**St Peter in Chains’ Catholic Junior School**

**Pupil Premium Strategy 2019/20**

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| **1. Summary information** | | | |  | |
| **School** | St Peter in Chains Infant School | | |  | |
| **Academic Year** | 2019/20 | **Total PP budget** | £7240 | **Date of most recent PP Review** | October 2019 |
| **Total number of pupils** | 92 | **Number of pupils eligible for PP** | 4 (2 PP+)  [4.34%] | **Date for next internal review of this strategy** | July 2020 |

**. Attainment Y2 PP pupils**

**2018-2019**

**2**

**-**

*Y2 Pupils eligible for PP 4*

*National Average %*

*Results %*

**% of PP pupils at expected standard or above in reading, writing & maths**

25%

50%

**% of PP pupils at expected standard or above in**

**reading**

25%

62%

6

**% of PP pupils at expected standard or above in writing**

25%

55%

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| **% of PP pupils at expected standard or above in maths** | | 50% | |  |
| 63% |
| **3. Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** | | | | |
| **A.** | Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL | | | |
| **B.** | Often, PP pupils have additional emotional/social issues that require input from external agencies | | | |
| **C.** | Occasionally the work set for the most able pupils is not challenging enough to enable them to reach the highest standards | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | In some cases parents feel they are unable to support with the more challenging curriculum | | | |
| **E.** | Reduced access to additional services, cuts have impacted on the support available to pupils, school often having to think creatively and meet needs in different ways than previously | | | |
| **4. Desired outcomes** – linked to School Improvement Plan*(Desired outcomes and how they will be measured)* | | | **Success criteria** | |
| **A.** | Continued accelerated progress across the school, with end of key stage attainment data showing a continuing diminishing of differences with national averages | | Attainment at least in line with national figures    Monitor closely those pupils who experience multi-disadvantage and ensure needs are met through a range of differentiation and intervention | |

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| **B.** | Improved achievement of those receiving support for social/emotional difficulties with Pupil Premium funding used to best effect | Attainment at least in line with national figures      Interventions specifically targeting PP children with social/emotional needs to be used to diminish the difference. |
| **C.** | All teaching across school consistently good and frequently outstanding with appropriate challenge for all pupils | Challenge observed in lesson  observations and ‘drop-ins’    Challenge evident in books and planning |
| **D.** | Information evenings, e.g. curriculum meetings, year group meetings, maths evenings, etc… to support parents with specific invitations to PP parents | PP parents attend events and feel more  confident in supporting their children at home. |
| **E.** | Additional needs met | Additional needs identified, addressed and appropriate support provided. PP to continue to be first item at all pupil progress meetings |

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| **5. Planned expenditure** | | | | | | |
| **Academic year** | | **2019/20** | | | | |
|  | | | | | | |
| **i. Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Continued accelerated progress across the school, with end of key stage attainment data showing a continuing diminishing of differences with national averages | Deployment of additional adults to focus on the PP children providing intervention and emotional support | | Very small number of children, 2 of who are PP+ and therefore require targeted intervention to address the disadvantage. | Monitoring of teaching and interventions.  Pupil Progress meetings  Book looks and pupil voice opportunities | AHT for inclusion |  |