which impacts upon their ability to process information or enunciate phonemes accurately. Providing targeted support will benefit identified PP children and have a wider impact on other non PP children.	SENCo will plan programme with LSA to assess children and establish baseline information. Programme will be delivered over six weeks after which re-assessment will take place to consider impact. SENCo to monitor progress.	TR	February 2020
C Behavioural issues addressed E Children are in a better position to learn	Refer identified children to counsellor to address personal issues which are beyond the scope of ELSA	We recognise that for some children family circumstances mean that they are experiencing personal and emotional issues which affect their mental health and have a negative on their learning. Sometimes they require counselling support to cope with relationship issues or to minimise the impact of their subsequent behaviour on others.	SENCo is responsible for referring individual children and monitoring the impact of the counselling on their well-being and progress and that of their peers.	TR	February 2020
Total budgeted cost					£8,500

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Behavioural issues addressed	Work in partnership with The Hive to address staff training and attendance at off site facility.	Research suggests that offsite behaviour support matched to the specific needs of individual children can be effective.	Observation by SENCO and The Hive staff to monitor trends and whether or not any improvements in behaviour translate into improved learning and attainment.	TR	February 2019
C Behavioural issues addressed	Regular ELSA sessions are used on dedicated ELSA days , including lego play therapy and social skills	Research suggests that good self-esteem and a positive self-image are important for effective learning and attainment. Improved social experiences can impact upon learning success.	Sessions will be six weekly ELSA interventions. Impact on classroom behaviour will be monitored and the programme adjusted accordingly for maximum impact upon learning behaviours. SENCo will monitor behaviour through observation and discussion. ELSA work will be explained to parents. Permission will be obtained from parents	PK - ELSA	February 2019
C Behavioural issues addressed	Weekly one to one and small group drawing therapy sessions with experienced SEN teacher.	An experienced teacher who has worked with children with complex needs will have a bigger impact than an inexperienced member of staff and produce longer lasting results. Better behaviour will improve learning and outcomes for identified child and peers.	Drawing therapy will be explained to parents. Permission will be obtained from parents. Teacher will keep notes and feedback to HEAD OF SCHOOL on success of sessions. HEAD OF SCHOOL will monitor behaviour and learning through observation and discussion.	Head of School	February 2019
D Parental engagement improves E Children are ready to learn	School buys in to cluster Parent Support Advisor and families are referred as appropriate	There are many parents who are struggling at home with creating appropriate boundaries and expectations for their children. The impact of then not doing so is evident in school. Having an independent advisor who can visit parents at home and is not part of the school staff enables parents to be supported in making changes and improving behaviour and/or learning readiness by undertaking the PPP programme either in a group or 1 to1.	PSA will feed back to HT and SENCo regarding progress of parenting courses. With verbal permission school will refer parents to PSA rather than waiting for parents to refer themselves. HT and SENCo assess impact seen in school at the end of each parent's participation in the programme.	HT and SENCo	February 2019
D Parental engagement improves	School financially supports PP children's use of wrap around care	We want parents of PP children to share our determination that children will succeed. It will help if PP children are in school on time	EBM will monitor use of the financial support and remind parents who have not accessed this support.	Head of School	February 2019

E Children are ready to learn		and have access to quality after school care when they need it. Shamrocks breakfast and after school club is an effective way of doing this. Parents are given the choice of whether to use this facility or not.			
D Parental engagement improves E Children are ready to learn	School financially supports PP children's use of extra-curricular activities	We have noticed that some PP children miss out on extra-curricular activities for a variety of reasons. Giving the parents the choice to enrol their children in Shamrocks, or additional activities such as music lessons, will improve engagement and the children's readiness to learn.	EBM will feed back to Head Of School on parental choices. Head Of School will cross reference with Leuven data and outcomes to make a judgement upon the impact of the support and opportunities.	HEAD OF SCHOOL	February 2019
D Parental engagement improves E Children are ready to learn	School financially supports PP children's attendance on day trips and residential trips	We have noticed that some families of PP children struggle to contribute financially towards the cost of curriculum enrichment activities and offsite learning opportunities.	Class teachers will feed back about the impact of offsite activities on learning, independence and personal development	HEAD OF SCHOOL	February 2019
D Parental engagement improves E Children are ready to learn	School financially supports the provision of school uniform	We have noticed that some PP children do not have adequate supplies of uniform which can make them feel different from their peers.	Parents will be issued with uniform vouchers and are free to choose which items they wish to purchase.	HEAD OF SCHOOL	February 2019
					£10,000

6. Review of expenditure				
Previous Academic Year 2018/2019				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Children's writing progress improves Improved rates of progress in maths	Staff CPD on high quality feedback	Mixed: where staff were open to learning and improving, changes to feedback have been implemented and have had a high impact on progress rates – see KS 1 and year 5/6 data. Where staff were less open and found change challenging, performance issues arose and impact on progress was less. Success criteria: met writing and significant impact in maths	Appropriately challenging performance through performance management channels was key to moving staff on. Recruitment has focused on high quality teachers with experience and/or the right mind set to embrace changes to practice with enthusiasm and commitment. Professional discussion surrounding high quality feedback and intervention will still need to be ongoing with new staff.	£500
Children's writing progress improves Improved rates of progress in maths	Staff CPD on "teaching backwards" including no/split input and peel away teaching sessions	Medium: This did promote professional dialogue but some staff were more engaged with professional research pieces than others. Where teachers were struggling with classroom management, behaviour or workload they were not able to fully engage with research theory. Some teachers took on board the thinking and used split input/peel away. Colleague support was very evident. Success criteria: met in writing	The research extracts selected provided useful theory behind practice but we have to consider the timing of presenting them to staff because of work load and engagement. It was useful to be part of a maths action research into the impact of board games on maths fluency (EF). We will use similar approaches and research pieces again with the new team to further improve progress rates.	£1,500
Children's writing progress improves Improved rates of progress in maths	Paired planning and teaching session each half term	Mixed: some pairs worked well and impacted on practice (AD/SM/AP.) Others worked together to develop practice but were unable to sustain improvements independently. Success criteria: met in writing	This will continue on a more informal footing and staff will have the opportunity to feed back at staff meetings.	£1,000
Children's writing progress improves Improved rates of progress in maths	Staff CPD on fostering a growth mind set and tools for thinking	High: Growth mind-set assembly helped children to understand that to be successful you need to encounter and overcome challenge and struggle. INSET day CPD generated great ideas for curriculum links and activities. Success criteria: met in writing; partially met in maths.	We will continue to use Growth mind-set and P4C; they have had a positive impact upon children's effort, determination and resilience. It is not cost effective to train all new teachers to L1 P4C. Existing staff will train, coach and mentor colleagues. Work needed to support parents in Growth mind-set opportunities.	£2,000
ii. Targeted support				
Desired outcome	Chosen action/approach	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

Children's writing progress improves	1 to 1 and small group provision of phonic support to segment words accurately when writing	High: good progress in phonics. PP passed retest in year 2. Phonic support included year 1 children which helped to achieve 89% success rate in phonic screen. Success criteria met	Continue with HLTA and target children next year. Towards the end on the year aim for HLTA to deliver support in class during lesson to improve transfer of skills and independent use of blending skills.	£2,000
Improved rates of progress in maths	Twice weekly small group sessions for children in maths run by class teachers	Medium – high. Year 5 and 6 targeted. Developed children's fluency and accuracy– see workbooks. Did not improve progress rates at the end of year 6 (remember we are still comparing two different assessment systems.) Success criteria: partly met.	This worked best when the supply teacher took the class and the class teacher delivered the intervention. Next year we plan for the HTLA to support Year 6 teacher for her boost small groups of year 6 weekly, which will include PP children who are borderline in maths.	£4,000
Children's writing progress improves Improved rates of progress in maths	Weekly homework and booster clubs	High: children enjoy coming to homework club and are keen to learn. Many parents have requested that their children attend because it stops the clash over homework at home. They are able to have regular use of SPaG.com and Mathletics. Biggest impact was on writing. Success criteria met.	The homework club will continue next year, run by Head of School, assisted by teaching staff and LSAs. In addition, year 6 teacher will run separate after school learning sessions.	£720
iii. Other approaches				
Desired outcome	Chosen action/approach	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
Late children arrive on time	Admin assistant with responsibility for monitoring attendance attends Behaviour and Attendance network meetings.	Medium – high for a relatively small number of children. We have found some useful suggestions in managing attendance issues. Having another office based person querying attendance as well as the Head of School and SLT has been beneficial. Success criteria met	The admin assistant will continue to attend behaviour and attendance network meetings and to meet with the Wavell cluster EWO for advice regarding penalty notices and tackling any lateness issues.	£750
Late children arrive on time	Late letters are issued to parents of children who are late.	Medium - high (high for older children who are becoming more independent and are not totally reliant upon their parents to get them to school on time and where families have been able to share transport arrangements.) Success criteria met.	For some families who are struggling to get their children to school on time the offer of a place at breakfast club has been helpful. Continue with the system of issuing a late letter if a child has been late on more than three occasions in any half term. If there is no improvement parents are invited to come into school for a meeting.	£50

Behavioural issues addressed	Identify a targeted behaviour management intervention for identified pupil, working with BST. Develop self-esteem and restorative	Low – medium. Short term impact but it but BST advice did not offer anything new. It has proved difficult to make the impact sustainable from year to year when situations which underpin behaviour remain in place. Success criteria met.	It would be worth re-referring to this service should the need arise for short term support.	£300
Behavioural issues addressed	Regular ELSA sessions are used on dedicated ELSA days, including lego play therapy and social skills.	High – regular ELSA sessions have helped to improve self-esteem and social relationships, which has impacted upon learning and behaviour. Success criteria met. New interventions including lego-play therapy have also enabled ELSA to reach out and support a higher number of pupils per term	The ELSA will continue to provide six weekly interventions in small groups and one to one sessions. Referral and monitoring will be managed by the SENCo. The Lego Therapy will continue. New ELSA room has now been created to enable a better environment for the ELSA sessions.	£13,801 ELSA resources: £947,10
Behavioural issues addressed	Weekly 1 to 1 and small group drawing therapy sessions with experienced SEN teacher.	High – the children who attend these sessions are reported to be calmer in class and more engaged with learning. Some have been group sessions and some are one to one, depending on the children involved. Success criteria met.	Extremely cost effective as the school only pays for materials. This will continue next year with a focus on needs in lower key stage two.	£50
Parental engagement improves	School buys in to cluster Parent Support Advisor and families are referred as appropriate.	High – There has been an improvement in some behaviour as a result of parents feeling better able to provide appropriate boundaries and expectations. Success criteria met.	We will continue to buy in to the PSA service. Referral will be by the school verbally or by parents themselves. The PSA will offer group sessions – top tips or triple P – but is also available for one to one sessions. PSA referrals and monitoring are managed by the SENCo.	£3,100
Parental engagement improves	School financially supports PP children's use of wrap around care, residential trips and extra-curricular activities.	High – children have been able to take advantage of a variety of different activities which they not have otherwise enjoyed because there is a cost – eg music lesson, football, multisports, judo, French. Being able to use before and after school facilities has helped parents who are working. Success criteria met.	The support of wrap around care, residential trips and extra-curricular activities will continue next year. Uptake is managed and monitored by SBM and Head of School.	£961,90 (day visits) 1350 (residential visits)

Basic Neds met – child is able to better engage with the learning	School provided milk, uniform vouchers and homework club for all PP children	High – very well received by the children who feel that their needs are being supported better in school. Very positive engagement with their homework staff. This is run by Head of School, class teacher, HTLA and team of 3 LSA's Success criteria: Met	Due to the success of these interventions this will continue next year. The homework club has expanded and is now split across two classrooms.	£720 (homework club) £200 (free milk) £340 (Uniform vouchers)
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7. Additional detail

When a new PP family join us, or there is a change in circumstances that means they are now PP, we work with them individually to address what their needs are and how best to provide provision for them. This then becomes an on-going dialogue between Head of School and the family to monitor needs and adapt as situations change. As a school, we take a personalised approach to ensure the children are settled and happy, which will then impact upon their progress over time.

We have recently gone over-role to take on a PP child, where we could admit 2 siblings, but not the third. We attend regular meetings to support the PP families and also work with the Home start, Early Help Hub, Foodbank and Rotary to help with funding and support in the home.