

St. Jude's Catholic Primary School

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St. Jude's Catholic Primary School
Pupils in school	191 (not incl. Nursery)
Proportion of disadvantaged pupils	131 (69%)
Pupil premium allocation this academic year	£176, 195.00
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review dates	April 2021, July 2021
Statement authorised by	Dawn Thompson
Pupil premium lead	Bernadette Smith
Governor lead	Dawn Thompson

Disadvantaged pupil progress scores for last academic year (2019-2020) is unavailable due to Covid-19 school closure. The progress score from the academic year 2018-2019 is:

Measure	Score
Reading	+0.1
Writing	-1.5
Maths	-0.17

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	59%
Achieving high standard at KS2	12%
Measure	Activity
Priority 1	Through quality first teaching and timely intervention, 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.

Priority 2	<p>Ensure all relevant staff (including new staff) have received external training linked to Rosenshein's Principles of Instruction and other strategies which will allow pupils to 'know more and remember more' 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. This includes the purchasing and introduction of Power Maths, and associated resources, to allow for the mastery approach to become fully embedded. Also, the development of quality experiences and sequences across the curriculum, CPD in computing, for example, and additional resources to support certain areas.</p>
Barriers to learning these priorities address	<p>The need for our most disadvantaged pupils to catch-up after extended period of closure due to Covid-19.</p> <p>Attainment and progress of all PP pupils especially higher achievers.</p> <p>Application of strategies which will allow pupils to know more and remember more. Development of teaching pedagogy and practice which allows pupil to explore their learning in a variety of ways.</p> <p>Application of reading and phonic skills to real-life situations and a general love of reading and associated writing. Attendance – especially persistent absence and early help support.</p>
Projected spending	£95,000

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 +1.0)	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 (aim for 80%)	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 Maths Mastery scheme of work (which practical resources) across all year groups to increase maths confidence and competency.
Priority 2	Continued focus on the teaching of phonics and reading across all year groups to increase reading for pleasure and improve progress and attainment for pupils. This should include the use of quality texts to support writing.
Barriers to learning these priorities address	Encouraging an understanding of a range of maths strategies to allow for improved progress and attainment of disadvantaged pupils in maths. 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	£23, 195

Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral support to ensure that children and their families are well supported following the disruption of Covid-19. This includes providing as much support to pupils and parents as possible in addition to the use of Covid Catch-Up Premium and will include: curriculum challenge support, attendance support, learning to learn support, early help support.
Priority 2	Access to specialist services to support children with identified needs (e.g. Speech & Language therapist, Educational Psychologist, therapists).
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Parental engagement and regaining pupils' skills for learning after a long period away from educational setting. • Specialist support provision from wider agencies for our most vulnerable pupils.
Projected spending	£58, 000

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 by staff and pupils. Ensuring that middle leaders in school are able to lead their subject ensuring that new pedagogy is applied.	Carefully planned use of time, cover and appropriate provision of resources across school. Sufficient opportunities for teaching staff to access support internally and externally to allow teaching pedagogy to develop and impact on pupils' progress and attainment.
Targeted support	Ensuring enough time for core subject leaders, and other subject leaders, to implement and monitor changes to the curriculum and for all staff to access training.	Middle leaders and senior leaders to work together to jointly moderate standards. Staff have some time allocated for curriculum development, monitoring and implementation.
Wider strategies	Ensuring all pupils have the best opportunities to overcome a range of learning barriers and social/ emotional barriers so that they are able to improve their outcomes and prospects.	Continue to develop the quality of pastoral support and early help support to families. Work 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
Achieve above national average progress scores in KS2 Reading (aim for +1.0)	Due to Covid-19, there is no externally verified data. Our internal data and moderation of standards indicate that 77% of our disadvantaged students were on track to achieve the expected standard in reading with 32% expected to achieve the greater depth standard.
Achieve national average progress scores in KS2 Writing (aim for +0.5)	Due to Covid-19, there is no externally verified data. Our internal data and moderation of standards indicate that 73% of our disadvantaged students were on track to achieve the expected standard in reading with 18% expected to achieve the greater depth standard.
Achieve above national average progress scores in KS2 Maths (aim for +1.0)	Due to Covid-19, there is no externally verified data. Our internal data and moderation of standards indicate that 77% of our disadvantaged students were on track to achieve the expected standard in reading with 32% expected to achieve the greater depth standard.
Achieve at least national average pass rate in Y1 phonics test	On returning to school in September 2020, after Covid closure, a phonics intervention for the relevant group of learners was out in place. As of October 2020, 88% of our disadvantaged pupils in this cohort (current Y2) had achieved the expected standard in phonics.
Improve persistent absence rate for disadvantaged pupils (target 7%)	Due to Covid school closure, there is no accurate data to report re: persistent absence.