**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | St Adrian’s Catholic Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £21,200 | **Date of most recent PP Review** | July 19 |
| **Total number of pupils** | 228 | **Number of pupils eligible for PP** | 16 (7%) | **Date for next internal review of this strategy** | July 20 |

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| 1. **Current attainment** | | | | | |
| Early Years Foundation Stage outcome 2018/19 | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% Good level of development (GLD)** | | | 100% | | *74%* |
| **% Reading** | | | 100% | | *79%* |
| **% Writing** | | | 100% | | *76%* |
| **% Number** | | | 100% | | *82%* |
| **% Shape and space** | | | 100% | | *84%* |
| Year 1 Phonics screening | | | 100% | | *82%* |
| Key stage 1 outcomes 2018/19 | | |  | |  |
| **% achieving expected standard or above in reading, writing & maths** | | | 100% | | Awaiting data |
| **% making expected progress in reading** | | | 100% | | Awaiting data |
| **% making expected progress in writing** | | | 100% | | Awaiting data |
| **% making expected progress in mathematics** | | | 100% | | Awaiting data |
| Key stage 2 outcomes 2018/19 | | |  | |  |
| **% achieving expected standard or above in reading, writing & maths** | | | 50% | | 71% |
| **% making expected progress in reading** | | | 100% | | Awaiting data |
| **% making expected progress in writing** | | | 50% | | Awaiting data |
| **% making expected progress in mathematics** | | | 50% | | Awaiting data |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** | | | | | |
|  | | PPG pupils have a lower baseline on entry. St Adrian’s Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations. | | | |
|  | | Some pupils have additional needs such as SEND or EAL | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **C.** | | Lower attendance amongst the PPG cohort than non PPG | | | |
| **D.** | | Due to other constraints, education is often a lower priority within the family setting. | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Pupils’ attainment is at least in-line with age related expectations and at least expected progress is achieved in reading, writing and maths. Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils. | | | The difference between reading, writing and maths attainment of PP and others will be diminished. | |
|  | Ensure that PPG pupils on the SEND and EAL registers receive high quality teaching and support in the classroom in addition to detailed planned SEND support. | | | PPG pupils on the SEND register will make at least expected progress from their starting points. | |
|  | Improve attendance for our PPG pupils to reach at least national average. | | | Attendance for the children is in line with national at 96%.  Overall PPG attendance improves from 93% to 96% | |
|  | Education is a seen as a high priority within the family setting. | | | PPG families work in partnership with the school to support PPG pupils with their learning.  Daily reading and weekly homework completed. | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2018-2019** | | | | | | |
| **Priority last year was to increase the number of children working at expected or above in reading, writing and maths in all year groups, and to accelerate individual pupils’ progress in reading, writing and maths, with particular attention to increasing the number of eligible Pupil Premium children meeting expectations.** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Split classes for English and maths across KS1 & 2 | Majority of PPG pupils are at age related expectations across the school in RWM combined | | 73% of PPG pupils across the school are working at age related expectations.  93% R 80% W and 80% M for PPG  For all pupils KS1 and KS2 outcomes are at 87% and 81% which is above national averages. | | | Continue with this approach | | | £20,000 |
| Booster sessions | Targeted support outside of normal classroom teaching | | Reading, writing and mathematics attainment for PPG pupils across the whole school have remained consistent from 2017/18 to 2018/19 | | | Continue with this approach | | | £10,000 |
| 1. **Other approaches – to provide opportunities for PPG children to access the wider curriculum including extra-curricular activities** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Music lessons, swimming, after school clubs, trips and lunches financially supported | Provide opportunities that are available to others | | PPG children were able to access residential trips and to access extra-curricular clubs including music clubs. Thus they had an opportunity to experience a broader and richer school life. | | | Continue with this approach | | | £1,220 |
| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | **2019-2020** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review?** | |
| Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils by continuing split/small class sizes KS1 & 2 | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. | | | To continue to diminish the differences between PPG and other children nationally as evidenced by the success of the programme over the last two years | By completing the following actions:   * Areas for development will be identified by the class teacher * Assessment outcomes will be accurate and swiftly addressed. * Key Skills will be addressed. * Developing spelling and mathematical fluency will be addressed. | | DHT as PPG leader | July 2020 | |
| **Total budgeted cost**: £15,200 | | | | | | | | | |
| **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review?** | |
| Provide targeted ‘booster’ support to PPG pupils including EYFS | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. | | | To continue to diminish the differences between PPG and other children nationally as evidenced by the success of the programme in prior years | By completing the following actions:   * Areas for development will be identified by the class teacher * Assessment outcomes will be accurate and swiftly addressed. * Key Skills will be addressed. * Developing spelling and mathematical fluency will be addressed. | | DHT as PPG leader | July 2020 | |
| **Total budgeted cost:** £ 5,000  In excess of £20,000 | | | | | | | | | |

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| **Other approaches** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Monitor closely the attendance of PPG children and take swift action to address absenteeism | Improve pupils’ attendance (focus FSM pupils) | PPG attendance was 93% for 2018/19 compared to whole school of 97% | Implement new reward system for improving pupils’ attendance  Track attendance half termly and issue attendance certificates  Meet with targeted families and implement strategies to improve attendance and punctuality | PPG Leader | July 2020 |
| Provide opportunities that are available to others | Music lessons, swimming, after school clubs and trips are financially supported allowing pupils the opportunity to see the advantage of a broad education | Due to other constraints, education is often a low priority within the PPG family setting. This allows pupils the opportunity to see the advantage of a broad education | Offer every family the opportunity for their child/children to access an afterschool club and to receive support for school trips. | PPG Leader | July 2020 |
| **Total budgeted cost:** £1,000 | | | | | |