

# Pupil premium strategy statement

1. Summary information					
School	St. Jude's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£169, 260	Date of most recent PP Review	n/a
Total number of pupils	227	Number of pupils eligible for PP	126	Date for next internal review of this strategy	June 2019

2. Current attainment KS2		
	<i>Pupils eligible for PP (your school) KS2</i>	<i>All Pupils National Average</i>
% achieving in reading, writing and maths	73%	65%
% achieving expected in reading/average progress	82%/+1.64	75%
% achieving expected in writing/average progress	73%/+2.90	78%
% achieving expected in maths/average progress	82%/+3.35	76%

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, such as poor oral language skills</i> )	
A.	Costs for educational visits and residential experiences put them outside reasonable expenditure for some of our pupil premium families.
B.	Increased numbers of pupils with poor oral, auditory and phonic skills in English on entry to school.
C.	Making the rich, broad and balanced curriculum accessible to all.
D.	Providing additional support to quickly close gaps between PP and non PP children and accelerate progress of high ability PP children.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Safeguarding and emotional barriers to learning.
F.	Poor attendance from a core group especially in Y6 and punctuality.
G.	Socio and economic factors including life experiences, poverty and the ability of families to support.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	All children will have access to all educational visits and residential experiences year 6, Alton Castle) providing life experiences to help with developing their personal learning and giving an opportunity for broader experiences.	PP children develop skills they would not have previously been exposed to. PP children benefit socially and gain increased levels of independence from residential experiences and educational visits. Pupils access a broad and balanced curriculum through first hand experiences.
<b>B.</b>	Speech and language therapist to support PP pupils across the school with S & L difficulties and guidance of staff to ensure S & L barriers are addressed in all children.	PP children receive additional language support where assessment indicates amber or red on baseline entry evaluations in EYFS and those moving up to Y1 with complex difficulties. Rescreening leads to improved attainment. PP children attainment in the Yr 1 phonics test is realistic and acknowledges the 8 pupils receiving additional S & L support. Phonics teaching is matched well to individual and group needs. Aspects of key training from S&L therapist is evidenced in quality first teaching and in group support.
<b>C.</b>	All pupils are receiving a broad and balanced curriculum developing key skills in core and noncore subjects. Children are exposed to a rich diet of experiences to benefit learning.	Evidence of PP developing across the curriculum. Internal tracking system indicates accelerated progress for PP children in the core subject areas, especially in Years 3, 4 and 5. Topic maps and assessments indicate skill progression in non core areas for all PP children.
<b>D.</b>	Underperforming PP children are identified and appropriate provision is provided to accelerate progress to close the gap with non PP children where appropriate. High ability PP are secure within greater depth judgements.	PP children are closing the gap to non pupil premium children where appropriate. High ability PP children and those with SEN have their needs addressed routinely.
<b>E.</b>	All PP children and families feel emotionally supported.	Pastoral Manager employed to work using Early Help Strategies to remove barriers to learning. Weekly nurture with Zacchaeus group for vulnerable pupils.
<b>F.</b>	An improvement in the attendance of all PP children.	Attendance in PP children is 95%+
<b>G.</b>	Social and economic factors including life experiences, poverty and ability of families to support.	Pupils happy at school. Pupils communicate well. Pupils access to wide range of experiences that may be beyond their family's reach. Parents confident in accessing school for support (see parent/pupil questionnaires). Pupils have their needs met in situations of poverty and deprivation. Children safe in households.

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Review
<p>Focus on PP children to ensure the gap with non-PP children is narrowed through accelerated progress. Funding also allows for time for Dep Head to further develop the curriculum to provide a rich, broad and balanced curriculum for all children. Broad and balanced curriculum supports the learning and emotional well being of PP children. Focus on reading this year in line with SDP priority – all vulnerable groups to be closely monitored. Teachers are challenged to ensure learning needs for PP children are met.</p>	<p>Dedicated time on SDP priority of reading across the school previously resulted in accelerated progress for all groups across the school. PP groups made particular progress. Targeted support for Y6 PP children in previous years 6 resulted in PP children making progress in all areas.</p>	<p>Half termly pupil progress meetings. Regular meetings with the headteacher. Regular reviews of the school development plan.</p>	<p>DHT, HT, Literacy lead</p>	<p>£31, 000</p>	<p>11 December 2018 29 March 2019 7 July 2019</p>
<p>Deployment of HLTA to target underperforming PP groupings. Focus on improving reading standards across school.</p>	<p>Decline in reading outcomes across school</p>	<p>Half termly pupil progress meetings. Review of progress internal tracking systems. Regular reviews of the school development plan.</p>	<p>HLTA, DHT</p>	<p>£21,000</p>	<p>11 December 2018 29 March 2019 7 July 2019</p>
<p>Pastoral Manager to lead on improving attendance levels for PP children along with all other groups of children across the school. Also, to work</p>	<p>Increase in persistent absence rates of PP pupils.</p>	<p>Early Help Strategies Fast track used for relevant families. No holidays to be authorised.</p>	<p>Pastoral Manager Inclusion Manager</p>	<p>£49, 000</p>	<p>Fortnightly</p>

with vulnerable PP families removing barriers to learning. Parent Partner role continues to encourage parental engagement					
Deployment of teacher to provide leadership time release for subject leaders to facilitate challenge of class teachers to plan and provide for a broader curriculum which is fit for purpose.	Need recognised to address Intent, Implementation & Impact of the curriculum at St. Jude's. Focus and analysis of all groups of pupils including PP children.	Half termly pupil progress meetings. Subject leads meet with Head and Governor feedback. Subject leads engage in curriculum development group as part of the Tolkein Cluster.	HT		11 December 2018 29 March 2019 7 July 2019
Funding support of educational visits for all pupil premium children including residential.	Previous residential have resulted in positive pupil response in terms of their maturity levels, independence skills and social development. Many of our PP families struggle to fund these often expensive trips.	Targeting of PP children to ensure attendance of residential.	HT & DHT	£10, 000	100% of PP pupils accessed the residential this year.
Heavily funded breakfast club provision available for all pupils including PP pupils.	Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard.	Targeting of PP pupils especially those identified as at risk or those with poor attendance.	Uptake regularly monitored by the office.	£3541	
Implementation of online Learning platforms (reading eggs & mathletics)	Less than 45% of PP pupils completing homework outside of school.	Offer access to IT facilities to PP families	Reviewed by c/t weekly	£3000	

Speech and language support implemented across the school.	Children significantly lacking in communication & language skills on entry to school. Specific children throughout the school struggling with speech and language.	Weekly meetings with Inclusion Manager & S & lang. worker. Focus on targeted children in pupil progress meetings	Inclusion Manager	£5694	11 December 2018 29 March 2019 7 July 2019
Children have broader access to an arts rich and diverse curriculum making links with core subjects. (ARTIS)	Pupils' responses show enjoyment of active engagement in drama and dance to support their learning in English.	ARTIS half termly meeting with Literacy Lead. PP pupils targeted for after school arts provision.	Literacy Lead	£8775	

