

Pupil premium strategy statement (St. Patrick's Catholic Voluntary Academy) 2020-21

1. Summary information

School	St. Patrick's Catholic Voluntary Academy				
Total number of pupils	223 (inc F1)	Date of most recent PP Review	n/a	Date for next internal review of this strategy	Spring 2021

Forecast 2020/21 Academic Year Allocation:

£46,066

<u>Detailed Calculation:</u>	Deprivation*	Service Children	Adopted from Care	Total
	£1,345	£310	£2,345	
Jan. 2020 Census Data (pupils)	38	0	0	
Sept '20 - Mar '21 (7 months) Funding	£29,814	£0	£0	£29,814
Jan. 2021 est. Census Data (pupils)	29	0	0	
Apr '21 - Aug '21 (5 months) Funding	£16,252	£0	£0	£16,252
Total Estimated Funding	£46,066	£0	£0	£46,066

*ever 6 (pupils who have had entitlement to free school meals in the past 6 years).

2. Year 6 Attainment

Year 6 Attainment 2018-19

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% reaching the expected standard in reading, writing and maths	83 (Nat 71)	50
% achieving a high score in reading and maths and working at greater depth in writing	17	6
Reading progress measure	0.01	-0.1
Writing progress measure	1.32	0.7
Maths progress measure	3.2	0.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Limited access to language/poor oral language skills
B.	Poor literacy levels
C.	Narrow experience of life outside school

External barriers

D.	Low aspirations/expectations
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils to be targeted to meet the expected standard at the end of KS2 and make good progress from their relative starting points, including higher ability. All pupils tracked half termly in all classes ensuring that interventions impact quickly to keep pupils on track.	PP pupils make good progress through swift intervention to ensure all reach their full potential from their relative starting points.
B.	Minimise barriers to learning for PP pupils. Pupils with additional barriers to learning such as SEND are supported to ensure that PP pupils in all classes make good progress alongside their non PP peers.	PP pupils, including those with SEND will make good progress from their starting points. Progress will be equal to that of their non PP peers.
C.	Reduce the impact of deprivation by covering the costs of enrichment opportunities such as an annual theatre experience and subsidise trips and residential visits to ensure that they are accessible for all PP pupils.	PP pupils have access to the same opportunities as their non PP peers.
D.	To support PP pupils with SEMH needs by further developing the Nurturing Practice within our school.	Pupils will be better at making relationships and managing their feelings. This will help them to be more effective learners who can work collaboratively and independently.

5. Planned expenditure

Academic year	2020-21
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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?
Minimise barriers to learning for PP pupils.	A high quality programme of targeted interventions provided by trained TAs	The EEF Toolkit states that when TAs are deployed to support individual pupils or small groups instead of providing general administrative support there are 'positive benefits'.	Regular analysis of attainment and progress data during Pupil Progress meetings will focus on overall progress and attainment and progress as a result of specific interventions such as Dyslexia Gold, BRP, Interactive Play	SLT Subject Co-ordinators SENCo	Spring 2021

			Co-ordinator monitoring - see Annual Monitoring and Evaluation Programme Provision Maps reviewed termly		
Support for pupils with SEMH needs.	CPD to further developing the Nurturing Practice within our school	The primary theoretical model that underpins the effectiveness of nurturing provision is John Bowlby's attachment theory which argues that children acquire age-appropriate behaviour through interactions with significant others. These relationships allow the child to locate themselves as distinct individuals in relation to other people – a fundamental psychological base required for learning.	Use INSET day to deliver 'Attachment and Trauma' training Positive interactions with peers noted and fewer incidents of poor behaviour recorded Lessons observations/learning walks to look at learning behaviour in classrooms	All Class Teachers SENCO SLT & Subject Co-ordinators	Spring 2021
Total budgeted cost					£38000
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?
PP pupils to make good progress from their starting points and achieve as well as their non PP peers.	Small Group After-school Tuition	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Regular analysis of attainment and progress data. Co-ordinator monitoring - see Annual Monitoring and Evaluation Programme Provision Maps reviewed termly	SLT Subject Co-ordinators	Spring 2021

<p>Reduce the impact of deprivation, ensuring all pupils have access to experiences and opportunities alongside their peers</p>	<p>Subsidise/fund school trips</p> <p>Funding of clubs and extracurricular/enrichment activities such as Funky Feet Music and Ballet with <i>ab Dance</i></p> <p>Children provided with a nutritious and filling breakfast which prepares them for the school day</p>	<p>Some families struggle to fund additional educational experiences and clubs. By allowing pupils to attend such activities free of charge or subsidised it allows equal opportunities for all and ensures that all pupils have equal access to an enriched education.</p>	<p>Monitoring of pupil uptake in sporting activities and clubs</p> <p>Records/registers</p>	<p>All Class Teachers</p>	<p>Spring 2021</p>
<p>Attendance will be as good as non PP peers</p>	<p>Attendance monitoring Meetings</p> <p>Family support where required</p> <p>Rewards/incentives</p>	<p>Children who do not attend school regularly can fall behind their peers as they miss learning and find gaps in their knowledge and skills.</p> <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Regular monitoring of attendance and punctuality</p> <p>Meetings with parents that are not making sufficient improvements in attendance and punctuality once highlighted.</p>	<p>Headteacher EWO</p>	
Total budgeted cost					<p>£8066</p>

6. Review of expenditure										
Previous Academic Year 2018-19										
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						
Minimise barriers to learning for PP pupils.	Additional TA support	2018-19 data illustrates that the progress of pupils eligible for PP funding was greater than that of non-PP pupils in every subject.	This approach will be continued.	£36,000						
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						
PP pupils to make good progress from their starting points and achieve as well as their non-PP peers.	After-school Tuition	2018-19 data illustrates that the progress of pupils eligible for PP funding was greater than that of non-PP pupils in every subject.	This approach will be continued.	To be finalised						
Reduce the impact of deprivation, ensuring all pupils have access to experiences and opportunities alongside their peers	Subsidise/fund school trips Clubs (inc. Breakfast) and extracurricular activities funded	Records/registers of trips and events indicate that all pupils have equal access to an enriched education. <div data-bbox="683 992 1164 1428" data-label="Figure"> <p>Whole school attendance [2 Years Ago]</p> <p>Average whole school attendance</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Average Attendance</th> </tr> </thead> <tbody> <tr> <td>Average attendance, 2 Years Ago</td> <td>94.86</td> </tr> <tr> <td>Average attendance [filtered by Pupil Premium, 2 Years Ago (Pastoral)]</td> <td>94.05</td> </tr> </tbody> </table> </div>	Category	Average Attendance	Average attendance, 2 Years Ago	94.86	Average attendance [filtered by Pupil Premium, 2 Years Ago (Pastoral)]	94.05	This approach will be continued.	
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