

**St. Jude's Catholic Primary School**  
**Pupil Premium Statement 19/20**



**School overview**

<b>Metric</b>	<b>Data</b>
School name	St. Jude's Catholic Primary School
Pupils in school	212
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£165, 300
Academic year or years covered by statement	19/20
Publish date	October 2019
Review date	July 2020
Statement authorised by	Dawn Thompson
Pupil premium lead	Bernadette Smith
Governor lead	Eugene O'Brien

**Disadvantaged pupil progress scores for last academic year**

<b>Measure</b>	<b>Score</b>
Reading	+0.1
Writing	-1.5
Maths	-0.17

**Strategy aims for disadvantaged pupils**

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	59%
Achieving high standard at KS2	12%
<b>Measure</b>	<b>Activity</b>
Priority 1	To focus on the PP progress of all pupils especially Greater Depth Learners in Reading, Writing and Maths to ensure their end of year progress is in line with the National Data at the end of KS2 and that each class is measuring progress based upon either the end of EYFS data or KS1 data. This includes providing as much support to pupils and parents as possible; curriculum

	challenge support; attendance support; learning to learn support; early help support.
Priority 2	Ensure all relevant staff (including new staff) have received external training to deliver the phonics scheme and to understand the pedagogy behind it. Ensure that all staff know the PP strategy in school and their part in closing the emerging gaps.
Barriers to learning these priorities address	Attainment and progress of all PP pupils especially higher achievers. Application of phonics to reading independently. Application of reading skills to real-life situations and a general love of reading and associated writing. Attendance – especially persistent absence and early help support.
Projected spending	£134, 550.89

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (aim for +1.0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (aim for +0.2)	July 2020
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (aim for +1.0)	July 2020
Phonics	Achieve at least national average pass rate in Y1 phonics test	June 2020
Other	Improve persistent absence rate for disadvantaged pupils (target 7%)	July 2020

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Guided Reading Scheme (which includes phonic based readers) across all year groups to increase reading for pleasure and improve progress and attainment for pupils.
Priority 2	Develop wider reading and improved library facilities to develop a love of reading and a thirst for knowledge in our pupils.
Barriers to learning these priorities address	Encouraging wider reading and enjoyment of reading to allow for: Progress and attainment for disadvantaged pupils in reading and writing. Progress and attainment for higher achieving disadvantaged pupils in reading and writing. Progress and attainment for SEND disadvantaged pupils in reading and writing.
Projected spending	£13,192.63

## Wider strategies for current academic year

Measure	Activity
Priority 1	Development of the whole curriculum to allow for the development of vocabulary, knowledge and skills across the whole school. This includes providing a

	variety of rich hands-on experiences and trips to bring learning to life.
Priority 2	Development and embedding of pupil premium strategies, monitored effectively by middle leaders in school.
Barriers to learning these priorities address	Language and vocabulary barriers for disadvantaged pupils. Life experiences for disadvantaged pupils.
Projected spending	£14, 556.48

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that correct training is accessed and utilised in school with the relevant resources provided and used effectively.	Use of time, cover and appropriate provision of resources across school.
Targeted support	Ensuring enough time for school English-lead, and other subject leaders, to implement and monitor changes to the curriculum and for all staff to access training.	Staff have time allocated for curriculum development, monitoring and implementation.
Wider strategies	Ensuring all pupils have the best opportunities to overcome speech and language barriers and to access a range of life-enriching experiences.	Working with external providers and advisors to ensure the best possible outcomes and experiences for our pupils.

## Review: last year's aims and outcomes

Aim	Outcome
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.	As far as we were able, due to school closure in March 2020, a range of trips and experiences were successfully accessed.
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.	As far as we were able, due to school closure in March 2020, S & L therapist visits and training for staff were implemented; Wellcomm was used effectively across EYFS.
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.	Until school closure in March 2020, leaders school had developed the wider curriculum. This journey continues.
Underperforming PP children are identified and appropriate provision is provided to accelerate progress to close the gap with non PP children	Although we have no externally validated data, our internal assessments show that the gap between disadvantaged pupils and all pupils had

<p>where appropriate. High ability PP are secure within greater depth judgements.</p>	<p>narrowed rapidly in reading, writing and maths across school. The phonics pass rate also improved and would have been above the NA. Interventions were successfully implemented until school closure in March 2020.</p>
<p>All PP children and families feel emotionally supported. An improvement in the attendance of all PP children. Social and economic factors including life experiences, poverty and ability of families to support.</p>	<p>Pastoral support continues to be strong and, until closure in March 2020, the PA rate for disadvantaged pupils had reduced, nearly halved. Early help interventions and wider support for disadvantaged families continues to be a strength.</p>