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

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| 1. **Summary information** | | | | | |
| **School** | St Adrian’s Catholic Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £21,398 | **Date of most recent PP Review** | July 20 |
| **Total number of pupils** | 229 | **Number of pupils eligible for PP** | 19 (8%) | **Date for next internal review of this strategy** | July 21 |

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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)** | Assessment postponed by Covid19 | Assessment postponed by Covid19 |
| **% Reading** |
| **% Writing** |
| **% Number** |
| **% Shape and space** |
| Year 1 Phonics screening |
| Key stage 1 outcomes 2018/19 |  |  |
| **% achieving expected standard or above in reading, writing & maths** | Assessment postponed by Covid19 | Assessment postponed by Covid19 |
| **% making expected progress in reading** |
| **% making expected progress in writing** |
| **% making expected progress in mathematics** |

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| Key stage 2 outcomes 2018/19 | | |  | |  |
| **% achieving expected standard or above in reading, writing & maths** | | | Assessment postponed by Covid19 | | Assessment postponed by  Covid19 |
| **% making expected progress in reading** | | |
| **% making expected progress in writing** | | |
| **% making expected progress in mathematics** | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** | | | | | |
|  | | Covid19 lockdown and school closure will have adversely affected the most vulnerable and disadvantaged children | | | |
|  | | 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 by end of Key Stage 2. | | | |
|  | | 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)* | | | | | |
| **D.** | | Lower attendance amongst the PPG cohort than non PPG | | | |
| **E.** | | 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 receive ‘back on track’ curriculum support to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). National Tutoring Programme to provide additional, targeted support when details are finalised and individual school funding announced. | | | PPG pupils recover lost learning and learning attitudes at least as well as non-PPG pupils. | |
|  | 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 97%. | | | Attendance for PPG children is in line with whole school target of 97%  Overall PPG attendance improves from 94.6% to 97% | |
|  | 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** | | **2019-20** | | |
| **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? | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| 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 | Prior to Covid19 school closures, PPG pupils (Y1-Y6) attaining age related expectations (ARE) were:   |  |  |  |  | | --- | --- | --- | --- | | R | W | M | RWM | | 94% | 88% | 88% | 82% |   There was a positive attainment gap with PPG pupils’ attainment rates higher than non-PPG pupils:   |  |  |  |  | | --- | --- | --- | --- | | R | W | M | RWM | | +10% | +12% | +4% | +8% |   Year 6 PPG pupils were 100% ARE in RWM combined with Year 2 at 0% (1 pupil).   |  |  |  |  | | --- | --- | --- | --- | | Y1-6 progress (March 2020) | R | W | M | | Better than expected progress | 11.8% | 11.8% | 29.4% | | Expected and better than expected progress | 88.2% | 88.2% | 76.5% | | Less than expected progress | 11.8% | 11.8% | 23.5% | | Split classes have less impact on Year 1 learning especially in the autumn. As a result of this we will move to a ‘continuous provision’ approach in Year 1 with split classes continuing for Y2-6.  Progress in for the PPG pupils must be monitored as a small minority have not made expected progress. This is most evident in mathematics. | In excess of £70,000 |
| Provide targeted ‘booster’ support to PPG pupils including EYFS | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. | Continue with this approach. When National Tutoring Programme funding to the school is confirmed additional, targeted support will be provided. | In excess of £20,000 |
| 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? | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Monitor closely the attendance of PPG children and take swift action to address absenteeism | Improve pupils’ attendance (focus FSM pupils) | Attendance for the whole school improved to 97% and for PPG pupils it rose to 94.6%.  In most cases PPG attendance was 95% or higher but in a small number of pupils it was below 90%. | Dialogue and support which encourage attendance works well. Letters that adopt this approach, especially the opportunity to discuss matters, have most impact.  Continue with this approach. | Time |
| 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 | 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 | Circa £1,000 |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2020-2021** | | | | |
| 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 and progress is at least expected | | To continue to ensure that PPG children at St Adrian’s have the opportunity to fulfil their potential and thrive academically as evidenced by the success of the programme over the last three 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 2021 |
| **Total budgeted cost**: In excess of £15,000 | | | | | | |

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| **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. When National Tutoring Programme funding to the school is confirmed additional, targeted support will be provided. | Pupils’ attainment is in-line with age related expectations in reading, writing and maths and their progress is at least expected. | 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 Leader as PPG leader | July 2021 |
| **Total budgeted cost:** In excess of £ 5,000 | | | | | |

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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 94.6% for 2019/20 (to March) compared to whole school of 97%.  High attendance gives our children the best possible opportunity for learning and reaching their full potential. | Track attendance half termly and celebrate pupils’ successes. Link attendance to the merit system.  Meet with targeted families and implement strategies to improve attendance and punctuality. | PPG Leader | July 2021 |
| 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 |  | PPG Leader | July 2021 |
| **Total budgeted cost:** £1,000 | | | | | |