

## Pupil Premium Strategy Statement: St Vincent's Catholic Primary School

### Pupil Premium – Reporting to Parents and Carers

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The amount is dependent on the number of children who are eligible and have claimed for free school meals at any time in the last six years. All schools are required to report on the amount of funding and how it is used.

#### **Principles**

- We organise teaching and learning at St Vincent's in order to meet the needs of all children in the best possible way.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that all children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be vulnerable and we also recognise that not all children that are vulnerable have free school meals. We allocate Pupil Premium funding to support any child the school has identified as being vulnerable in any way and should be making better progress.

#### **Summary Information**

<b>Academic Year</b>	<b>2020-21</b>	<b>Total PP budget</b>	<b>£22,865</b>		
Total number of pupils	218	Number of pupils eligible for pp	17	Date for next review of this strategy	September 2021

**Current Progress and attainment cannot be determined as due to COVID19 all assessment were cancelled**

#### **Barriers to future attainment (for pupils eligible for PP including high ability)**

**A.** High numbers of PP children also have diagnosed SEND needs. In KS1 66% children are on the SEN register. In KS2 most children are on the SEN register.

#### **External barriers**

**B.** Decreasing numbers of parents applying for PP – decrease in funding to support those children who would have been eligible – school regularly communicates with all parents to encourage/support applications

**C.** Attendance and punctuality of some PP children is lower than that of non PP children. Potentially leading to gaps in their knowledge, coverage and progress.

**D.** Increased emotional, social and pastoral care and counselling needed.

**E.** Pupils have limited experiences beyond their home life and immediate community.

**F.** Due to financial constrains pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows

**G.** Parents awareness of PP funding and the level of support given in school

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Outcomes		
<b>A.</b>	To improve outcomes for PP children in reading, writing and maths.	Literacy Progress – KS1 Reading 80%, writing 60% and maths 80% Maths Progress – KS2 maths 100%, reading 100% writing 87%
<b>B.</b>	Increase the number of families that are eligible to PP	FW to encourage at regular meetings, using incentives, regular points in newsletter. – 2 additional applicants received.
<b>C.</b>	To improve attendance rates of PP children	Attendance monitored 96.2% in 2017-2018 to 96.5% in 2018-2019 Punctuality monitored
<b>D.</b>	To improve well-being of PP children	Mentoring in place, targeted children receiving support
<b>E.</b>	Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
<b>F.</b>	PP children have access to all educational visits	PP children engage with follow up activities as they have taken part in all visits and residential
<b>G.</b>	All parents to be aware of the PP funding and the support the school will give to their children	FW to encourage at regular meetings, using incentives, regular points in newsletter.
Success Criteria		

2020-2021

Planned Expenditure		
Targets	Actions	Cost
Quality First Teaching impacting throughout the school	Focused reading & writing through targeted interventions	
Specialist speech and language support provided for children identified as needing additional support – children achieving individual targets set.	Speech and language therapist commissioned and used to assess, support and train TAs to deliver intervention programmes, monitored and evaluated by speech and language therapist and SENDCo.	£10,000
Provide disadvantaged children with full access to wider ranging experiences: school visits including the Year 6 residential visit to the Caroty Wood, sports clubs and other cultural activities.	Funding provided for all children to attend all trips. Breakfast Club run for targeted children. Pupils encouraged to participate in the extra-curricular programme	£1000

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Raise the confidence and self-esteem of targeted pupils so they are more focused in lessons.	Lunch time clubs and afternoon for target group.	£100
Sustain and further reduce persistent absence of all children.	Meetings held to review absence and immediate intervention set up to support any children below 90%. Family Worker support provides targeted support for any families identified.	£500
Provide additional support and work with children at lunchtimes	Targeted 1:1 and small group work run by trained TA	£3,500
Counselling support for children	Counselling therapist commissioned and used to assess, support and train TAs to deliver intervention programmes, monitored and evaluated by SENCO. Implemented mentoring and transitioning.	£6000
Targeted interventions and 1:1 for all children including higher attainers.	TAs provide closely focused in class support for any disadvantaged children. Intervention programme including 1:1 tuition established across the school run by class teachers, TAs and the leadership team which includes specific support to move children on to achieve greater depth	£10,000
Cost Provision		£31,100

Additional funds were allocated to ensure needs were met through our catch up funding.