

# St. Patrick's Roman Catholic Primary School

## Pupil Premium Strategy 2018-2019



Number of pupils on roll	175 (R-Y6) Oct 2018
Number of pupils eligible	112
% of pupils eligible	64%
Total PP received	£147,840

### Identified barriers to educational achievement

St. Patrick's RCPS has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance & punctuality
- Access to language
- The development of early reading skills
- Ability & stamina to write at the age related expectation
- Access to extra -curricular activities – Enriching experiences such as educational visits, music tuition
- Communication – a lack of quality social communication with adults and peers
- Emotional well-being -pupils with specific social and emotional needs which affect their learning
- Lack of resilience and self-esteem
- Access to a sufficient, healthy breakfast and mid-morning snack
- Support for learning at home
- Access to specialist tuition for Gifted & Talented pupils

### Rationale for expenditure

*Due to effective allocation of pupil premium funding over the last few years, outcomes for this group of pupils is improving significantly and outcomes are more in line with other pupils nationally by the time they leave school. Pupils are also having a better start due to the systematic approach we have to teaching early reading (phonics). Therefore it is important that the work done so far, continues. Leaders have identified specific barriers for this group of pupils which hinder their academic progress as well as their personal development. Our planned strategy for 2018-19 aims to break down these barriers so that these pupils have the opportunity to make the same progress as other children.*

## Key expenditure- how the allocation will be spent

Area of spend	Focus	Total allocation
Sustaining TA support in classes	Outcomes of pupils Accelerate progress in English and Maths	£90,000
CARITAS social worker - 2.5 days per week	To improve the emotional well-being of pupils	£23,500
Subsidise after school care 'Night owls' 5 evenings per week 4 x TAs	Outcomes of pupils Accelerate progress in English and Maths Supporting pupils with independent learning Creating good habits for life	£15,500
Subsidise & provide a healthy mid-morning snack Cost of catering staff to prepare and serve	Maintain & improve attendance levels, Improve levels of persistence absence for identified PP pupils	£12,500
Educational visits including residential trips to Wales	Enhance & enrich life experiences Teaching and Learning – all subjects	£10,000
Specialist music tuition 1 x teacher specialising in different instruments Access & participation in local & national music festivals	Enrich learning Improve outcomes of pupils Teaching and Learning – music	£8500
Subsidise Breakfast club 5 mornings per week 4 x TAs	To improve attendance & punctuality To provide a healthy breakfast so pupils are school ready	£9500
SLA for Educational Psychologist	Personal Development, Behaviour and Welfare Outcomes of pupils Teaching and Learning – all subjects	£7000
Purchase of Maths and English homework schemes	Outcomes of pupils Teaching and Learning - English and Maths Supporting pupils with independent learning Creating good habits for life	£4500
Purchase of a new reading scheme	Outcomes of pupils in reading Improved engagement in reading Improved parental engagement hearing children read	£5000
Phonics programme – Read/Write Inc	Outcomes of pupils in phonics screening CPD of staff	£6000
'My Happy Minds' resource	PSHE	£1760
Attendance resources	Maintain attendance levels with motivational prizes & rewards	£1500
'Debate Mate'	Improve communication & interpersonal skills Understand British values	£1250
Rights Respecting School	Pupils are well prepared for life in modern Britain	£2000
Mathletics	Online learning Improved outcomes in maths	£760
Bug Club	Online learning Improved outcomes in reading	£850
	<b>Total PPG received</b>	£147,840
	<b>Total expenditure</b>	£200,120
	<b>PPG remaining</b>	-£52,280.00

Area of spend	Intended Outcomes	Actions
Sustaining TA support in classes	<ul style="list-style-type: none"> <li>• Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>• Accelerated progress in Reading, Writing, Maths and GPS for PP pupils</li> <li>• PP pupils receive a personalised learning programme to meet their needs and enables them to access all areas of the curriculum because of the support they receive in class</li> <li>• PP pupils are confident and engaged in learning and feel appropriately challenged in lessons</li> <li>• PP pupils are aware of their targets in Reading, Writing, Maths and GPS and know their next steps</li> <li>• PP pupils feel safe and secure in school and know they can talk to an adult if and when they need help</li> <li>• Provision for PP pupils and particularly PP pupils with SEND is effective and supports teaching and learning to accelerate progress in Reading, Writing, Maths and GPS</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping organised and implemented by SENDCo, DHT, English &amp; Maths leaders to ensure PP pupils are receiving appropriate support in lessons.</li> <li>• Interventions are carefully planned to meet the needs of PP pupils to accelerate progress.</li> <li>• Interventions are regularly timed and evaluated by the CT, SENDCo and senior leaders</li> <li>• Parents are informed by CT &amp; SENDCo of interventions taking place</li> <li>• Good communication channels between CT, TA &amp; SENDCo</li> <li>• Monitoring and evaluation of the effectiveness of the intervention by SENDCo, English &amp; Maths leaders</li> <li>• Evaluation &amp; progress reported to the EHT &amp; Curriculum leader at SLT meetings</li> <li>• Evaluate &amp; celebrate success with the pupil, parent, CT &amp; TA regularly throughout the year</li> </ul>
CARITAS social worker 2.5 days per week	<ul style="list-style-type: none"> <li>• Improved emotional well-being of some PP pupils so that they are more able to access the school curriculum</li> <li>• Improved self-esteem, social skills &amp; behaviour of some PP pupils so that feel happy and safe</li> <li>• Improved relationships between identified PP pupils and other pupils</li> <li>• Pupils are confident in articulating their wishes and feelings</li> <li>• PP pupils feel safe and secure in school and know they can talk to an adult if and when they need help</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team to identify and refer any PP pupils who would benefit from either 1:1 or group work with the Caritas SW</li> <li>• Good communication between the Caritas SW, safeguarding team and parents to support any identified PP pupils</li> <li>• Appropriate referrals are made to any additional outside agencies to support the identified PP pupil &amp; family</li> <li>• Well matched support and resources are provided for identified families</li> <li>• Early Help tool used to support our families</li> <li>• Evaluate the impact of the Caritas Social Worker on a termly basis &amp; provide a termly report to governors</li> <li>• Celebrate successes and achievements with pupils and parents</li> </ul>
Subsidise after school care 'Night Owls' 5 evenings a week 4 x TAs	<ul style="list-style-type: none"> <li>• Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>• Accelerated progress in Reading, Writing, Maths and GPS for PP pupils</li> <li>• PP pupils take responsibility for their own learning</li> <li>• PP pupils succeed in completing homework &amp; meeting deadlines</li> <li>• Good habits created for life</li> <li>• Improved relationships between pupils and parents</li> <li>• Remove stress of undertaking homework at home</li> <li>• Raised self-esteem of PP pupils</li> <li>• Better outcomes in weekly spelling, arithmetic &amp; x tables tests</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of PP pupils that homework club is available 5 nights a week</li> <li>• Class teachers to ensure that TAs are given the set homework for PP pupils attending the club</li> <li>• Class teachers ensure that the homework set is appropriate &amp; supports/consolidates learning in class</li> <li>• TAs to support PP pupils with English, Maths, spelling, reading &amp; tables each week</li> <li>• TAs to return the homework to the class teachers so that the PP pupils have met the weekly deadline</li> <li>• TAs to report to the class teacher how and when they have supported the PP pupils with the work</li> <li>• Congratulate &amp; celebrate with children &amp; TAs in their success and progress made</li> <li>• Senior leaders to evaluate and monitor pupil outcomes and impact of this provision on a half-termly basis</li> </ul>

Area of spend	Intended Outcomes	Actions
Subsidise & provide a healthy mid-morning snack Cost of catering staff to prepare and serve	<ul style="list-style-type: none"> <li>Maintain &amp; improve attendance levels for some PP pupils</li> <li>Improve levels of persistence absence for identified PP pupils</li> <li>Strengthen immune systems by providing milk, fruit and vegetables</li> <li>Ensure PP pupils are ready to learn because they have eaten</li> <li>Improved social &amp; emotional skills from sharing food with friends</li> <li>Improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage all parents of PP pupils to sign up for the healthy snacks each day</li> <li>EHT to ensure that all PP pupils have a healthy snack if parents cannot afford to pay</li> <li>Promote healthy choices by providing a wide selection of fruit and vegetables each week</li> <li>Celebrate with children when they try fruit &amp; vegetables they haven't previously tasted</li> <li>Class teachers and TAs discuss the benefits of '5 a day'</li> </ul>
Educational visits including residential trips to Wales	<ul style="list-style-type: none"> <li>Improved life chances and outcomes</li> <li>PP pupils are able to make tangible connections between the curriculum and the experiences provided for them</li> <li>Opportunities to put their extended vocabulary into practice</li> <li>PP pupils lives are enriched by the experiences</li> <li>Opportunities for PP pupils to apply their knowledge and skills &amp; make sense of their learning</li> <li>Improved social &amp; emotional skills</li> <li>PP pupils &amp; families can access these visits post-primary education</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leader &amp; DHT plan educational visits to enhance the curriculum, teaching &amp; learning</li> <li>EVs are relevant, age appropriate &amp; exciting</li> <li>EVs are accessible for all</li> <li>Pupils are involved in planning EVs</li> <li>EVs build on learning so that PP pupils can make connections</li> </ul>
Specialist music tuition 1 x teacher	<ul style="list-style-type: none"> <li>Enrich the lives of PP pupils unable to access music tuition</li> <li>Increased confidence</li> <li>Improved memory skills &amp; positive impact in other learning</li> <li>Opportunity for some PP pupils to excel in a subject area</li> <li>Increased confidence &amp; self-esteem</li> <li>Opportunity to participate in music festivals both locally &amp; nationally</li> <li>Opportunity to integrate and socialise with members of other cultures and communities</li> <li>Outstanding outcomes in music &amp; performance</li> <li>Perform with confidence in who school &amp; parish celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leader, DHT &amp; Music leader to organise timetables so that all PP pupils in Years 2-6 have access to learning a musical instrument</li> <li>Identify gifted &amp; talented PP pupils in music</li> <li>Set up a music club which identified PP pupils can attend free of charge</li> <li>Allocate musical instruments to identified PP pupils free of charge and meet with parents</li> <li>Organise entry to music festivals &amp; competitions for PP pupils to enter &amp; participate in</li> <li>Teach identified PP pupils 1:1 &amp; group tuition</li> <li>Celebrate successes with pupils, parents &amp; the school community</li> </ul>
Subsidise Breakfast club 5 mornings per week 4 x TAs	<ul style="list-style-type: none"> <li>Improved attendance &amp; punctuality for PP pupils</li> <li>Improved levels of persistence absence for identified PP pupils</li> <li>PP pupils are school ready because they have eaten</li> <li>Improved personal &amp; social skills for PP pupils</li> <li>PP pupils are happy &amp; feel safe</li> </ul>	<ul style="list-style-type: none"> <li>Identify PP pupils who are at risk of being PA</li> <li>Meet with parents to provide Early Help in this matter</li> <li>Provide breakfast free of charge to identified PP pupils</li> <li>Support parents &amp; families to help get pupils to school regularly and on time</li> <li>Remove the stress from parents by providing breakfast &amp; an earlier start to school</li> <li>Celebrate success with the identified families</li> </ul>

Area of spend	Intended Outcomes	Actions
SLA for Educational Psychologist	<ul style="list-style-type: none"> <li>Improved outcomes for identified PP pupils</li> <li>Improved personal and emotional skills</li> <li>Confident learners, able to access the curriculum</li> <li>Effective provision mapping</li> <li>Effective support for the SENDCo</li> <li>Support to ensure PP pupils and parents are receiving their SEND entitlement</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo, Maths &amp; English leaders to identify PP pupils who need assessing by an EP</li> <li>SENDCo to liaise with EP &amp; parents</li> <li>SENDCo to support class teachers when a PP needs alternative teaching &amp; learning styles</li> <li>SENDCo &amp; EP to support class teachers &amp; pupils to ensure they can access the curriculum successfully</li> <li>SENDCo to report to SLT at weekly meetings regarding any changes to interventions for identified pupils</li> <li>SENDCo to make any referrals following advice from EP reports</li> </ul>
Phonics programme – Read/Write Inc	<ul style="list-style-type: none"> <li>Improved outcomes of PP pupils in phonics screening</li> <li>Improved GLD for PP pupils at the end of Reception</li> <li>Staff are confident delivering the Read/Write Inc programme</li> <li>A systematic approach to teaching early reading skills</li> <li>Pupils are confident in early reading skills and can apply their knowledge when reading</li> </ul>	<ul style="list-style-type: none"> <li>EYFS leader &amp; DHT to set up and manage the Read/Write Inc programme across EYFS &amp; KS1</li> <li>English leader to monitor &amp; evaluate the programme each half term &amp; report to SLT</li> <li>English leader to meet the external consultant from RWInc for a development day across the school to evaluate the teaching of early reading</li> <li>EYFS leader &amp; external consultant to support staff in delivering the programme</li> <li>Class teachers &amp; TAs deliver the programme to differentiated groups</li> <li>Evaluate and celebrate pupils' successes. Keep parents informed of pupil progress</li> </ul>
Purchase of new reading scheme	<ul style="list-style-type: none"> <li>Improved outcomes in Reading for PP pupils</li> <li>Accelerated progress in Reading for PP pupils</li> <li>Improved engagement in Reading from PP pupils &amp; their parents</li> <li>A systematic approach &amp; clear steps to follow</li> <li>PP pupils take more responsibility for their own learning</li> <li>PP pupils are exposed to a rich and varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>English leader &amp; DHT to ensure that all classes have the correct allocation of reading resources</li> <li>Class teachers to ensure they have a systematic approach to hearing children read their home/school book</li> <li>Class teachers to assess pupil progress &amp; record</li> <li>Class teachers to support pupils and parents to change books</li> <li>English leader &amp; DHT to monitor the systems in place</li> <li>Celebrate pupils' successes in our weekly assemblies</li> <li>Evaluate the scheme by consulting pupils and parents</li> </ul>
Purchase of Maths and English homework schemes	<ul style="list-style-type: none"> <li>Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>Accelerated progress in Reading, Writing, Maths and GPS for PP pupils</li> <li>PP pupils take responsibility for their own learning</li> <li>PP pupils succeed in completing homework &amp; meeting deadlines</li> <li>Good habits created for life</li> <li>Routines are set and followed</li> <li>Improved relationships between pupils and parents</li> <li>Remove stress of losing homework sheets</li> <li>Raised self-esteem of PP pupils</li> <li>Better outcomes in weekly spelling, arithmetic &amp; x tables tests</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leader, Maths &amp; English leaders to research &amp; then purchase homework schemes that support, extend &amp; consolidate learning in class</li> <li>Class teachers ensure that parents &amp; pupils are aware of the nights homework is given</li> <li>Class teachers to ensure that homework is set every week and on the same night</li> <li>Class teachers ensure that PP pupils receive weekly homework</li> <li>Class teachers ensure that homework is marked and feedback is given to pupils</li> <li>Class teachers to support &amp; encourage PP pupils to complete homework &amp; hand it in on the correct day</li> <li>Class teachers to celebrate with PP pupils and parents when homework is completed</li> <li>Support parents by offering the facility of homework club</li> </ul>

Area of spend	Intended Outcomes	Actions
'My Happy Minds' resource	<ul style="list-style-type: none"> <li>• PP pupils are resilient and persevere in lessons</li> <li>• PP pupils have a good understanding of their own character strengths and can articulate their feelings</li> <li>• Pupils have improved knowledge of how their brain works &amp; the impact this has on their mental health</li> <li>• PP pupils feel safe and happy and have high self esteem</li> <li>• PP develop life-long habits to learn &amp; thrive</li> <li>• Positive mental well-being is part of our school culture</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate time on class timetables to teach and deliver 'my happy minds'</li> <li>• Provide training for teachers and TAs</li> <li>• Support pupils with the extended vocabulary used in the programme</li> <li>• Teach it regularly</li> <li>• Celebrate &amp; teach children and parents to celebrate and appreciate their mental well-being</li> <li>• Senior leaders to evaluate the programme on a termly basis &amp; take feedback from staff</li> </ul>
Debate Mate	<ul style="list-style-type: none"> <li>• Improved communication and interpersonal skills for PP pupils</li> <li>• PP pupils are empowered in their thinking &amp; inspired by their peers</li> <li>• Higher levels of subject knowledge &amp; confident speakers on local, national and global issues</li> <li>• PP pupils to have high aspirations for their future career</li> <li>• PP pupils are better prepared for life in modern Britain</li> <li>• PP pupils have an excellent understanding of British values</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up and enrol to Debate Mate &amp; identify a group of PP pupils who will engage</li> <li>• Inform pupils and parents</li> <li>• Attend rounds of debate mate with other Manchester schools</li> <li>• Practice their debating skills with the PSHE leader &amp; pupils in our partner school</li> <li>• Evaluate and celebrate our successes at school level and with parents</li> </ul>
Rights Respecting School	<ul style="list-style-type: none"> <li>• Children's rights are respected by all members of the school community</li> <li>• Pupils are confident in discussing local, national and global issues affecting children's rights</li> <li>• By the end of the year, school has the bronze award and is working towards silver</li> <li>• PP pupils are better prepared for life in modern Britain</li> <li>• PP pupils have an excellent understanding of British values</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up to Rights Respecting School and be committed to attaining the bronze award</li> <li>• Provide training to teachers &amp; TAs</li> <li>• Provide training to all staff</li> <li>• Raise awareness with parents &amp; governors</li> <li>• PHSE leader, RE leader to work the curriculum leader to map out the integration of the RRS articles into our curriculum</li> <li>• EHT &amp; DHT to ensure that the RRS articles are presented and discussed in the Monday assembly</li> <li>• Evaluate and celebrate our successes</li> </ul>
Attendance resources	<ul style="list-style-type: none"> <li>• Maintain &amp; improve attendance levels at the current rate</li> <li>• PP pupils enjoy coming to school</li> <li>• Reduce persistent absence for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders to rigorously monitor attendance &amp; punctuality as part of our safeguarding procedures</li> <li>• Work with parents to improve attendance &amp; punctuality</li> <li>• Early intervention &amp; help for families</li> <li>• Celebrate pupils who attend school regularly, meet &amp; exceed our school target weekly, half-termly and annually</li> <li>• Celebrate &amp; give worthwhile prizes to pupils who meet/exceed our school target</li> </ul>

Area of spend	Intended Outcomes	Actions
Mathletics	<ul style="list-style-type: none"> <li>Improved outcomes in Maths, particularly mental recall</li> <li>Engagement in on-line learning</li> <li>Parental engagement</li> <li>Personalised learning</li> </ul>	<ul style="list-style-type: none"> <li>Maths leader to set up the administration &amp; ensure class teachers and pupils have login details</li> <li>Class teachers to set tasks for pupils to do at home to extend/consolidate learning in class</li> <li>Maths leader to monitor usage</li> <li>Celebrate successes in the weekly celebration assembly, facebook and newsletter</li> </ul>
Bug club	<ul style="list-style-type: none"> <li>Improved outcomes in Reading</li> <li>Engagement in on-line learning, particularly for reluctant readers</li> <li>Exposure to a rich and varied vocabulary so that PP pupils start to use this in their spoken and written work</li> </ul>	<ul style="list-style-type: none"> <li>English leader &amp; DHT set up the administration &amp; ensure class teachers and pupils have login details</li> <li>Class teachers to set up activities for pupils to complete</li> <li>English leader to monitor usage</li> <li>Celebrate successes in the weekly celebration assembly, facebook and newsletter</li> </ul>

#### How will the school measure the impact of the Pupil Premium?

*To monitor progress and attainment, measures have been included in the performance tables that will capture the achievement of pupils eligible for Pupil Premium. At St. Patrick's R.C. Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone assessment period and will include the Senior Leadership Team, teachers and SENDCo. At each assessment period, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Other areas, not related to outcomes are more difficult to measure but impact is definitely perceptible. Annual consultations are carried out with all stakeholders in school and this will help in the decision-making process for the following year. Pupil Premium funding and the impact of this is a regular item in the governors' meetings. Senior leaders will meet annually with the PP link governor to discuss the impact of previous spending so that governors can plan for the year ahead.*