Pupil Premium Strategy Statement December 2019
All Saints Catholic Primary School, Bootle

School overview

Pupils in school	355
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£267,840 allocated April 2019
Academic year or years covered by statement	2019-2021
Publish date	December 2019
Review date	December 2020
Statement authorised by	Angela Holleran, Headteacher
Pupil premium lead	Angela Holleran
Governor lead	Letitia Wilkins

Comparison of pupil progress scores for last academic year- 2018-19 (KS2)- National in brackets

Measure	Cohort Score	Disadvantaged	Non-Disadvantaged
Reading	-1.1	-1.52 (-0.62)	0.05 (0.32)
Writing	-1.1	-1.84 (-0.50)	1.27 (0.27)
Maths	-1.2	-2.08 (-0.71)	1.53 (0.37)

Strategy aims for disadvantaged pupils

Measure	Target
Attain national standard in phonics and close the in school gap.	Narrow the gap between disadvantaged and non-disadvantaged students in phonics
Meeting expected standards in RWM at KS1 and KS2	KS1 70% in RWM KS2 65% combined
Achieving high standards in RWM at KS1 and KS2	Close in-school gap and attain national average for GDS

Measure	Activity
Priority 1	Train all staff in teaching strategies to ensure all learners are engaged and challenged (RWInc phonics, Talk Less Teaching and Maths Hub Mastery)
Priority 2	Invest in resources to ensure effective delivery of the training outlined– phonic readers, practical maths materials, staff time to deliver interventions using this training and materials.
Barriers to learning these priorities address	All training/resources/interventions outlined have evidence-based proven impact on attainment and progress.
Projected spending	£30,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading for all groups	June 21
Progress in Writing and Grammar	Achieve at least national average progress scores in KS2 Writing and Grammar for all groups	June 21
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics for all groups	June 21
Attainment in KS1 at GDS	Narrow the attainment gap between disadvantaged and non-disadvantaged	June 21
Phonics	Achieve at least national average expected standard in PSC.	June 20
Other	Improve attendance of disadvantaged pupils to LA average	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading interventions for the lowest 20% of children
Priority 2	Practical maths interventions for disadvantaged pupils falling behind age-related expectations
Priority 3	Writing workshops for disadvantaged children not making the expected progress in their writing and grammar
Barriers to learning these priorities address	Developing confidence in reading, writing and maths, ensuring any gaps in knowledge and skills are addressed.
Projected spending	£105,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Outdoor Learning / Forest School / Nature Friendly School/ Playpod
Priority 2	Enhance pastoral support for disadvantaged children (Art Therapist, S&L Specialist, OT Support, Trauma Sensitive School Training, Extra Educational Psychologist Support and Welfare and Attendance Officer)
Barriers to learning these priorities address	Pupil well-being and engagement with the curriculum. Ensuring readiness to learn for disadvantaged pupils.
Projected spending	£133,000

Monitoring and Implementation

Area	Challenge	Action
Teaching	Ensuring enough time is allocated for staff professional development	Use of INSET days and additional cover provided by senior leaders
Targeted support	Ensuring time is given for lead teachers to support other adults in delivering effective interventions	Maths lead, SENDCO, Writing and Reading lead allocated time to work with different adults to ensure the quality of the interventions. Extra teacher for 3X days per week.
Wider strategies	Ensuring that staff are suitably qualified to use the outdoors as a vehicle for teaching and learning. Ensure that staff are able to put into place the support recommendations for children from other professionals.	Working closely with forest School trainers, and the Woodland trust on training for staff to use the outdoors effectively. Provide time for teachers to discuss strategies and programmes that have been recommended to support individual disadvantaged children.

Review: last year's aims and outcomes

Aim	Outcome
To attain at least national average in Phonics screening test	There was an increase of 5% on the previous year. There is a 22% gap between disadvantaged and non-disadvantaged children. Closing this gap will be a target this year.

School % pass	Disadvantaged	Non-disadvantaged
78% (82%)	65% (not published)	87%(84%)

Aim	Outcome
To narrow the attainment gap in reading, writing and maths in KS1 when compared to national data.	Gaps narrowed in reading from 12% to 7% below national figures and by 1% in writing from 10% to 9% Gap mostly closed in maths from 10% to 1% Disadvantaged children attained higher than school non-disadvantaged children.

KS1 % at EXS	Disadvantaged	Non-disadvantaged
Reading	75%	56%
Writing	71%	44%
Maths	83%	63%

Disadvantaged children did not attain well at the higher standard. This remains a focus for the school.

KS1 % at GDS	Disadvantaged	Non-disadvantaged
Reading	4%	25%
Writing	0%	13%
Maths	0%	13%

Improve attainment in Reading, Writing and Maths at KS2 for disadvantaged pupils	Decline overall in attainment in the year group especially in writing, grammar and maths. Reading attainment for disadvantaged pupils at the national average and higher than the national average for disadvantaged pupils. National figures in brackets.

KS2 % at EXS	Cohort	Disadvantaged	Non-disadvantaged
Reading	74% (73%)	73% (62%)	77% (78%)
Writing	70% (78%)	64% (68%)	85% (83%)
Maths	67%(79%)	61% (67%)	85%(84%)
SPaG	72%(78%)	64 % (67%)	92 % (83%)
Combined	63% (65%)	58% (51%)	77% (71%)

Improve attendance of the disadvantaged cohort	The cohort attendance figure remained stable at 5%, just above the national figure of 4%. Persistent absentees reduced by 3%.

Sessions missed	Cohort	Disadvantaged	Non-disadvantaged
2017-18	5.0%		
2018-19 To April	5.1%	5.6%	4.4%

Persistent Absence	Cohort	Disadvantaged	Non-disadvantaged
2017-18	15.9%		
2018-19 To April	13%	13.3%	10.2%

Target is to bring attendance further into line with national averages, particularly persistent absentees.