



**St Wulstan's Catholic Primary School
2020-2021**

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	St Wulstan's Catholic Primary School
Pupils in school	182
Proportion of disadvantaged pupils	22% (40)
Pupil premium allocation this academic year	£49,765
Academic year or years covered by statement	2020-2021
Publish date	1st October 2020
Review date	July 2021
Statement authorised by	Mrs Kim Savage
Pupil premium lead	Mrs Briony Tasker
Governor lead	Mrs Angela Randle

Disadvantaged pupil progress scores for 2018/19

Measure	Score
Reading	2.8
Writing	2.9
Maths	3.3

Strategy aims for disadvantaged pupils for last academic year

Measure	Score
Meeting expected standard at KS2	0% (Covid lockdown in Summer 2020)
Achieving high standard at KS2	0% (Covid lockdown in Summer 2020)
Measure	Activity
Priority 1	Provide intervention to close the gap between PP pupils and their peers.
Priority 2	Provide support for pupils with specific needs via targeted teaching small groups

Barriers to learning these priorities address	Behaviour Concentration and motivation Self-esteem Additional needs, particularly difficulties with speech and language
Projected spending	£52, 468.79

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in reading 0	Sept 2021
Progress in Writing	Achieve national average progress scores in reading 0	Sept 2021
Progress in Mathematics	Achieve national average progress scores in reading 0	Sept 2021
Phonics	95% pass rate for Year 1 89% pass rate for Year 2	Sept 2021
Other	Improve attendance of PP pupils to 96%	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed 'Maths Mastery' approach
Priority 2	Establish daily small-group phonic interventions for disadvantaged pupils in KS1 and LKS2
Barriers to learning these priorities address	Low expectations for disadvantaged learners in maths- all pupils supported to achieve and excel Targeted support by specialist teachers to support pupils most in need of precise teaching of phonics.
Projected spending	From school budget/Catch-Up Funding

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve the attendance and punctuality of PP pupils
Priority 2	Develop the knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn. This includes promoting self-confidence through the Jigsaw PSHE programme.

Barriers to learning these priorities address	Improve attendance and readiness to learn for the most disadvantaged pupils, including those reluctant to return to school after lockdown.
Projected spending	From school budget/Catch-Up Funding

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff training on Maths Mastery approach	Use of INSET days and twilights to support all staff's CPD
Targeted support	Timetabling of staff to ensure phonics is delivered to those most in need by those most skilled	VP/SENCo/English Lead to be given time every morning to deliver a daily phonics lesson to the most vulnerable learners in KS1 Additional teacher employed (0.5 contract) to deliver a bespoke curriculum to a targeted group of 7 vulnerable learners, including precision phonics and maths teaching- supported by SENCo.
Wider strategies	Understanding the specific mental health and well-being needs of PP children.	Develop assessment of PSHE through Jigsaw.

Review: last year's aims and outcomes

Aim	Outcome
Monitor class timetables to ensure interventions are happening regularly across all year groups in school.	Change of SENCo in October 2020. New SENCo has planned to prioritise monitoring of interventions by the end of Autumn Term.
Monitor and analyse pupil premium data	Pupil Premium data has been analysed by the SENCo/Data Lead and Attainment Target Sheets created with all class teachers to identify targets for PP children.
To provide for all vulnerable pupil premium children through focused wellbeing support and extend it to their families depending on the need.	A Well-Being Lead regularly works with vulnerable learners via the 'Safe Speak' box and provides individual support and guidance. The Lead also works with parents (via telephone call) on occasion to provide parenting support.