

Pupil Premium Strategy 2020-21

1. Summary information					
School	St Patrick's Catholic Primary School				
Academic Year	2020-21	Total PP budget	£60,490	Date of most recent PP Review	March 2021
Total number of pupils	355	Number of pupils eligible for PP	37 pupils (September)	Date for next internal review of this strategy	July 2021

2. Current attainment					
No published assessment data 2019 – 2020 Data from 2018-19	Whole Cohort 2019 (48 pupils)	Whole Cohort 2019 (National)	Pupils eligible for PP 2019 (14)	Pupils not eligible for PP (School)	Pupils not eligible for PP (National)
% of KS2 pupils achieving the expected standard in reading, writing and maths 2018-19	83% EXC / 12.5% GD	65% EXC / 11% High	93% EXP / 0% High	79% EXP / 18% High	71% EXP / 13% High
Reading attainment	83% EXC / 31% High	73% EXC / 27% High	93% EXP / 21% High	79% EXP / 35% High	78% EXP / 31% High
GPS attainment	92% EXC / 42% High	78% EXC / 36% High	93% EXP / 29% High	91% EXP / 47% High	83% EXP / 41% High
Writing attainment	87.5% EXC / 31% GD	78% EXC / 20% GD	93% EXP / 21% GD	85% EXP / 35% GD	83% EXP / 24% High
Maths attainment	90% EXC / 33% High	79% EXC / 27% High	93% EXP / 14% High	88% EXP / 41% High	84% EXP / 32% High
Reading progress	+1.98	0	+4.31	+0.94	+0.32
Writing progress	+2.01	0	+4.17	+1.03	+0.27
Maths progress	+1.63	0	+2.15	+1.41	+0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	62% of PP children across school are working below age related expectations in Reading, Writing and / or Maths (December 2020).	
B.	40% of PP children are 'off track' from their starting points. (December 2020)	
C.	30% of PP have had low levels of engagement with home learning during January & February 2021. (32.5% of the cohort had a place in school.)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Complex family circumstances impact on children's social and emotional needs. 57% of PP children's families require / have previously required involvement from external agencies such as Social Care or receive / have received support in the form of CP, CIN, CAF, Early Help or TAF.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Desired Outcome: PP children to secure key knowledge, concepts and skills taught remotely during second lockdown. Measured: Ongoing informal assessments e.g. quizzes, children's participation in lessons, work completed independently.	Pupils can confidently access learning and make progress.
B.	Desired Outcome: PP children make accelerated progress. Measured: Termly tracking based on teacher assessment and test results to monitor attainment and progress. Termly data entry based on moderated teacher assessments. Half termly P Progress meetings to discuss attainment and progress.	Pupils make rapid progress and achieve Expected / High standards in Reading, Writing and Maths.
C.	Desired Outcome: PP children develop strategies to support their social and emotional needs. Measured: Monitoring of behaviour logs, pupil voice questionnaires and conferences, weekly Key Stage meetings & TA meetings	Pupils are well behaved, showing respect for themselves and others. Pupils respond to different situations appropriately.
D.	Desired Outcome: Improve attendance and punctuality of PP children Measured: Weekly monitoring of attendance	Pupils have excellent (95%+) attendance and punctuality

5. 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.					
i. Quality of teaching for all					
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?
A. PP children to secure key knowledge, concepts and skills taught remotely during second lockdown.	<p>Class teachers to plan / deliver lessons ensuring a recap of key learning taught remotely forms part of lessons (e.g. starter activities).</p> <p>Class teachers to combine modelling and scaffolding with explicit instruction (demonstration, guided practice and independent practice) to support learning.</p> <p>Class teachers to utilise flexible grouping to adapt to children's needs.</p> <p>Class teachers to use ongoing, informal formative assessments throughout lessons and adapt content accordingly.</p>	<p>Children at home have had varied experiences whilst learning remotely.</p> <p>Children who have attended school have received increased adult support due to reduced numbers so will need to demonstrate that they can apply learning independently.</p> <p>Scaffolding, explicit instruction and flexible grouping are recommended by the Education, Endowment Foundation (EEF) as effective strategies for high quality teaching for all pupils, including those with Special Education Needs and Disabilities (SEND). Applying these strategies offers multi sensory approaches that cater for different learning styles and give a clear structure for teachers and support staff. Flexible grouping allows for fluidity in targeting needs.</p>	<p>Weekly monitoring of planning on Staff Drive from April 2021.</p> <p>Half termly planning & book scrutinies by English and Maths subject leaders</p> <p>Learning walks and lesson visits</p> <p>Half termly P Progress meetings</p> <p>Termly pupil conferences to ascertain pupil voice</p> <p>Termly assessment data</p>	<p>Head (HT)/ Deputy Head Teacher (DHT)</p> <p>English / Maths Subject leaders</p>	<p>Half termly review of all evidence:</p> <p>P Progress meetings</p> <p>Feedback from subject leaders</p> <p>Termly review of assessment data & pupil voice</p>
B. PP children make accelerated progress.	<p>Class teachers to outline provision for PP cohort within weekly planning.</p>	<p>Targeting disadvantaged children on weekly planning in each class supported staff last year in sharpening their focus on the cohort.</p> <p>In 2018-19, this led to accelerated</p>	<p>Weekly monitoring of planning on Staff Drive from April 2021.</p> <p>Half termly planning & book scrutinies by English and Maths subject leaders</p>	<p>Head (HT)/ Deputy Head Teacher (DHT)</p>	<p>Half termly review of all evidence:</p> <p>P Progress meetings</p>

	<p>Increased focus on effective questioning / verbal feedback in lessons</p> <p>Differentiated 'Next Steps' in order to facilitate accelerated progress in English and Maths.</p>	<p>progress and improved attainment in Year 6 (see above) and enhanced progress across school, 100% PP children making Expected progress in Reading and 93% in Writing and Maths by July 2019.</p> <p>Continuing to focus on individual children within weekly planning will facilitate a focus on raising attainment.</p> <p>According to the Education Endowment Foundation (EEF) studies on the use of feedback show that it can have high effects on learning, if implemented appropriately.</p> <p>Improving the quality of 'Next Steps' in Maths across school in 2018-19 increased attainment at the Expected & High standards in 4/6 year groups.</p> <p>Further improving the quality of bespoke feedback and 'next steps' in other subjects would continue to enhance learning and facilitate individual / collective progress.</p>	<p>Learning walks and lesson visits</p> <p>Half termly P Progress meetings</p> <p>Termly pupil conferences to ascertain pupil voice</p> <p>Termly assessment data</p>	English / Maths Subject leaders	<p>Feedback from subject leaders</p> <p>Termly review of assessment data & pupil voice</p>
C. PP children develop strategies to support their social and emotional needs.	<p>Implementation of a robust curriculum framework introduced to staff in 2019 – 20, with clear links between PSHE, RSE, Science and Come & See to support children's emotional health and wellbeing.</p> <p>Use of revised Journey in Love resource to support RSE lessons across school in summer term.</p>	<p>The PSHE Association (endorsed by DfE) highlights evidence that the delivery of an effective PSHE curriculum boosts attainment and life chances, particularly for the most disadvantaged; preparing children for life and work in an ever-changing world.</p> <p>Relationships and Sex Education (RSE) and Health Education have become compulsory from 2020-21. Using revised, updated resources recommended by the Archdiocese of Liverpool ensures staff have the appropriate tools to deliver the curriculum content in line with statutory requirements and in keeping with the</p>	<p>Learning walks and lesson visits</p> <p>Book and planning scrutiny – PSHE lead</p> <p>Termly pupil conferences to ascertain pupil voice will provide an overview of implementation.</p> <p>Termly audit of Behaviour Logs – Phase Leaders</p> <p>Staff voice</p>	HT, DHT, PSHE lead – AHT, Phase Leaders	<p>Termly audit of logs</p> <p>Half termly review of staff voice: P Progress meetings, Key Stage meetings, SEND reviews,</p>

	Increased time allocated for PSHE lessons/activities to support wellbeing and social and emotional development.	ethos of our school.			
Total budgeted cost					£44,000
ii. 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?
A. PP children to secure key knowledge, concepts and skills taught remotely during second lockdown. B. PP children make accelerated progress.	Rapid intervention during plenary sessions to ensure PP children are confident and secure with their learning.	Research conducted by the EEF shows that children can find it challenging to make links between the learning within the classroom and during intervention sessions. Working with a TA at the end of a lesson enables children to reinforce key learning and tackle difficulties promptly, before misconceptions are embedded and confidence is diminished.	TAs delivering the intervention activities have been part of the original lesson so are fully aware of prior learning and can reinforce concepts / methods consistently in line with the class teacher. Feedback forms ensure key issues are shared and can inform future planning. Half termly P Progress meetings Termly assessment data	DHT	Half termly Termly review of assessment data
B. PP children make accelerated progress.	Afternoon additional reading sessions for PP children who are reading below age related expectations	Within the Education Inspection Framework (EIF) Ofsted has reinforced the importance of reading as a tool for learning and accessing the curriculum. Rotating afternoon intervention sessions to target reading enables children to continue to access a broad curriculum with their peers in addition to receiving targeted support.	Half termly reading book bands to measure progress.	DHT English subject leaders	Half termly
C. PP children develop strategies to support their social and emotional needs.	Bespoke support for PP children who are struggling to regulate their emotions / develop appropriate social skills	The Early Intervention Framework (EIF) advocate the benefits of targeted support, alongside a whole school approach to social and emotional learning, for those at increased risk of	Half termly monitoring with class teachers Termly pupil conferences to	DHT SENCo /AHT	Weekly Half termly

	<p>through: Liaison with the School Health team</p> <p>Social / emotional nurture groups</p> <p>Supporting individual children within the classroom and / or playground environment</p> <p>Key school staff communicating with parents and discussing areas of concern and potential strategies / solutions</p> <p>Accessing bespoke external support if appropriate e.g. Venus, Parenting 2000</p>	<p>developing mental health problems such as anxiety or depression.</p> <p>Working with the School Health team can support staff and families, drawing from a wide resource base.</p> <p>Bespoke support from teachers / teaching assistants ensures that work compliments whole school approaches and class based learning.</p> <p>The DfE (2015 – Supporting the Attainment of Disadvantaged Pupils) state that the most effective schools 'have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.'</p> <p>In the event that staff and families consider the need for specialist support, accessing advice external agencies can enhance in-school provision.</p>	ascertain pupil voice		
Total budgeted cost					£16,000
iii. Other approaches					
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?
D. To improve attendance and punctuality of PP children.	<p>To supplement whole school focus on good attendance, a bespoke focus on the PP group by:</p> <p>First day response phone call / email (if no answer)</p> <p>Weekly monitoring of cohort</p>	<p>Children need to be in school to access all the benefits of school life and to flourish as individuals.</p> <p>Increased communication with parents can support partnership working.</p> <p>In line with Sefton LSCB – 'Early Help is about taking action as soon as possible to tackle problems for children and families before they can grow into something that is more difficult to</p>	Closely monitor attendance of PP children.	DHT KH	Weekly monitoring of attendance and punctuality

	<p>Communication following two separate absences to offer a consultation to discuss potential support.</p> <p>Doorstep visits to check on wellbeing.</p> <p>Offer to instigate Early Help support for the family.</p> <p>Liaise with LA.</p>	<p>overcome. It is about identifying children and families that may be at risk of running into difficulties and providing timely and effective support.'</p> <p>Poor attendance can be an indicator of potential risk. Offering Early Help support can mitigate escalation of risk factors for families in need.</p>			
Total budgeted cost					-

