

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Our Lady and St Patrick's C Primary School
Pupils in school	176 (and 15 Nursery children)
Proportion of disadvantaged pupils	24 children
Pupil premium allocation this academic year	£34,320
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	March 2021
Statement authorised by	Angela Folland
Pupil premium lead	Rachel O'Sullivan
Governor lead	Ruth Gordon

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Improve maths outcomes at KS1 and KS2 by working with the Trust and Maths Hub to implement Power Maths across the school. To include additional resources and staff training.
Priority 2	Improve reading and writing outcomes by continuing to implement Read Write Inc and training all staff in the implementation of Accelerated Reader.
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching interventions to improve outcomes for all children.
Projected spending	£11, 250

## Teaching priorities for current academic year

Aim	Target	Target date
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Progress in Reading	Achieve above national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0+)	July 2021
Progress in Mathematics	Achieve national average KS2 Mathematics progress score in Maths (0)	July 2021
Phonics	Achieve at least national average Expected Standard in Year 1 Phonics Screening (and in 2021 for Year 2 children who did not take test in 2020 due to C19)	July 2021
Other	Ensure strong engagement and achievement across the curriculum through the implementation of a clear intent, including the use of outdoor learning.	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	SLA to Babcock Library service to complement Accelerated Reader Additional intervention for phonics, early literacy and maths.
Priority 2	Use of leadership time to support teachers raising the attainment of PP children, particularly those with SEND. Thrive Practitioner to support social and emotional development
Barriers to learning these priorities address	The use of coaching to ensure engagement and metacognition strategies are developed for specific pupils. Encouraging wider reading opportunities to improve engagement and experiences.
Projected spending	£16 , 233

### Wider strategies for current academic year

Measure	Activity
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Priority 1	Provide 75% subsidised experiences (including clubs) for those children currently receiving free school meals.
Priority 2	Continue to raise the attendance to above national average for non-disadvantaged and meet the pastoral needs of disadvantaged children (including social, emotional, mental health and nutrition needs). SENDCO and DSL time allocated to early help strategies to support children and families.
Barriers to learning these priorities address	Attendance intervention increases children's ability to engage with learning and reduces sessions and learning missed. By removing financial barriers to engagement, children who are disadvantaged have the opportunity to experience a range of enrichment activities.
Projected spending	£6837

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time given to staff development.	Use of INSET days; technology used to enable staff to engage in peer to peer coaching; maths and literacy leaders released for ½ day a week each.
Targeted support	Securing dedicated time for the Pupil Premium Lead and Literacy Lead to coach teachers	Additional support for a day a week to work alongside teachers.
Wider strategies	Engaging the families facing most challenges	Close multi-agency working and the development of the Thrive practitioners.

### Review: last year's aims and outcomes

Aim	Outcome
Children will become confident speakers with a growing range of vocabulary and confidence. Book spine, reading/book club, language skills built from nursery – following the PWP scheme.  Principle of no child left behind in phonics – aim for 100% phonic screening.	RWI successfully implemented across the school.  Phonics teaching evaluated as much improved by the English Hub.  Pass rate 81% PP pass rate: 75%

<p>Barriers are lessened and enable children to access learning.</p> <p>Language skills are improved.</p> <p>Children catch up and make rapid progress.</p>	<p>Barriers reduced due to greater multi agency working e.g. Early Help, Education Welfare.</p> <p>English Hub impact as well as implementations of English Plan mean that children experience far richer texts and language opportunities.</p>
<p>SEND children will make progress shown in their smart targets and SEND plans</p>	<p>END strategy written to ensure future progress of children with SEND</p>
<p>Build parental trust and relationships through meetings and informal conversations of what they need to ensure their attendance at events and forums which would benefit their understanding of school life.</p> <p>To change the mindset and attitudes of parents (and pupils) to show school is a safe place and where their well-being is of paramount importance to every staff member.</p> <p>To show the children how being in school has a direct impact on their learning and levels – more attendance will improve ARE. Monitor attendance v disadvantaged children data using statutory starting points (EY Profile/KS1/KS2 sats)</p>	<p>Parent questionnaire February 2020 demonstrated low parental confidence in the school. The school development plan for 2020 identifies strategies to improve parental engagement and confidence.</p>