



St Vincent's Catholic Primary School: Pupil Premium Strategy Statement

September 2019 – August 2020 (Last update: September 2020)

1. Grant Allocation Summary information

Financial Year	2019 – 2020 (Sept – Mar)	2020 – 2021 (Apr – Aug)
Number of children eligible for FSM / ever 6 / Post-looked after children / service children:	12	11
<i>Total funding across the financial year:</i>	£15,840	£16,480
<i>Total funding for this academic year:</i>	£9,240	£6,866
Total funding:	£16,106	

2. Current attainment

Attainment for: 2018 - 2019	All children eligible for PP	Y6 children eligible for PP
% achieving expected standard or above in reading, writing and maths	50%	33%
% achieving expected standard or above in reading	64%	33%
% achieving expected standard or above in writing	57%	67%
% achieving expected standard or above in maths	79%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school)</i>	Evidence and rationale?
Progress and outcomes not always consistent with peers with the same starting point	<ul style="list-style-type: none"> Tracking has identified under-performance / under-achievement for some Pupil Premium children compared to peers
External barriers <i>(issues which also require action outside school)</i>	Evidence and rationale?
Access to wider clubs and experiences	<ul style="list-style-type: none"> Children should not be disadvantaged in relation to the experiences that they are able to access for financial reasons Providing children with breadth of opportunity and experience will improve their experience of school and learning, therefore improving attitudes and learning behaviour and ensuring that they achieve their potential

4. Action Plan and Planned Expenditure

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed/monitored?	
Progress and outcomes not always consistent with peers with the same starting point	<ul style="list-style-type: none"> Pupil premium children make progress in line with peers with the same starting point Any differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / intervention Children's outcomes are in line with non-pupil premium peers with the same starting point Outcomes / Progress at the end of each Key Stage for Pupil Premium children are at least in line with those of Pupil Premium children nationally 	<ul style="list-style-type: none"> Transforming Teaching Programme of CPD (EEF Tier 1: Quality of Teaching) Deploy staff based on needs identified through tracking Identify gaps in learning that are stopping children from making progress (EEF Tier 2: Targeted support) Use assessment information to differentiate learning and plan targeted support / intervention to address gaps in learning (EEF Tier 2: Targeted support) 	KL DV	£12,981	<ul style="list-style-type: none"> Lesson observations Intervention / support evidence and impact Data analysis and tracking Individual tracking towards ARE Class provision Map 	
	Impact / Outcomes / Evaluation		Review	Lessons learned		
	<ul style="list-style-type: none"> In reading, 73% of children are on track for at least ARE, however all are making expected progress based on prior attainment In writing, 64% of children are on track for at least ARE, with 91% on track for expected progress based on prior attainment In maths, 64% of children are on track for at least ARE, with 91% on track for expected progress based on prior attainment Combined, 55% of children are on track in all areas for at least ARE Professional development through "Transforming Teaching" is having a positive impact on teaching, with children being given more regular opportunities to recall and practice prior knowledge and skills Intervention programmes are being evaluated to ensure that they are having a positive impact on learning 	Dec 19	<ul style="list-style-type: none"> Continue to monitor interventions even more closely, so that impact can be clearly measured, and support is targeted at the right children, at the right time. 			

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed/monitored?
Access to wider clubs and experiences	<ul style="list-style-type: none"> Children access all trips, residential and school clubs of their choice. Children enjoy all aspects of school life. Children can talk with enthusiasm about their experiences in and outside the classroom. 	<ul style="list-style-type: none"> Cover the cost of any after school clubs accessed Cover the voluntary contribution of any school trips, residential or other experiences (EEF Tier 3: Wider strategies) 	AD	£3125	<ul style="list-style-type: none"> Participation rates Attendance records Pupil interviews
	Impact / Outcomes / Evaluation		Review		Lessons learned
	<ul style="list-style-type: none"> 73% of children have accessed at least 1 after school club during the Autumn Term. All children have participated in at least 1 trip or experience Revision books for any Pupil Premium children in Year 6 have been funded 		Dec 19		<ul style="list-style-type: none">
	<ul style="list-style-type: none"> 93% of children have accessed at least 1 after school club during the Spring Term prior to lockdown in March (<i>100% of children have accessed at least 1 after school club during the year so far</i>) All children have participated in at least 1 trip or experience at no cost prior to lockdown in March+ 		Apr 20		