



St Patrick's Pupil Premium Strategy 2020-2021

| School | | St Patrick's, Dipton | | | |
|---------------------------------------|----------------------|--|--------------------------------------|--------------------------------------|------------|
| Academic year | 2020/21 | Total Pupil Premium Budget | £54,085 Budget figures April 2020 | Date of most recent PP review | April 2021 |
| Total number of pupils on roll | September 2020 - 164 | Date of next PP review July 2021 | | | |

| Amount | Allocation |
|---------|--|
| £27,000 | <p>Additional Reading Recovery Teacher - targeted class support, Looked After Child (LAC) support</p> <p>Reading Recovery is an evidence-based intervention for 6-year-olds which lifts the literacy skills of the lowest attaining pupils by, on average, 12 months in 12-20 weeks. This is clearly evidenced through the pre and post intervention assessments covering all aspects of literacy skills including reading age and phonemic awareness. The majority of pupils receiving Reading Recovery go on to achieve age related expectations in national assessments and have sustained gains over time. Importantly, teachers and parents/ carers report that children are much more engaged in the wider curriculum and have improved self-esteem.'</p> <p>https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/the_impact_of_reading_recovery_ten_years_after_intervention_hurry_and_fridkin.pdf</p> <p>https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/phonics_and_reading_recovery.pdf</p> <p><i>Within St. Patricks, with previous completed cohorts, the average progress in terms of reading ages is 10.5 months from starting points. Our continual challenge, once children make these improvements, is to maintain a level of attainment on par with year group expectations.</i></p> |
| £1,144 | Additional Reading Recovery Professional Development (maintain accreditation) |
| £825 | Attendance Officer – <i>St Patrick's has the highest expectations regarding attendance and continually share the message that every day counts.</i> |
| £13,650 | <p>Teaching Assistants /Higher Level Teaching Assistant costs</p> <p><i>Well-trained and experienced staff, working in close unison with the class teacher can provide effective 1:1/small group support.</i></p> |

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| £7,581 | Cost towards deputy head release time to: <ul style="list-style-type: none"> • work directly with parents/carers • monitor and review provision <i>Involvement of a senior lead in school ensures progress and attainment of pupils in receipt of pupil premium is given the highest priority.</i> |
| £3,885 | Referrals for 'Emotional Wellbeing and Effective Learning' team (EWEL team) <i>School works closely with this team to ensure the right interventions are in place.</i> |
| £13,040 | School will also receive additional catch-up funding based on 163 pupils x £80. A more detailed breakdown of this funding is also available on our website. |

Foundation Stage results 2019

To be used as reference as the most up to date end of year results due to school closure from Covid-19.

| | FSM Pupils | Not FSM Pupils |
|-----------------------------|-------------------|-----------------------|
| Cohort | 7 | 18 |
| % Good level of development | 71 | 72 |

Phonics result 2019

| Year 1 | Ever 6 FSM Pupils | Not Ever 6 FSM Pupils |
|---------------|--------------------------|------------------------------|
| Cohort | 2 | 19 |
| Met standard | 50 | 95 |

Phonics result 2019

| Year 2 Phonics retest | Ever 6 FSM Pupils | Not Ever 6 FSM Pupils |
|------------------------------|--------------------------|------------------------------|
| Cohort | 1 | 2 |
| Met standard | 100 | 50 |

| Attainment of KS1 and KS2 2019 | | | | |
|--|--|---|---|---|
| <u>Expected standard</u> | Key Stage 1 Ever 6 FSM Pupils - 4 | Key Stage 1 Not Ever 6 FSM Pupils - 17 | Key Stage 2 Ever 6 FSM pupils- 7 | Key Stage 2 Not Ever 6 FSM pupils - 17 |
| Reading | 75 | 82 | 71 | 82 |
| Higher standard | 0 | 24 | 0 | 24 |
| Writing | 75 | 71 | 71 | 88 |
| Higher standard | 0 | 12 | 0 | 18 |
| GP&S (Grammar Punctuation and Spelling) | N/A | N/A | 86 | 94 |
| Higher standard | N/A | N/A | 43 | 59 |
| Maths | 75 | 76 | 100 | 94 |
| Higher standard | 0 | 29 | 29 | 29 |
| Reading, Writing and Maths combined | 0 | 77 | 57 | 82 |
| Reading - Average scaled score | N/A | N/A | 102 | 104 |
| GP&S - Average scaled score | N/A | N/A | 107 | 111 |
| Maths - Average scaled score | N/A | N/A | 107 | 107 |

Areas to be addressed in school

Regular scrutiny of books of pupil premium pupils to ensure progress is evident from starting points.

Additional deputy head teacher support/teaching assistant support is allocated appropriately in targeted year groups.

Develop parental engagement opportunities for those in receipt of pupil premium funding.

Use of Reading Recovery teacher with targeted pupils and continuous monitoring of previous cohort

Factors to be addressed outside of school

Continue to monitor attendance for pupil premium at after school opportunities to ensure high levels of participation. **This is not appropriate at the moment during the pandemic but may change as the year progresses.**

| Barriers to Future Attainment | | |
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| In-school barriers | | Desired Outcomes |
| A | EYFS: Baseline on entry data indicates that PP pupils communication and language skills are often low | EYFS: Pupils eligible for PP funding makes increased rates of progress and the proportion of pupils attaining the expected standard increases to be broadly in line with national averages. |
| B | KS1: Proportion of KS1 pupils who are eligible for PP are at risk of making less than expected progress in reading, writing and maths. | KS1: The proportion of pupils who are eligible for PP attain in line with others nationally at the end of KS1. |
| C | KS2: Proportion of KS2 pupils who are eligible for PP are at risk of making less than expected progress in reading, writing and maths. | KS2: The proportion of pupils who are eligible for PP make increased rates of progress in reading, writing and maths and attain broadly in line with national average at the end of KS2. |
| External barriers to future attainment | | |
| Barriers | | Desired Outcomes |
| D | Attendance for a proportion of pupils with PP is lower than that of other pupils in school. | Attendance of pupils with PP is broadly in line with that of other pupils in school. |
| E | Covid-19-Due to school closures in academic year 2019-2020/2020-2021 and periods of self-isolation, children have missed a large amount of face-to-face teaching time. This has a direct and serious impact upon the academic and emotional impact of our children. Due to a proportion of children not having individual access to computers or internet, they are presented with a great barrier during these periods of non-contact teacher time. | Ensure school closure does not widen the gap between PP and non-PP children. Pupils have all resources necessary to support any episodes of home learning through the provision of laptops/ipads/wifi access and availability of staff to advise. 40% of PP children took home a laptop. Where access to required technology was problematic, pupil packs were put together by every class teacher to assist learning at home for all pupils. 55.8% were requested from PP pupils. |

Summary of desired outcomes

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| <p>A.</p> <p><u>Attainment and progress</u></p> <ul style="list-style-type: none"> • Emotional wellbeing - ensure emotional needs of children are being met. Referrals made where needed and in class support given. • Focus on EYFS – targeted support to ensure pupils make good progress from starting points in terms of % achieving a good level of development. • Positive progress evident, in reading and writing, for pupil premium pupils throughout school as Talk 4 Writing strategies become more firmly embedded in the planning, delivery and monitoring of literacy sessions throughout school. • Maths - using yearly learning objectives, monitor progress for PP pupils from starting points of previous data as well as expected attainment. Monitor to check children are on a positive trajectory and put interventions in place as appropriate. |
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B.
Increased parental engagement for all pupil premium children – regular telephone conversations/support, where needed, take place throughout the year to focus on key areas of learning. This may change to face-to-face meetings depending on the current pandemic situation. Deputy head intervention where necessary.

C.
Continue to give highest priority to attendance - overall target - 97%.

| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
|---|---|--|--|---|---|--|--|-----------|
| A. <u>Attainment and progress</u> Emotional wellbeing | Aim to ensure pupils are calm, happy and ready to learn | Class teachers notify SLT of any concerns In-house support/ referrals made as appropriate | Monitored by DHT through discussions with staff and children | Liaison of key members of staff for all areas covered in this section Headteacher (HT) Deputy Headteacher (DHT) | Regular pupil progress meetings with HT and DHT | Professional development day held for staff on well-being in September. An artist from the Baltic, Newcastle shared ideas and strategies with staff for their own well-being which could be utilised with the children. Counsellors in school used to good effect for appropriate pupils. | Well-being has remained a high-priority. Before the wider re-opening in March of school, pupils and staff were set a well-being challenge. Pupils and staff engaged in a range of activities that supported their overall well-being. Activities equalled points for their class that transferred in class 'treats' on return to school. | |

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| | | | | | | | Impact: staff commented that the majority of children engaged well, appeared settled and ready to learn. Where necessary, referrals have been made for additional support. | |
| | | | | | | Referrals made to EWEL team | All referrals were submitted and sessions have been delivered remotely/face-to-face. Recommendations have been implemented. | |
| | | | | | | 2 part-time counsellors worked with individual children and supported across a whole class where needed. Where parents raised | Counselling sessions continued remotely during periods of school closure and resumed face-to-face once possible. At the start of the summer term, | |

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| | | | | | | additional concerns regarding emotional well-being, adjustments were made to drop-off/collection protocols. | school reassessed and reorganised provision for counselling support to utilise a member of teaching staff. This member of staff is more readily available on site rather than 1 session of weekly support from an external counsellor. Parents of those continuing counselling gave consent for the new arrangements. | |
| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
| Pupils make good progress from starting points in terms of % achieving a good level of development | Aim to diminish the differences regarding age related outcomes for pupil premium and non-pupil premium children | Class teachers (CTs) plan interventions for children Class teachers have a thorough understanding of pupils' needs | Monitored by SLT through work scrutiny, pupil progress meetings, learning walks and discussions with staff and children (where possible) | SENCO Standards and Curriculum Committee Senior Leadership Team (SLT) | Regular pupil progress meetings with HT, DHT and SLT Regular book/intervention scrutiny – comparing the literacy/maths books on non-pupil | Baseline assessments completed. Staff began to put specific planning in place for targeted individuals where needed. Unfortunately, | Out of 5 PP children in our Early Years Foundation Stage (EYFS) one child is currently on-track, 4 are having more focussed interventions. | |

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| | | <p>Supported provided by Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SLT as appropriate</p> <p>Interventions are delivered by CTs and teaching assistants (TAs) working closely together.</p> <p>High quality interventions and quality first teaching that are effective and inclusive for all pupils</p> | <p>DHT release time to monitor the impact of interventions throughout school</p> <p>DHT to monitor school data regarding progress and attainment for PP pupils across the school</p> | Individual teachers | <p>premium children with those in receipt of pupil premium TA conversations</p> <p>Pupil conversations</p> <p>Review with governors termly</p> | <p>school was closed due to Covid-19 just after this was put in place.</p> | | |
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| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
|--|--|---|--|---|--|---|---|-----------|
| <p>Positive progress evident in reading and writing as Talk 4 Writing strategies become more firmly embedded in the planning, delivery and monitoring of writing throughout school</p> | <p>Aim to diminish the differences regarding age related outcomes for pupil premium and non-pupil premium children</p> | <p>Class teachers (CTs) plan interventions for children</p> <p>Class teachers have a thorough understanding of pupils' needs - support provided by Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SLT as appropriate</p> <p>Interventions are delivered by CTs and teaching assistants (TAs) working closely together</p> <p>High quality interventions and</p> | <p>Monitored by SLT through work scrutiny, pupil progress meetings, learning walks and discussions with staff and children (where possible)</p> <p>DHT release time to monitor the impact of interventions throughout school</p> <p>DHT to monitor school data regarding progress and attainment for PP pupils across the school</p> | <p>SENCO</p> <p>Standards and Curriculum Committee</p> <p>Senior Leadership Team (SLT)</p> <p>Individual teachers</p> | <p>Regular pupil progress meetings with HT, DHT and SLT</p> <p>Regular book/intervention scrutiny – comparing the literacy/maths books on non-pupil premium children with those in receipt of pupil premium</p> <p>TA conversations</p> <p>Pupil conversations</p> <p>Review with governors termly</p> | <p>Reading Recovery teacher re-directed to offer additional class support in Y4.</p> <p>PIRA reading tests were used at the end of the Autumn term. Gaps were identified by the literacy/maths co-ordinators and shared with staff.</p> <p>Staff began to put specific planning in place for targeted individuals where needed.</p> <p>In Y2 6 out of 7 PP children</p> | <p>During the spring term, the Reading Recovery (RR) teacher was reallocated to Y4 to support home learning.</p> <p>At the beginning of the summer term, school was able to move forward with Reading Recovery in Y1. 3 pupils have been selected for daily interventions each week.</p> <p>Individual lessons focus on different strands of learning (depending on issues that have risen during the previous lesson), phonics, reading fluently, comprehension,</p> | |

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| | | quality first teaching that are effective and inclusive for all pupils | | | | passed their phonics test. Specific intervention was planned for the pupil who did not pass. | handwriting and SPAG. The RR teacher also monitors the progress of previous cohorts. PIRA reading assessment update: Results for PP pupils who scored in line with year group expectations (taking a standard score range of 95-110): Y1-75% (3/4) Y2-43% (3/7) Y3-66% (2/3) Y4-60% (3/5) Y5-0 (0/3) Y6-60% (3/5) | |
| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
| Maths-using yearly learning objectives monitor progress for PP pupils from starting points | Aim to diminish the differences of progress and attainment in maths for pupil premium and non-pupil | Class teachers (CTs) plan interventions for children Class teachers have a | Monitored by SLT through work scrutiny, pupil progress meetings, learning walks and discussions | SENCO Standards and Curriculum Committee | Regular pupil progress meetings with HT, DHT and SLT Regular book/intervention | White Rose Maths assessments completed at the end of the autumn term. | PUMA maths assessment update: Those PP pupils who scored in line with year group expectations | |

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| <p>of previous data as well as expected attainment</p> <p>Monitor to check children are on a positive trajectory and put interventions in place as appropriate</p> | <p>premium children</p> | <p>thorough understanding of pupils' needs. Supported provided by Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SLT as appropriate</p> <p>Interventions are delivered by CTs and teaching assistants (TAs) working closely together</p> <p>High quality interventions and quality first teaching that are effective and inclusive for all pupils</p> | <p>with staff and children where possible</p> <p>DHT release time to monitor the impact of interventions throughout school</p> <p>DHT to monitor school data regarding progress and attainment for PP pupils across the school</p> | <p>Senior Leadership Team (SLT) Individual teachers</p> | <p>scrutiny – comparing the literacy/maths books on non-pupil premium children with those in receipt of pupil premium TA conversations</p> <p>Pupil conversations</p> <p>Review with governors termly</p> | <p>Maths co-ordinator identified gaps and liaised with staff for specific interventions.</p> | <p>(taking a standard score range of 95-110):</p> <p>Y1-100% (5/5) Y2-29% (2/7) Y3-33% (1/3) Y4-20% (1/5) Y5- (0/3) Y6-60% (3/5)</p> | |
|--|-------------------------|---|--|---|---|--|--|--|

| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
|--|---|--|---|--|--------------------------------------|---|---|-----------|
| <p>B. Increased parental engagement for all PP children</p> <p>Ensure focus on reading and core skills</p> | <p>Greater level of parental engagement and understanding of year group expectations will help improve pupil outcomes</p> <p>Aspiration 100% response for parents' evenings/ teacher/ parent phone calls</p> <p>High level of engagement on Purple Mash online forum</p> <p>High level of engagement during any self-isolation scenario</p> | <p>Staff to arrange parental engagement sessions by telephone for focus/PP children so that parents can more readily support their child at home</p> | <p>Checking regularly that children are engaging in reading and homework tasks set on Purple Mash</p> <p>Rapid response if concerns arise/support is needed</p> | <p>Deputy Headteacher (DHT)</p> <p>Headteacher (HT)</p> <p>Senior Leadership Team (SLT)</p> <p>Teaching staff</p> <p>Governors</p> | <p>Review with governors termly</p> | <p>Parents evening held via telephone with 100% attendance.</p> <p>Any attendance issues in school were immediately addressed through phone calls.</p> <p>Restrictions remained in place for visitors.</p> <p>One bubble in school closed. Home learning platform initiated the following day. Parents assisted with any technical issues via telephone. I-pads were given out before DfE</p> | <p>Parents have been informed continually of any changes throughout pandemic regarding accessing learning.</p> <p>Teachers have made individual phone calls as well as offering Teams meetings to talk parents through accessing Purple Mash.</p> <p>Where concerns regarding level of engagement were evident, school took rigorous steps to ensure there were no additional safeguarding concerns. Financial support was offered to parents where needed.</p> | |

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| | | | | | | <p>laptops were made available and given out to those who needed them.</p> <p>Purple Mash platform utilised for reading records to maintain emphasis. Books continued to be given out in school with quarantined measures put in place.</p> <p>Reading raffle continued via Teams to encourage regular reading.</p> | | |
| Desired outcomes | Rationale | Chosen action/ approach | How will you ensure this is implemented well? | Monitoring | When will you review implementation? | Jan 2021 | April 2021 | July 2021 |
| C. Continue to give highest priority to attendance - | Improved attendance will lead to improved pupil outcomes | Robust monitoring and rapid response from school | Working with Lesley Sabourn, attendance officer, on a monthly basis | Deputy Headteacher (DHT) Headteacher | Attendance will be reviewed monthly | Pupil Premium attendance 95.09% Non Pupil Premium 98.33% | 32% of PP pupils have attended school during the January-March lockdown. | |

| <p>overall target - 97%</p> | | <p>when absences occur</p> | <p>Staff liaison</p> | <p>(HT) Standards and Curriculum Committee Christina Charlton Lesley Sabourn Attendance Officer</p> | <p>Attendance update will be provided weekly on website Review with governors termly</p> | <p>Lesley Sabourn contacted parents regarding attendance as well as welfare issues where needed. Business Manager and Attendance Officer assisted parents with free school meals vouchers.</p> | <p><i>From 8th March- Attendance</i></p> <table border="1" data-bbox="1731 292 1928 499"> <thead> <tr> <th></th> <th><i>Non PP</i></th> <th><i>PP</i></th> </tr> </thead> <tbody> <tr> <td><i>R</i></td> <td><i>97.8</i></td> <td><i>95.2</i></td> </tr> <tr> <td><i>Y1</i></td> <td><i>99.2</i></td> <td><i>97.6</i></td> </tr> <tr> <td><i>Y2</i></td> <td><i>99</i></td> <td><i>98.9</i></td> </tr> <tr> <td><i>Y3</i></td> <td><i>99.5</i></td> <td><i>97.6</i></td> </tr> <tr> <td><i>Y4</i></td> <td><i>98.8</i></td> <td><i>96.7</i></td> </tr> <tr> <td><i>Y5</i></td> <td><i>96.2</i></td> <td><i>87.5</i></td> </tr> <tr> <td></td> <td></td> <td><i>*</i></td> </tr> <tr> <td><i>Y6</i></td> <td><i>97.1</i></td> <td><i>98.9</i></td> </tr> </tbody> </table> <p><i>*One child has moved which has impacted on this figure.</i></p> | | <i>Non PP</i> | <i>PP</i> | <i>R</i> | <i>97.8</i> | <i>95.2</i> | <i>Y1</i> | <i>99.2</i> | <i>97.6</i> | <i>Y2</i> | <i>99</i> | <i>98.9</i> | <i>Y3</i> | <i>99.5</i> | <i>97.6</i> | <i>Y4</i> | <i>98.8</i> | <i>96.7</i> | <i>Y5</i> | <i>96.2</i> | <i>87.5</i> | | | <i>*</i> | <i>Y6</i> | <i>97.1</i> | <i>98.9</i> | |
|-----------------------------|---------------|----------------------------|----------------------|--|---|---|--|--|---------------|-----------|----------|-------------|-------------|-----------|-------------|-------------|-----------|-----------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|--|--|----------|-----------|-------------|-------------|--|
| | <i>Non PP</i> | <i>PP</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>R</i> | <i>97.8</i> | <i>95.2</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Y1</i> | <i>99.2</i> | <i>97.6</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Y2</i> | <i>99</i> | <i>98.9</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Y3</i> | <i>99.5</i> | <i>97.6</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Y4</i> | <i>98.8</i> | <i>96.7</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Y5</i> | <i>96.2</i> | <i>87.5</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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