

# St Patrick's RCVA Primary School - Pupil Premium Statement and Self-evaluation

1. Summary information					
<b>School</b>	St Patrick's RCVA Primary School, Langley Moor, Durham.DH7 8JJ.				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£13,840	<b>Date of most recent PP Review</b>	Sep 19
<b>Total number of pupils</b>	85	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	Feb 20

## Current Attainment 2018-19

<b>KS1</b> Y2 – 2 pupils	Achieving at least the expected standard			Working at Greater Depth <i>All subjects Teacher Assessed</i>		
	Pupils eligible for PP School	Pupils not eligible for PP National	Difference	Pupils eligible for PP School	Pupils not eligible for PP National	Difference
Reading	50%	78%	-28%	50%	28%	+22%
Writing	100%	73%	+27%	50%	17%	+33%
Maths	100%	79%	+21%	0%	24%	-24%
<b>KS2</b> Y6 – 2 pupils	Achieving at least the expected standard			Achieving the High Score <i>Reading and Maths – Externally Marked Tests</i> Working at Greater Depth <i>Writing – Teacher Assessed</i>		
	Pupils eligible for PP School	Pupils not eligible for PP National	Difference	Pupils eligible for PP School	Pupils not eligible for PP National	Difference
Reading	100%	78%	+22%	50%	31%	+19%
Writing	100%	83%	+17%	50%	24%	+26%
Maths	100%	83%	+17%	0%	31%	-31%
RWM combined	100%	71%	+29%	0%	13%	-13%

Percentage of disadvantaged pupils meeting age-related expectations by the end of the year (2018-19)

Disadvantaged	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	N/A	N/A	50% (2/2)	100% (3/3)	100% (1/1)	100% (2/2)	100% (2/2)
Writing	N/A	N/A	100% (2/2)	100% (3/3)	100% (1/1)	50% (1/2)	100% (2/2)
Mathematics	N/A	N/A	100% (2/2)	100% (3/3)	100% (1/1)	50% (1/2)	100% (2/2)

**2. Barriers to future attainment (for pupils eligible for PP) 2019-20**

**Academic barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lack of resilience
<b>B.</b>	High-ability children, eligible for the premium, are achieving lower than other high-ability children
<b>C.</b>	Behavioural difficulties, due to Social, Emotional and Mental Health needs
<b>D.</b>	Lack of confidence
<b>E.</b>	Lack of ambition and self-belief
<b>F.</b>	Poor concentration
<b>G.</b>	Lack of self-motivation
<b>H.</b>	Some pupils have limited vocabulary

**Additional barriers** (*including issues which also require action outside school, such as low attendance rates*)

<b>J.</b>	Particular cases of poor attendance
<b>K.</b>	Home issues
<b>L.</b>	Parental engagement

**3. Intended outcomes** (*specific outcomes and how they will be measured*)

**Success criteria**

<b>A.</b>	Pupils develop the resilience to persevere with challenges and overcome setbacks.	Pupils take part in a range of activities that require them to persevere and meet challenges.
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		Teachers report improved levels of resilience and perseverance
<b>B.</b>	High-ability children (as identified by prior attainment) achieve high scores and good levels, as appropriate.	The value added score for disadvantaged pupils is at least in line with other pupils nationally.
<b>C.</b>	Pupils with SEMH needs are well supported and make measurable progress.	The progress made by pupils with SEMH is clearly evidence in their work.
<b>D.</b>	There are increased levels of confidence amongst pupils, who develop greater independence.	Teachers report increased levels of confidence and independence.
<b>E.</b>	Children develop increasing confidence in their own abilities and are keen to achieve well. They know what they need to do, in order to make progress, especially in the important areas of reading, writing and mathematics.	Individual targets are set with teachers, that allow pupils to identify for themselves where they need to work harder and make improvements.
<b>F.</b>	Children are able to concentrate for appropriate periods of time, both during whole class teaching and on independent tasks.	Pupils are able to work independently for increasing amount of time.
<b>G.</b>	Pupils are clear about their next steps and are keen to meet targets that they set in consultation with staff.	Individual targets are set with teachers, that allow pupils to identify for themselves where they need to work harder and make improvements.

<b>H.</b>	Children develop the vocabulary that will help them access the curriculum on offer and engage fully in the learning process.	Pupils' use of subject specific vocabulary supports learning and the SALSP intervention programme shows gains for pupils who attend this provision.
<b>J.</b>	Pupils attend well and where attendance is poor, there is an improving picture.	Attendance rates for disadvantaged pupils compare well with national.
<b>K.</b>	Good relations exist between home and school. Parents engage well with the school and with other agencies, where appropriate.	Where there are difficulties for pupils outside of school, there is evidence of the school's supporting pupils through their work with other agencies.

<b>L.</b>	Parents are clear about what their children are learning in school and how they can best support them.	There are regular communications with parents about what children are learning in school and how parents can support them – home/school planners, school’s website, curriculum newsletters, Twitter, Dojo, afternoon teas with parents of pupils on the SEND register etc.
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4. Review of expenditure				
Previous Academic Year		2018-19 £12,920		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Increase level of support in classes.	Teachers are able to spend more time working with vulnerable pupils who require additional support.	<p>Teaching assistants deployed in classes across the school, to ensure all disadvantaged pupils were given the academic support they needed to access their work.</p> <p>2019 End of KS1 R 50% W 100% M 100% RWM 50%</p> <p>2019 End of KS2 R 100% W 100% M 100% GPS 100% RWM 100%</p> <p>Quality First Teaching impacted favourably upon the attainment of pupils across the school.</p>	The approach was effective and will be used again.	£12,000

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Counselling sessions	Support particularly vulnerable pupils with SEMH difficulties	<p>The pupil welcomed the sessions.</p> <p>There was a noted improvement in the targeted pupil's wellbeing.</p> <p>There was a reduction in the level of challenging behaviour that they had previously presented with.</p>	The intervention worked for this particular child.	£555
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Financial support for pupil to attend a residential in London	Enrich the cultural experience of the pupil.	The pupil enjoyed the trip and was afforded a range of experiences that they otherwise would not have had.	A beneficial experience for the young person and good preparation for moving onto a large secondary school, and many new people and experiences.	£400

## 5. Planned expenditure

**Academic year**                      **2019-20**    £13,840

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teachers will include key vocabulary in all planning documents and share this with SALSP provider.	Children develop the vocabulary that will help them access the curriculum on offer and engage fully in the learning process.	Vocabulary is important, as confirmed in the new framework. In order for pupils to fully understand the curriculum, they must first understand the language used.	Pupils use and understanding of key vocabulary allows them to make good progress in their lessons and they use and apply this vocabulary to good effect. SALSP intervention programme shows gains for pupils who attend this provision.	All staff	January 2020



<p>All teachers provide a summary of medium term plans for parents. These plans are also placed on the school's website. Termly parent meetings are held &amp; termly reports, with targets, issued.</p>	<p>Parents are clear about what their children are learning in school and how they can best support them.</p>	<p>Parental engagement can accelerate learning by up to 3 months (EEF) Parental feedback is clear that these regular reports and meetings are welcomed.</p>	<p>There are regular communications with parents about what children are learning in school and how parents can support them – home/school planners, school's website, curriculum newsletters, Twitter, Dojo, afternoon teas with parents of pupils on the SEND register etc. Parental satisfaction in relation to this is good.</p>	<p>All Staff</p>	<p>January 2020</p>
<p>PSHCE sessions delivered by all teaching staff.</p> <p>Opportunities are ceased upon in all areas of the curriculum.</p>	<p>Pupils develop the resilience to persevere with challenges and overcome setbacks.</p>	<p>A feature of successful learners.</p>	<p>Pupils take part in a range of activities that require them to persevere and meet challenges. Teachers improve improved levels of resilience and perseverance.</p>	<p>All Staff</p>	<p>January 2020</p>

<p>PSHCE sessions delivered by all teaching staff.</p> <p>Opportunities are ceased upon in all areas of the curriculum.</p>	<p>There are increased levels of confidence amongst pupils, who develop greater independence.</p>	<p>A feature of successful learners.</p>	<p>Teachers report increased levels of confidence and independence</p>	<p>All Staff</p>	<p>January 2020</p>
<p>PSHCE sessions delivered by all teaching staff.</p> <p>Opportunities are ceased upon in all areas of the curriculum.</p>	<p>Children develop increasing confidence in their own abilities and are keen to achieve well. They know what they need to do, in order to make progress, especially in the important areas of reading, writing and mathematics.</p>	<p>A feature of successful learners.</p>	<p>Individual targets are set with teachers, that allow pupils to identify for themselves where they need to work harder and make improvements.</p>	<p>All Staff</p>	<p>January 2020</p>
<p>Teacher plan lessons that support pupils to develop their ability to concentrate on independent tasks.</p>	<p>Children are able to concentrate for appropriate periods of time, both during whole class teaching and on independent tasks.</p>	<p>Concentration improves memory, by freeing the mind of distractions.</p>	<p>Pupils are able to work independently for increasing amount of time.</p>	<p>All Staff</p>	<p>January 2020</p>

Pupils are involved In target setting and feedback towards meeting these goals.	Pupils are clear about their next steps and are keen to meet targets that they set in consultation with staff.	Feedback has a very high impact on learning, according to EEF.	Individual targets are set with teachers that allow pupils to identify for themselves where they need to work harder and make improvements.	All staff	January 2020
<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support plans indicate SMART outcomes for pupils, based on emotional need.	Pupils with SEMH needs are well supported by the plans that are put into place for them and make measurable progress.	EEF research indicates that social and emotional interventions have a positive impact on attitudes to learning and on social relationships in school, as well as up to 4 months additional progress on attainment.	The progress made by pupils with SEMH is clearly evidence in their work.	All staff	January 2020

Booster classes target disadvantaged pupils.	High-ability children (as identified by prior attainment) achieve high scores and good levels, as appropriate.	EEF small group tuition can bring about gains of 4 months.	The value added score for disadvantaged pupils is at least in line with other pupils nationally.	All staff	January 2020
<b>Total budgeted cost</b>					£1000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SLT closely monitor attendance and seek support of from the attendance department from the LA.	Pupils attend well and where attendance is poor, there is an improving picture.	Good habits for life.  In order for the children to reach their full potential, attendance needs to be above 95%.  DfE states 'going to school every day is the single most important part of your child's education'. – Primary School Attendance.	Attendance rates for disadvantaged pupils compare well with national.	SLT	January 2020

<p>Communicate with parents about the school's curriculum intent, implementation and how impact will be measured.</p>	<p>Good relations exist between home and school. Parents engage well with the school and with other agencies, where appropriate.</p>	<p>Parental engagement can help bring about gains of 3 months – EEF.</p>	<p>Parents receive clear and concise information about the curriculum (intent, implementation and impact), through long term and medium term plans, the school's website, Twitter account, Dojo, planners, termly reports and parent meetings.</p>	<p>SLT</p>	<p>January 2020</p>
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<b>Total budgeted cost</b>	£500
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<b>6. Additional detail</b>
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