**St Julie Catholic Primary School**

**Pupil Premium Strategy Statement 2019/20**

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| **Summary Information** | | | | | | | | | | | | | | | | |
| **School** | | | | St Julie Catholic Primary School | | | | | | | | | | | | |
| **Academic Year** | | | | 2019/20 | **Total PP Budget** | | £24,726 | | | **Date of most recent PP review** | | | | September 2019 | | |
| **Total no. of pupils** | | | | 247 | **Number of pupils eligible** | | 16 | | | **Date for next internal review** | | | | September 2020 | | |
| **Current Attainment** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **School Average (2019)** | | **Pupils not eligible for PP**  **( National Average )** | | | |
| Standardised scores in Reading at KS2 (100 is the expected level) | | | | | | | | | | | 108 | | 104 | | | |
| Standardised scores in GPS at KS2 (100 is the expected level) | | | | | | | | | | | 109 | | 106 | | | |
| Standardised scores in Maths at KS2 (100 is the expected level) | | | | | | | | | | | 109 | | 105 | | | |
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| **Barriers to Future Attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | | | | | | |
| **In-School Barriers: (issues to be addressed in school)** | | | | | | | | | | | | | | | | |
|  | | There are only a small number of pupils in school who are eligible for PP | | | | | | | | | | | | | | |
| **A** | | A number of pupils eligible for PP also have SEN, which affects progress in core areas | | | | | | | | | | | | | | |
| **External Barriers: (issues which also require action outside school, such as attendance)** | | | | | | | | | | | | | | | | |
| **B** | Some children who are eligible for PP have emotional needs which impact on their learning on a daily basis | | | | | | | | | | | | | | | |
| **Desired Outcomes** | | | | | | | | **Success Criteria** | | | | | | | | |
| A: Children who are eligible for PP who have additional SEN, will make progress in line with other groups and compared to similar pupils nationally | | | | | | | | Small group early intervention, speech and language programmes and social communication groups will be implemented. Pupils eligible for PP will make required progress to ensure no gap in reading, writing, maths and phonics | | | | | | | | |
|  | | | | | | | | Targeted interventions will be implemented throughout the school, along with the provision of other educational resources to aid learning so that SEN pupils eligible for PP make the same progress as other groups. | | | | | | | | |
| **B**: Pupils with significant Social and Emotional needs will not have a barrier to their learning | | | | | | | | Pastoral support and interventions will be put in place to support Social and Emotional needs and reduce the impact of these on learning, ensuring that pupils eligible for PP achieve Age Related Expectation or above. This includes provision of ‘Rainbows’ counselling group twice a week. | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | | | |
| **Academic year** | | | **2019-20** | | | | | | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | | | |
| **Quality of teaching for all** We have combined professional knowledge with robust evidence about approaches which are known to be effective. We have consulted external evidence sources such as: the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress. | | | | | | | | | | | | | | | | |
| **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?** |
| Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation | | | Review the texts available to ensure there is adequate numbers of texts exposing children to repetition, rich vocab alongside phonetically decodable texts in line with Letters and Sounds programme. (Make more effective use of new school resources: Project X, New ORT phonics books, Library resources)  To continue using oral story- telling and dedicated speaking and listening time.  To develop the class library in line with the whole school drive for ‘Reading for Pleasure.’ | | | Literature and sharing books has proven impact on the development of early language.  Children will use the language they have learnt to support their own writing  Structured approach to phonics has proved successful in early reading strategies.  New phonic strategies and smaller groupings for sessions enabling children to have access to personalised learning groups | | | | | | Monitoring and tracking of key group  engagement with the texts and pupil feedback.  Pupil progress meetings  Learning walks and observations  Assessment and observational data. | | | **Jane Ashcroft**  **Helen Slocombe** | February 2020 |
| The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback | | | Increase exposure to professionals and enrichment activities across the curriculum ( e.g. visiting authors, trips, sporting opportunities, growth mindset displays and activities, assemblies careers talks for Y6)  PSHE activities across the curriculum – Big Question  Rainbow Sessions - nurture sessions | | | PSHE has had a proven impact on improving children’s self-belief and confidence.  Emotional well being and good mental health is crucial to pupils feeling safe and ready to learn.  National statistics show increase in number of children and young people experiencing mental health and emotional difficulties | | | | | | Drop- in observation of PSHE sessions  Pupil voice informal and formally  Parental voice sought  Effective communication, reassurance and encouragement from all staff.  Regular timetabled rainbow sessions | | | **Anne Hodgson**  **Helen Slocombe** | February 2020 |
| 1. **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?** |
| Children who are eligible for PP who have additional SEN, will make progress in line with other groups and compared to similar pupils nationally | | | Additional TA support targeted at children with specific area of need ( KS2)  KS1 – TA support for targeted daily phonics sessions.  TA delivery of precision maths, reading and spelling interventions  Catch up Maths  Catch up Literacy | | | Structured approach to phonics used as core of KS1 reading curriculum.  TA support targeted for early reading skills to ensure every child a reader.  Training facilitated by virtual schools to enable TAs to provide targeted support | | | | | | Effective planning for TA support in daily, weekly timetables – monitored regularly.  Impact of interventions will be monitored and reviewed regularly as part of monitoring and evaluation schedule. | | | Helen Slocombe  Anne Hodgson | February 2020  June 2020 |
| **Total budgeted cost** | | | | | | | | | | | | | | | | £28,386 |
| How we aim to show impact | | | | | | | | | Review | | | | | | | |
| * Continuous monitoring of attainment, achievement and social development will take place during the year - this will be a feature in pupil progress reviews and during monitoring exercise. * Meetings with parents/children will take place throughout the year to discuss development and next steps – feedback to measure impact. End of key stage attainment levels will measure impact on core curriculum areas and illustrated on school’s website as and when data becomes available. In-school data will also be monitored. * Pupils’ learning and social development through pupil voice consultation as part of the monitoring process. * Increased % of PP children reaching GLD for language development and reading at the end of Reception. * Increased % of Y1 PP children achieving above National Standard in Phonic Screening test at end of Y1. | | | | | | | | | * PP (1 child) targeted children in Y1 internal phonics screening assessment – 1 child achieved national standard and passed phonics screening internal assessment, government assessment to be completed Autumn2 Year 2 * Those children not meeting expectations have specific SEN support. * 100% of PP children (2 children) achieved ARE at end of KS2 in maths, reading and writing. * Those children not meeting expectations also have specific SEN which affects attainment in core areas – continue to provide interventions and monitor attainment. Majority of children made expected progress from previous starting point. * Detailed in-school tracking shows progress in each year group – individual pupil’s progress and attainment discussed with parents at parents evening and through end of year reports – see summer cohort report | | | | | | | |