



# St Vincent's Catholic Primary School

## Pupil Premium Strategy Statement

September 2018 – August 2019 (last updated: January 2019)

### 1. Grant Allocation Summary information

Financial Year	2018 – 2019	2019 - 2020
Number of children eligible for FSM / ever 6:	16	12
Number of Looked After Children / Post-Looked After Children eligible for the Pupil Premium:	0	0
Number of service children eligible for the Pupil Premium:	2	0
<i>Total funding across the financial year:</i>	<i>£21,720</i>	<i>£15,840</i>
<i>Total funding for this academic year:</i>	<i>£12,670</i>	<i>£6,600</i>
<b>Total funding:</b>	<b>£19,270</b>	

### 2. Current attainment

Attainment for: 2017 - 2018	All children eligible for PP	Y6 children eligible for PP
% achieving expected standard or above in reading, writing and maths	37.5%	50%
% achieving expected standard or above in reading	50%	50%
% achieving expected standard or above in writing	37.5%	50%
% achieving expected standard or above in maths	50%	50%

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

<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	<b>Evidence and rationale?</b>
Social and emotional intelligence	<ul style="list-style-type: none"><li>• Concerns raised internally / children identified as vulnerable</li><li>• Inconsistent approach to PSHE / nurture across the school</li><li>• Increasing need to social / emotional support and intervention</li></ul>
Progress and outcomes not always consistent with peers with the same starting point	<ul style="list-style-type: none"><li>• Tracking has identified under-performance / under-achievement for some pupil Premium children compared to peers</li></ul>
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	<b>Evidence and rationale?</b>
Attendance	<ul style="list-style-type: none"><li>• Attendance issues have been flagged for a number of pupil premium children, who were either persistent absentees in 17-18 or who were below expectation</li></ul>
Access to wider clubs and experiences	<ul style="list-style-type: none"><li>• Children should not be disadvantaged in relation to the experiences that they are able to access for financial reasons</li><li>• 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</li></ul>

#### 4. Action Plan and Planned Expenditure

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed/monitored?
Social and emotional intelligence	<ul style="list-style-type: none"> <li>Children can manage and sustain relationships</li> <li>Children are more socially aware and can manage their behaviours and emotions in social situations</li> <li>Children are more self-aware</li> <li>Children set and strive to achieve challenging targets</li> <li>Children have developed positive learning behaviours and attitudes</li> <li>Children talk about their future with ambition and enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>Implement a whole school PSHE resource</li> <li>Targetted nurture groups</li> </ul>	KL	£3600	<ul style="list-style-type: none"> <li>Monitoring of behaviour incidents</li> <li>Lesson observations</li> <li>Evidence from PSHE lessons</li> <li>Pupil interviews</li> </ul>
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> <li>Lesson observations, including those carried out jointly with external advisors / professionals highlight positive learning behaviours and children responding positively to challenging learning</li> <li>Fewer instances are arising during social situations (break time/lunchtime) and where they do, escalation to the Head or Deputy is reduced</li> <li>Where social issues are arising, children are taking responsibility, supported by an adult, to manage the situation to a positive outcome for all</li> </ul>		End of Autumn Term		<ul style="list-style-type: none"> <li>Further training required to support wider staff to manage early indications of possible mental health concerns to avoid escalation</li> </ul>
			End of Spring Term		
			End of Summer Term		

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"> <li>Pupil premium children make progress in line with peers with the same starting point</li> <li>Any differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / intervention</li> <li>Children's outcomes are in line with non-pupil premium peers with the same starting point</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Deploy staff based on needs identified through tracking</li> <li>Identify gaps in learning that are stopping children from making progress</li> <li>Use assessment information to differentiate learning and plan targeted support / intervention to address gaps in learning</li> </ul>	KL DV	£11,850	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Intervention / support evidence and impact</li> <li>Data analysis and tracking</li> <li>Individual tracking towards ARE</li> <li>Class provision Map</li> </ul>
	<b>Impact / Outcomes / Evaluation</b>		<b>Review:</b>	<b>Actual Cost</b>	<b>Lessons learned</b>
	<ul style="list-style-type: none"> <li>In reading, 58% of pupil premium children are on track to achieve Age Related Expectation at the end of the year. In addition, a further 25% of those not on track for Age Related Expectation are on track for expected progress due to low prior attainment.</li> <li>In writing, 50% of pupil premium children are on track to achieve Age Related Expectation at the end of the year. In addition, a further 25% of those not on track for Age Related Expectation are on track for expected progress due to low prior attainment.</li> <li>In maths, 75% of pupil premium children are on track to achieve Age Related Expectation at the end of the year. In addition, the remaining 25% of those not on track for Age Related Expectation are on track for expected progress due to low prior attainment.</li> </ul>		End of Autumn Term		<ul style="list-style-type: none"> <li>Ensure very clear provision for those not on track for ARE or making expected progress</li> <li>As the year progresses, high prior attainment needs to be tracked to ensure sustained progress and outcomes for more able Pupil Premium children</li> </ul>
			End of Spring Term		
			End of Summer Term		

Barrier	Desired outcomes Success criteria	Action	Staff lead	Estimated cost	How will implementation and impact be reviewed/monitored?
Attendance	<ul style="list-style-type: none"> <li>Pupil Premium children are not disadvantaged in their learning by poor attendance or punctuality</li> <li>Pupil premium children have attendance which is at least in line with peers and national average</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance each half term</li> <li>Meet with Attendance Officer to discuss concerns</li> <li>School / Attendance Officer to take appropriate action to ensure good attendance and punctuality</li> </ul>	DV AD	£2320	<ul style="list-style-type: none"> <li>Attendance reviews each half term and record of action taken</li> <li>Attendance Officer action log / meeting records</li> </ul>
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> <li>No Pupil Premium children are currently persistently absent (absence less than 90%)</li> <li>58% of Pupil Premium children have attendance which is above target at 96.5%+</li> <li>33% of Pupil Premium children are late for school on occasion – although not regular this needs to be monitored</li> </ul>		End of Autumn Term		<ul style="list-style-type: none"> <li>Continue to monitor closely those below target to ensure that attendance does not fall any further</li> <li>Monitor more closely punctuality now that attendance is better managed</li> </ul>
			End of Spring Term		
			End of Summer Term		

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"> <li>Children access all trips, residential and school clubs of their choice.</li> <li>Children enjoy all aspects of school life.</li> <li>Children can talk with enthusiasm about their experiences in and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Cover the cost of any after school clubs accessed</li> <li>Cover the voluntary contribution of any school trips, residential or other experiences</li> </ul>	AD	£1500	<ul style="list-style-type: none"> <li>Participation rates</li> <li>Attendance records</li> <li>Pupil interviews</li> </ul>
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> <li>All Pupil Premium children have accessed at least 1 trip / experience during the Autumn Term, with the voluntary contribution covered</li> <li>83% of Pupil Premium children accessed at least 1 after school club during the Autumn Term, with the voluntary contribution covered. <ul style="list-style-type: none"> <li>This is an increase in comparison to 2017-2018, when only 53% of Pupil Premium children accessed at least 1 after school club throughout the full academic year.</li> </ul> </li> </ul>		End of Autumn Term		<ul style="list-style-type: none"> <li>Continue to monitor participation rates in after school clubs to ensure that this positive impact is sustained</li> </ul>
			End of Spring Term		
			End of Summer Term		