



St Vincent's Catholic Primary School

Pupil Premium Strategy Statement

September 2018 – August 2019 (last updated: April 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>
Total funding:	£19,270	

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)

In-school barriers <i>(issues to be addressed in school)</i>	Evidence and rationale?
Social and emotional intelligence	<ul style="list-style-type: none">• Concerns raised internally / children identified as vulnerable• Inconsistent approach to PSHE / nurture across the school• Increasing need to social / emotional support and intervention
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, such as low attendance rates)</i>	Evidence and rationale?
Attendance	<ul style="list-style-type: none">• 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
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?
Social and emotional intelligence	<ul style="list-style-type: none"> Children can manage and sustain relationships Children are more socially aware and can manage their behaviours and emotions in social situations Children are more self-aware Children set and strive to achieve challenging targets Children have developed positive learning behaviours and attitudes Children talk about their future with ambition and enthusiasm 	<ul style="list-style-type: none"> Implement a whole school PSHE resource Targetted nurture groups 	KL	£3600	<ul style="list-style-type: none"> Monitoring of behaviour incidents Lesson observations Evidence from PSHE lessons Pupil interviews
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> Lesson observations, including those carried out jointly with external advisors / professionals highlight positive learning behaviours and children responding positively to challenging learning Fewer instances are arising during social situations (break time/lunchtime) and where they do, escalation to the Head or Deputy is reduced Where social issues are arising, children are taking responsibility, supported by an adult, to manage the situation to a positive outcome for all 		End of Autumn Term		<ul style="list-style-type: none"> Further training required to support wider staff to manage early indications of possible mental health concerns to avoid escalation
	<ul style="list-style-type: none"> Lesson observations, including those carried out jointly with external advisors / professionals continue to highlight positive learning behaviours and children responding positively to challenging learning Reduced instances arising during social situations (break time/lunchtime) continue to be lower, and tend not to involve any Pupil Premium children Where social issues are arising, children are taking responsibility, supported by an adult, to manage the situation to a positive outcome for all Provision for supporting children's mental health has been commissioned by Warrington Primary Schools and is now providing training and consultation opportunities 		End of Spring Term		<ul style="list-style-type: none"> Further promote and celebrate learning behaviours and attitudes through our school "Pledge" Challenge – trial with Y5 and 6 in Summer Term Maximise the new Primary CAMHS / Mental Health provision commissioned to support children further
			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">Pupil premium children make progress in line with peers with the same starting pointAny differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / interventionChildren's outcomes are in line with non-pupil premium peers with the same starting pointOutcomes / 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">Deploy staff based on needs identified through trackingIdentify gaps in learning that are stopping children from making progressUse assessment information to differentiate learning and plan targetted support / intervention to address gaps in learning	KL DV	£11,850	<ul style="list-style-type: none">Lesson observationsIntervention / support evidence and impactData analysis and trackingIndividual tracking towards AREClass provision Map
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none">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.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.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.	End of Autumn Term		<ul style="list-style-type: none">Ensure very clear provision for those not on track for ARE or making expected progressAs the year progresses, high prior attainment needs to be tracked to ensure sustained progress and outcomes for more able Pupil Premium children	
	<ul style="list-style-type: none">In reading, 67% of pupil premium children are now on track to achieve at least Age Related Expectation at the end of the year. 83% of pupil premium children are on track for at least expected progress based on prior outcomes.In writing, 58% of pupil premium children are now on track to achieve at least Age Related Expectation at the end of the year. 83% of pupil premium children are on track for at least expected progress based on prior outcomes.In maths, 75% of pupil premium children are on track to achieve at least Age Related Expectation at the end of the year. 92% of pupil premium children are on track for at least expected progress based on prior outcomes.The cost of revision books for Y6 was covered for pupil premium children.	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"> Pupil Premium children are not disadvantaged in their learning by poor attendance or punctuality Pupil premium children have attendance which is at least in line with peers and national average 	<ul style="list-style-type: none"> Monitor attendance each half term Meet with Attendance Officer to discuss concerns School / Attendance Officer to take appropriate action to ensure good attendance and punctuality 	DV AD	£2320	<ul style="list-style-type: none"> Attendance reviews each half term and record of action taken Attendance Officer action log / meeting records
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> No Pupil Premium children are currently persistently absent (absence less than 90%) 58% of Pupil Premium children have attendance which is above target at 96.5%+ 33% of Pupil Premium children are late for school on occasion – although not regular this needs to be monitored 		End of Autumn Term		<ul style="list-style-type: none"> Continue to monitor closely those below target to ensure that attendance does not fall any further Monitor more closely punctuality now that attendance is better managed
	<ul style="list-style-type: none"> 17% of children have attendance which has fallen slightly below 90%. 58% of Pupil Premium children continue to have attendance which is above target at 96.5%+ Punctuality is improving as the year has progressed, with a reducing number of lates being marked for some of the children identified at the end of Autumn Term. 		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"> 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 	AD	£1500	<ul style="list-style-type: none"> Participation rates Attendance records Pupil interviews
	Impact / Outcomes / Evaluation		Review:	Actual Cost	Lessons learned
	<ul style="list-style-type: none"> All Pupil Premium children have accessed at least 1 trip / experience during the Autumn Term, with the voluntary contribution covered 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"> 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. 		End of Autumn Term		<ul style="list-style-type: none"> Continue to monitor participation rates in after school clubs to ensure that this positive impact is sustained
	<ul style="list-style-type: none"> All Pupil Premium children have accessed at least 1 trip / experience during the Spring Term, with the voluntary contribution covered 83% of Pupil Premium children accessed at least 1 after school club during the Spring Term, with the voluntary contribution covered <ul style="list-style-type: none"> For 33% of pupil premium children, their attendance at an after school club also involved their participation at an out-of-school event with the voluntary contribution covered Leavers' hoodies for Y6 have been provided at no cost to pupil premium children 		End of Spring Term		
			End of Summer Term		