



Pupil Premium Strategy Report 2020-21

Pupil premium report

School name:	St Patrick's RC Primary School, A Voluntary Academy		
Academic year:	2020-2021	Total pupil premium budget:	£91,080
Total number of pupils on roll:	311	Number of pupils eligible for pupil premium:	67
Date of review:	17.9.20	Date of next scheduled review:	31.9.21

Quality of teaching for all

Action	Intended outcome	Estimated impact	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)	Cost	Staff lead
Reduce class sizes in Maths	Increase Maths attainment at the end of Key Stage 1 and 2.	More disadvantaged pupils achieve the expected standard and higher standard in Maths.	New initiative	£20,500	J Rothwell

<p>Increase quality of continuous provision in EYFS</p>	<p>Increase % of pupils achieving GLD by end of Reception.</p>	<p>% of disadvantaged pupils achieving GLD increases to be in line with National averages.</p> <p>% of disadvantaged pupils achieving the expected standard in Number, Shape & Space, Reading and Writing increases to be in line with National averages.</p>	<p>New initiative</p>	<p>£1800</p>	<p>J Rothwell</p>
<p>Introduce Power Maths across the school</p>	<p>Increase Maths attainment and progress for pupils by the end of Key Stage 1 & 2 at the expected and higher standards.</p>	<p>Progress score for disadvantaged pupils rises at the end of Key Stage 2.</p> <p>Attainment of disadvantaged at the end of Key Stage 1 and 2 increases.</p>	<p>New initiative</p>	<p>£4,000</p>	<p>J Rothwell</p>
<p>Introduce Purple Mash and continue with TT Rockstars</p>	<p>Engage pupils with online learning outside of school</p>	<p>Increase uptake on homework being completed.</p> <p>Engage pupils in online learning in a safe and educational arena.</p>	<p>Purple Mash: New initiative</p> <p>TT Rockstars: parental response positive. Pupils are engaged and times tables knowledge has increased as a result of playing online.</p>	<p>£2,000</p>	<p>S Bollington</p>
<p>Total spend:</p>				<p>£27,800</p>	

Summary of spending

Desired outcomes

Desired outcome	Success criteria
<p>Increase attainment and progress for disadvantaged children by the end of each Key Stage.</p> <p>Ensure that attainment and progress of disadvantaged children is in line with National averages and their peers at St Patrick's.</p>	<p>Progress and attainment is rising for disadvantaged pupils:</p> <ul style="list-style-type: none"> • GLD increases • % achieving the expected standard in Y1 phonics increases; • % achieving the expected standard in Y2 phonic retake increases; • KS1 Reading increases; • KS1 Writing increases; • KS1 Maths increases; • KS1 combined result increases; • Disadvantaged pupils attain as well as all pupils in the Year 4 Multiplication Check • KS2 Reading increases; • KS2 Writing increases; • KS2 Maths increases; • KS2 Combined increases; • KS2 Reading progress increases; • KS2 Writing progress increases; • KS2 Maths progress increases.
<p>Increase attendance.</p> <p>Decrease persistent absenteeism (PA)</p> <p>Decrease instances of lates.</p>	<p>Attendance across school and for disadvantaged pupils is at least in line with national averages.</p> <p>PA is below national averages for all pupils and disadvantaged pupils.</p> <p>The % of lates decreases for all pupils and the disadvantaged pupils.</p>

Support parents to provide warm, safe, secure homes.

Support parents to provide food, stimulation and build positive relationships with their children.

Improve children's experiences of relationships within the home and with friends at school.

Improve children's behaviour and develop their ability to regulate their emotions.

Enable pupils to have good self-confidence and self-esteem.

Case studies show the impact of the actions of the family worker and the pastoral team.

Pupil's wishes and feelings demonstrate an impact of the work completed.

Pupils and parents can articulate the impact of the work completed.

Targeted support

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
Family Worker to support parents and children with home conditions, debt management, routine and boundaries.	Children's daily experiences improve so that the bottom three tiers of Maslow hierarchy of needs can be achieved for disadvantaged pupils.	Children's psychological and safety needs are fulfilled. Children feel loved and cared for inside and outside of school.	The school has proven to support families at Early Help stage to prevent them from requiring support from Children's Social Care. Parent's value the service they receive and the local authority are impressed with the level of support the Family Workers provide and their professionalism	£30,000	L Cryer
1:1 Counselling for vulnerable pupils	Children's self-esteem and mental health and well-being improve as a result of accessing work with a counsellor on a 1:1 basis.	Attendance at school improves for identified pupils. Social, emotional and well-being improves for individuals, their self-esteem increases.	Early and timely identification is essential. Discussion with parents and other agencies to identify what work has/is already occurred/ongoing with pupils. Too many services involved at any one time does not help the pupil.	£10,000	H Sivills
Pastoral Worker to deliver individual and small group sessions.	Social, emotional and well-being sessions are delivered regularly to identified pupils. This will deliver Marlow's tiers of self-esteem, love and belonging to pupils.	Pupils have increased self-esteem and self-confidence and achieve well academically as a result.	Groups have to be delivered weekly without interruption. Grouping the correct children together is essential for success.	£8,000	K Bishop

			Carefully measuring the impact and reporting this back is essential.		
Targeted interventions in place for Phonics, Reading, Writing and Maths	Disadvantaged pupils increase their ability in basic skills	Increase progress for disadvantaged in Phonics, Reading, Writing and Maths. Increase attainment at greater depth and higher standard.	Interventions chosen have a proven track record of impact.	£12,000	K Bishop
Total spend:				£60,000	

Other approaches

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
Subsidised and funded places at breakfast club for vulnerable families	<p>Pupils start the day in a positive way, they access a healthy and nutritious breakfast.</p> <p>Vulnerable pupils can socialise and gain valuable interpersonal skills.</p>	<p>Increase attendance rates.</p> <p>Increase academic achievement.</p> <p>Decrease behaviour incidents</p>	<p>Research (EEF) shows that breakfast club for disadvantaged increases academic performance.</p>	<p>£3,000</p>	<p>K Bishop</p>
Address persistent absenteeism and holidays in term time.	<p>Pupils to be in school and able to access the learning on offer. As a result, academic achievement rises.</p>	<p>Increase % of whole school attendance. Decrease % of PA across school. Reduce number of holidays taken in term time.</p> <p>Achievement rises.</p>	<p>Evidence shows that poor attendance (for any reason) negatively impacts on achievement.</p>	<p>£2,000</p>	<p>K Bishop</p>
Total spend:				<p>£5,000</p>	

Statement

This data shows that rapid improvement is required in Early Years Foundation Stage, Phonics and Reading in Key Stage 1. It also highlights that more able disadvantaged pupils in Reading and Writing need to achieve greater depth standard. At Key Stage 2, disadvantaged pupils need to achieve higher results in Writing and in all three subjects at the higher standard.

There were no national tests in 2020. As a result the impact of the pupil premium spending in 2019-20 is difficult to measure.

The actions identified above will address the key issues and the next Pupil Premium Report (September 2021) will report on the impact of the spending evidenced against data from national testing.

End of Early Years Foundation Stage

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	All pupils	All Pupils National
Percentage at Good Level of Development	50%	74%	82%	72%

Phonics Screening Test

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	All pupils	All Pupils National
Percentage 'Working At' in Year 1 phonics screening test.	71%	84%	84%	82%

End of KS1

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	All pupils	All Pupils National
Percentage at expected+ standard in reading	70%	78%	77%	75%

Percentage at expected+ standard in writing	80%	73%	68%	69%
Percentage at expected+ standard in maths	80%	79%	73%	76%
Percentage at greater depth in reading	20%	28%	20%	25%
Percentage at greater depth in writing	10%	17%	9%	15%
Percentage at greater depth in mathematics	30%	24%	18%	22%

End of **KS2**

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	All pupils	All Pupils National
Percentage at expected+ standard in reading	77%	78%	76%	73%
Percentage at expected+ standard in writing	62%	83%	80%	78%
Percentage at expected+ standard in maths	85%	79%	91%	27%
Percentage at higher standard in reading	23%	31%	27%	23%

Percentage at higher standard in writing	0%	24%	9%	20%
Percentage at higher standard in mathematics	15%	84%	29%	32%