

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Our Lady & St Paul's RC Primary School
Pupils in school	181 (197 including Nursery)
Proportion of disadvantaged pupils	33% (60 pupils)
Pupil premium allocation this academic year	£75,630
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Marie Gavin
Pupil premium lead	Kathryn Thomas
Governor lead	

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.9
Writing	-1.9
Maths	-9.1

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM 2019	17%
Achieving high standard at KS2 RWM 2019	0%
Measure	Activity
Priority 1	Accelerate progress in Mathematics. Embed teaching for Mastery across all year groups, helping to improve problem solving and reasoning skills. Teachers to be confident in delivering the new maths programme of learning. To identify barriers in learning in maths and reading. Work to be completed with The Maths Hub.

	SLE to support teaching and learning of Mathematics.
Priority 2	<p>Enhance and continue to develop whole class reading strategies, with explicit use of vocabulary, speaking and listening.</p> <p>Standards in reading and phonics are improved for pupils eligible for PP across EYFS, KS1 and KS2.</p> <p>Pupils with identified Speech and Language development are supported to enhance vocabulary skills. EYFS &amp; KS1 speech and language intervention groups.</p> <p>The gap is closing in phonics and reading.</p>
Priority 3	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>-Poor ability to solve mathematical problems and explain their reasoning. Some pupils have conceptual gaps and or/misunderstandings.</li> <li>-Poor language and communication skills which can impact upon learning.</li> <li>-Resilience</li> <li>-Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</li> <li>-Interventions to target skills and knowledge development.</li> </ul>
Projected spending	£42,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure progress gaps are closing towards national average.	July 2021
Progress in Writing	Ensure progress gaps are closing towards national average.	July 2021
Progress in Mathematics	Ensure progress gaps are closing towards national average.	July 2021
Phonics	Ensure progress gaps are closing towards national average.	July 2021

Other	Improve attendance of disadvantaged pupils. Close the gap compared to their non-eligible peers.	July 2021
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**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. Establish group intervention for reading, phonics and maths in all year groups. Daily 1:1 readers identified.
Priority 2	Invest in new materials for reading and mathematics. Maths No Problem training and resources to be implemented. Reading resources to be purchased or further training on Project X and reading resources in school.
Barriers to learning these priorities address	-Improved opportunities to engage learners in developing vocabulary and knowledge. -Enhance Maths Mastery opportunities in teaching and learning. -PiXI subscription is used for Assessment, Therapies and resources to enhance whole class teaching and group interventions.
Projected spending	£28,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	To improve the attendance of disadvantaged pupils.
Priority 2	Engage children in wider opportunities. Wider opportunities to enhance social skills through gaming clubs and other activities.
Barriers to learning these priorities address	-Improved social skills and communication. -Building resilience.
Projected spending	£5,630

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for professional development.	Use of INSET days and staff meetings.
Targeted support	Timetable for interventions. Measure impact and development. Early intervention identified.	Data outcomes and monitoring and evaluation cycle.
Wider strategies	Engaging families.	LA and Academy support. Other local support hubs Rochdale.

## Review: last year's aims and outcomes

Aim	Outcome
Improve phonic attainment for pupils eligible for PP in EYFS and KS1.	Y1 Phonic screening check results shows the gap between PP pupils and the School has narrowed greatly and shows the 1:1 phonic intervention that has been put in place to support PP pupils has had a positive impact.  Data shows that there has been a projected increase of PP children meeting the phonic standard.
Identify intervention support and narrow the gaps in learning for PP children.	Maths and English - PiXL Assessments and the QLA are being used to support dialogue during Pupil Progress Meetings; these gaps in learning are then being plugged with identified pupil premium children using therapies and quality first teaching.
To narrow the gap between PP and Non PP pupils.	Increased number of children meeting expected standard in Reading and Writing in 2019.  Lower number of pupils achieving the expected standard in Maths 2019.