

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

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

2. Current attainment		
Early Years Foundation Stage outcome 2018/19	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers		
A.	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.	
B.	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.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	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.
B.	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.
C.	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%
D.	Education is 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.

5. Review of expenditure

Previous Academic Year	2018-2019
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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

i. 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

6. 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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					

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
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					