

## Pupil premium strategy statement: St Paul's C E Primary School 2019- 2020 REVIEWED VERSION

1. Summary information					
School	St Paul's CE Primary School				
Academic Year	2019 / 20	Total PP budget	£123,520	Date of most recent PP Review	July 2019
Total number of pupils	240	Number of pupils eligible for PP	75	Date for next internal review of this strategy	July 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Low early literacy and number skills	
B.	Pupil's language development,	
C.	Attainment below national expectations at the end of key Stage 2	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Access to wider opportunities and experiences outside of school compared to non PP pupil due to financial constraints	
F.	Self-belief, self-regulation and social skills need developing	
E.	Persistent absence and low attendance	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Success criteria</i>	
A.	<p>Good 'Quality First Teaching (QFT)' Professional development and Revised curriculum to engage pupils</p>	<p>Monitoring cycle is embedded in the school and led by HT, middle leaders and governors</p> <ul style="list-style-type: none"> <li>• Book scrutiny work</li> <li>• Learning walks</li> <li>• Lesson monitoring Quality First Teaching in all areas of school</li> </ul>

		<p>CPD arranged for staff approaches for Pupil Premium identified in planning</p> <p>Tracking pupil progress indicates gap in narrowing between PP and non-PP pupil</p>
<b>B.</b>	<p>Pupil's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved</p>	<p>Tracking of reading at home and school show pupils have had access to literature</p> <p>Progress shown by PP pupil from baseline assessments in phonics</p> <p>Half termly tracking for PP pupil in early years and Year 2 show they make good progress</p> <p>The gap between PP pupil and non-PP pupil in early years GLD is narrowed</p> <p>PP pupil in KS2 make good progress towards national expectations in reading, writing and maths</p> <p>PP pupil fully participate in guided reading sessions and develop Oracy linked to current literacy tree</p> <p>Speech and language therapy support progress in reading and writing for PP pupil</p>
<b>C.</b>	<p>Funding places for PP pupil in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.</p>	<p>Tracking shows PP pupil are given access class trips, after-school clubs, in-school visitors and other activities which help develop their fullest potential and put them on an equal footing with non-PP pupil</p>
<b>D.</b>	<p>Pupil's attendance is at national expectations</p>	<p>Tracking, monthly meetings and interventions to target PP pupil-phone calls, letters, meetings and advice sessions for those below 92%</p> <p>Attendance for persistent absences improved</p>
<b>E.</b>	<p>Pupil supported for well-being, social and emotional issues and behavioural issues</p>	<p>Targeted PP pupil are mentored and receive support for emotional, social and behavioural issue</p> <p>Targeted PP pupil have access to a therapist</p>

Academic year				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Good 'Quality First Teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>CPD</p> <p>School policy documents</p> <p>Identification of pupil barriers to learning</p> <p>Planned, tracked interventions in place</p>	Pupil at St Paul's are often at a low starting point and need an engaging curriculum with first hand experiences to motivate them to learn	<p>CPD for staff</p> <p>Development of a new curriculum</p> <p>Planning format to show curriculum personalisation</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil progress reviews</li> <li>• Lesson monitoring</li> </ul>	<p>March 2020</p> <p><i>Monitoring and external verification shows that 67% of teaching is now good or better compared with 40% in the previous year. Data shows that 90% of children made expected or better progress in all subjects/areas for Nursery, Reception, Year 2,3 and 6 in the Spring data collection just before lockdown.</i></p>
<b>Cost: £35000</b>				
Pupil's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	<p>Fortnightly therapist</p> <p>Teaching assistants trained to undertake interventions</p> <p>Additional support in EYFS</p> <p>Blue Elephant theatre company</p> <p>Phonic intervention groups</p>	<p>Many pupils have limited language skills.</p> <p>The school results are not consistently at national expectations</p>	<p>CPD for staff</p> <p>Development of school literacy strategy specifically for St Paul's</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil progress reviews</li> <li>• Lesson monitoring</li> </ul> <p>Focus on school development plan</p> <p>Woven into performance management targets for staff</p>	<p>March 2020</p> <p><i>Based on Spring data collection just before lockdown:</i></p> <p><i>In Nursery 17 children made more than 3 steps of progress in the Communication &amp; Language strand. All but 3 made expected or more progress. The impact of this on the Writing strand was all but 4 made expected or more progress and ARE went from 4 to 10 children on track.</i></p> <p><i>In Reception all children apart from 4 made expected or more progress in Communication and Language and ARE in Writing was maintained from the baseline with 4 children one step behind.</i></p>
<b>Cost: £20000</b>				

<p>Funding places for PP pupil in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.</p>	<p>Subsidise and pay for trips and events to enable participation of PP pupil</p> <p>Free school uniform</p> <p>Free Key Stage 2 resources</p> <p>Free places in Breakfast Club</p> <p>Maximising the uptake of Pupil Premium through streamlining procedures</p>	<p>It is a fundamental part of the inclusive ethos of St Paul's school that no child is prevented from participation in school activities or gaining from extra learning resources on the grounds of cost</p>	<p>Consultation with relevant people leading or responsible for activities</p> <p>Monitor attendance at activities.</p>	<p>March 2020</p> <p><i>Prior to lockdown paid trips were subsidised as needed so no child missed out.</i></p> <p><i>Breakfast club was attended by an average of 9 pupil premium children (based on last year's sign in sheets) that were fully or partly funded.</i></p> <p><i>The school will continue to do this each year in keeping with our inclusive ethos.</i></p>
<p><b>Cost: £25000</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>When will you review implementation?</b></p>
<p>Pupil's attendance is at national expectations</p>	<p>School attendance officer</p> <p>Inclusion team/ attendance team meetings</p> <p>Parent/carers meeting for below 92%</p>	<p>Some pupil's absence leads to extensive gaps in their learning across the curriculum. It is linked to social and emotional difficulties</p>	<p>Regular tracking of attendance and persistent absence rates for PP pupils</p> <p>Fortnightly inclusion meetings</p>	<p>March 2020</p> <p><i>Attendance has been maintained and was on an upward trajectory from the previous academic year.</i></p> <p><i>Attendance at March 2020 was 94.5%</i></p> <p><i>Persistent Absence was 9.3%</i></p> <p><i>This is in comparison to March 2019 which was 95% attendance and 16.05% persistent absence.</i></p> <p><i>There are fewer PP than non-PP children in our group of persistent absence children. 43% of Persistent Absences were by Pupil Premium children and 57% of Persistent Absences were by Non-Pupil Premium children.</i></p>
<p><b>Cost: £20000</b></p>				

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p>Pupil supported for well-being, social and emotional issues and behavioural issues.</p> <p>Pupils are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.</p>	<p>Philosophy for pupil (P4C) –CPD</p> <p>Weekly therapist</p> <p>Learning Mentor</p> <p>Targeted teaching assistants</p>	<p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>School values embedded through collective worship</p> <p>Quality marking &amp; feedback</p> <p>Staff training through staff meetings.</p> <p>Pupil conversations show that pupil can use the language of learning and talk about ways in which they learn better.</p>	<p>April 2020</p> <p><i>Monitoring both internally and externally showed a huge improvement in behaviour across the school but particularly in KS2</i></p> <p><i>The SIAMs report in February 2020 noted ‘The introduction of the school’s new relevant and accessible vision and values has led to improved behaviour, the acquisition of resilience and the raising of aspirations.’</i></p> <p><i>This will continue to be a focus in the school due to Covid.</i></p>
<b>£23520</b>				
<b>Total budgeted cost: £123,520</b>				

#### 4. Additional detail

Pupil premium information can be found on our website <http://st-paulsprimaryschool.co.uk/>