

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Paul's Primary School
Pupils in school	157
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£96,010
Academic year or years covered by statement	2020-2023
Publish date	01/09/20
Review date	01/09/21
Statement authorised by	Sheridan Upton
Pupil premium lead	Sheridan Upton
Governor lead	Mel Collins

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	COVID-19 – no data available
Writing	COVID-19 – no data available
Maths	COVID-19 – no data available
Measure	Score
Meeting expected standard at KS2	COVID-19 – no data available
Achieving high standard at KS2	COVID-19 – no data available

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure quality first teaching and effective use of interventions lead to at least good rates of progress
Priority 2	Effective engagement with parents/carers so they are better equipped to support their child.
Barriers to learning these priorities address	Lack of positive parental engagement with school / learning, including financial support for school trips and visits Some very complex family issues. This also includes social issues in the community that impact on the school. Basic physical needs of some pupils not being fully met at home, e.g. sleep, healthy diet, physical activity levels Some parents' own literacy / numeracy skills which prevents them providing appropriate support to their children
Projected spending	£46,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least within the expected progress range for the national average	July 2021
Progress in Writing	To achieve at least within the expected progress range for the national average	July 2021
Progress in Mathematics	To achieve at least within the expected progress range for the national average	July 2021
Phonics	No significant gap between PP and Non-PP pupils in achieving pass mark	July 2021
Other	No significant gap in attendance between PP and non-pp pupils	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all KS1 staff receive high-quality phonics CPD – including regular observational development. Increased focus on Y2 phonics as a result of disruption to learning in previous academic year (COVID-19)
Priority 2	Provision of targeted interventions, leading to rapid rates of progress
Barriers to learning these priorities address	COVID-19 has resulted in several months of disruption to learning in school.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Financial support to attend breakfast and after school clubs
Priority 2	Parental Support Advisor providing regular support and guidance for families
Barriers to learning these priorities address	Attendance, readiness for learning and stability within the home
Projected spending	£10, 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing effective CPD to ensure quality first teaching is consistent across the school.	Effective use of TD days and PDMs with a significant focus on teaching and learning Staff support each other through developmental observations – peer to peer support.
Targeted support	Ensuring interventions are effective – both in terms of who is delivering them and the quality of the intervention	Regular monitoring of delivering of interventions. Regular monitoring of impact on outcomes – changing direction when impact is negligible.
Wider strategies	Families willingness to engage and support their child at home	Investigate the reasons for non-engagement. Provision of support materials for parents/carers to increase their confidence.

Review: last year's aims and outcomes

Aim	Outcome
Improve attainment and progress for KS2 disadvantaged pupils in Reading, Writing and Maths combined results	Steady progress was being achieved prior to COVID-19. Regular focus on arithmetic scores was impacting positively on overall Maths attainment. Writing development was drilling down on key performance indicators and children becoming more aware of their next steps. Frequent reading opportunities, including developing specific reading skills was impacting on progress. No available data due to COVID-19.
Improve attainment for disadvantaged pupils at KS1 in Reading, Writing and Maths	Close monitoring of Y1 Phonics and reorganisation of phonics groups and targeted learning was impacting positively on outcomes. Y2s spread across a Y1/2 and Y2/3 class added to the challenge. Would avoid a future KS1/KS2 mixed class in future wherever possible.
Ensure that attendance and punctuality for disadvantaged pupils is good and in line with 'other' pupils.	There was more targeted work on addressing attendance issues – particularly in supporting children with specific challenges to overcome. Regular communication with parents proved to be successful.