**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**  |
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| **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 meetingsBook looks and pupil voice opportunities  | AHT for inclusion  |  |