**St Julie Catholic Primary School**

**Pupil Premium Strategy Statement 2020/21**

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| **Summary Information** | | | | | | | | | | | | | | | | |
| **School** | | | | St Julie Catholic Primary School | | | | | | | | | | | | |
| **Academic Year** | | | | 2020/21 | **Total PP Budget** | | £21,461 | | | **Date of most recent PP review** | | | | September 2020 | | |
| **Total no. of pupils** | | | | 246 | **Number of pupils eligible** | | 13 | | | **Date for next internal review** | | | | September 2021 | | |
| **Current Attainment** | | | | | | | | | | | | | | | | |
| Current attainment by the end of KS2 (2018-19 Data). No data for academic year 2019-2020 due to cancellation of external KS2 SATs | | | | | | | | | | | **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 and Education Desty | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | | | |
| **Academic year** | | | **2020-21** | | | | | | | | | | | | | |
| 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 Floppy Phonics programme. (Make more effective use of new school resources: Project X, New Floppy phonics books, Library resources)  To continue using oral story- telling and dedicated speaking, rhyme time and listening time.  To develop the class library and a Reading Spine for each year group in line with the whole school drive for ‘Reading for Pleasure.’  Training for staff on NELI programme to support early language and literacy | | | Literature and sharing books has proven impact on the development of early language.  NELI will support any lost learning during the pandemic and improve early language and literacy.  Reading spine will ensure children are immersed in a wide range of texts from Reception to Y6  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.  Tracking of children on the NELI programme  Pupil progress meetings  Learning walks and observations  Assessment and observational data. | | | **Jane Ashcroft**  **Helen Slocombe** | February 2021 |
| 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  Rainbow Sessions - nurture sessions,  Education Desty sessions to support self-esteem, emotion and feelings  RSHE (Jouney in Love) delivered from EYFS-Y6 | | | 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 health, safe and ready to learn.  National statistics show increase in number of children and young people experiencing mental health and emotional difficulties  Education Desty to support children to develop their self- confidence, social skill and emotional resilience. | | | | | | 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 2021 |
| 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 | | | Structured approach to phonics (Floppy Phonics) used as core of KS1 reading curriculum.  TA support targeted for early reading skills to ensure every child a reader. | | | | | | 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 2021  June 2021 |
| **Total budgeted cost** | | | | | | | | | | | | | | | |  |
| 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. | | | | | | | | |  | | | | | | | |