

# St Vincent de Paul School Pupil Premium Strategy Statement 2019-22

## School overview

Metric	Data
School name	<b>St Vincent de Paul Catholic</b> Primary School
Pupils in school	450
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£50,600 based on <b>42</b> pupils in 2019-20 inc. 3 Early Years Pupil Premium and one Service Child
Academic year or years covered by statement	2019-22
Publish date	01 November 2019
Review date	01 November 2020
Statement authorised by	Teaching and Learning committee, Governing Body
Pupil premium lead	Rosemary Sherry
Governor lead	Mary Hewitson

## All Disadvantaged pupil progress scores for last academic year

Measure	Y 1-5	End KS1 ( 3 pupils)	End KS2 ( 7 pupils)
Reading	+0.8	1.0	-1.3
Writing	-0.5	2.5	-2.6
Maths	-0.5	-0.5	-3.8

## Disadvantaged pupil performance overview for last academic year

Measure	EYFS 7 pupils	Score Years 1-6 RWM	Score end KS2 RWM
Meeting expected standard	GLD 85.7%	61.8%	57.1 %
Achieving high standard	All 3s EYFSP 28.6%	11.8%	0 %

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Maximise potential progress and achievement for all pupils through provision which ensures at least good and increasingly outstanding learning and teaching, monitoring and feedback, leading to sustained high rates of progress and consistently high standards based upon effective knowledge of prior attainment and vulnerable groups ( S.D.P. 2.2)
Priority 2	Promote children’s emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. Support and promote the wellbeing of all staff and healthy life-styles for all. ( SDP 6.6)
Barriers to learning these priorities address	<p><b>Learning challenges</b> which may impact upon individual’s attainment, progress and learning behaviours: specific learning needs, subject related “barriers”, difficulties with home learning</p> <p><b>Mental health and wellbeing</b> of pupils can be impaired for various reasons at different stages in their schooling and if issues are not addressed with appropriate support their learning and progress will suffer</p> <p>Difficulties in <b>language and communication skills</b> e.g. identified speech and language needs; communication needs (e.g. ASD), make access to the curriculum more challenging and slow progress</p> <p>Variable family circumstances such as employment, housing, ill health, parental engagement with education and school attendance impact upon educational progress and ability to focus on learning, including access to wider learning opportunities</p>
Projected spending	£50,600

## Teaching priorities for current academic year

Aim	Target	Target date
Progress end KS2	<b>Progress measures require improvement in writing and reading and need to be sustained in maths.</b>	Sept 21
Progress for pupils with High Prior Attainment	Achievement at the higher standard requires an ongoing focus, particularly in writing.	Sept 21

Progress for pupils with English as their first language.	Accelerate the progress of pupils with English as their first language in comparison to those with EAL, particularly in Maths and Reading	Sept 21
Phonics	Phonics achievements at the end of Year 1 have been sustained at a higher level (i.e. above 80%) for two years now. This needs to be sustained and also increase achievement in Phonics ( 80%+) in order that standards are consistently above the national and generally above Herts.	Sept 21
Other	Cultural capital – disadvantaged pupils may not get the same opportunities outside of school as their peers	Sept 21

**Focus support on all disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff (including new staff) are upskilled in the delivery and assessment of Phonic knowledge
Priority 2	Secure 1:1 intervention for phonic interventions and also speech development where necessary for pupils at risk of not reaching the expected standard
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions; support for parents to support phonic development through sharing of relevant materials and workshops Welcom screening and Elklan intervention to identify and address specific language barriers All reading scheme books to reflect the phonic level of the reader
Projected spending	£26,620

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Provision for reading with a focus on the environment, including the library, and relevant, stimulating texts which support wider reading.
Priority 2	Small group maths and literacy interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics
Projected spending	£12,212

### Wider strategies for current academic year

Measure	Activity
Priority 1	Development of wellbeing hubs for pupils to access at lunchtimes to promote self-regulation and respite (St Louise and Chatterbox), a quiet space for reading at breaks, and to provide the additional space required for individual and group interventions during school time.
Priority 2	Sharing a part-time education Family Support Worker with partner schools to support families with parenting, attendance and acute needs, using in-school pastoral specialists to support individual pupils' wellbeing through Protective Behaviours and Drawing and Talking programmes
Priority 3	Provision for personalised wider learning opportunities (clubs, trips etc.)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£10,522

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HLTAs and senior leaders ; particular focus will be the work of middle leaders to secure development of the wider curriculum

Targeted support	Early intervention and additional support for identified pupils at risk of not achieving ARE or whose progress has slowed	<p>EYFS support particularly in language skills and Personal, Social and Emotional development</p> <p>Maths groups by specialist teacher to close gaps (KS2)</p> <p>Additional TA for literacy support for disadvantaged pupils (lower Key Stage 2)</p>
Wider strategies	Engaging and supporting the families facing most challenges to ensure educational opportunities are maximised	<p>Working closely with Family Support Worker, the parish, DSPL and other local schools on individual family support, and cross-school training and outreach programmes</p> <p>Ensure access to wider opportunities through funding for clubs, residential trips, visits and stimulating resources</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p>To overcome learning challenges which may impact upon individual's attainment, progress and learning behaviours: specific learning needs, subject related "barriers", difficulties with home learning.</p> <p><i>Progress data used to measure the impact on learning and baseline measures used in interventions and other areas; pupil voice and self-assessments</i></p>	<ul style="list-style-type: none"> <li>• progress of all PPG children was enhanced when taught in smaller groups or with additional adult support available in the classroom, including targeted interventions</li> <li>• Specialist teachers and learning mentors provided a high quality curriculum and wider opportunities</li> <li>• Quality resources were on offer to support learning e.g, high quality reading materials both fiction and non-fiction (Essex Library subscription), This promoted wider reading through rotation of books and provision of new title and enhanced a love of reading. Subject knowledge was well supported through topic boxes linked to the curriculum</li> </ul>
<p>To enhance pupils' wellbeing, self-esteem and resilience</p> <p><i>Measured through self-reporting; feedback from pupils, families and staff</i></p>	<ul style="list-style-type: none"> <li>• More staff trained with the expertise and time to nurture and support a variety of emotional needs through a whole school focus on mental health and wellbeing and therapeutic approaches to behaviour</li> <li>• Whole school focus on Learning Pit model promoted resilience and perseverance</li> <li>• St Louise room developed as a Wellbeing hub for break-times</li> <li>• Mentoring of individual pupils including additional transition support</li> <li>• Pupil wellbeing and engagement was enhanced through greater understanding of their feelings and self-regulation</li> </ul>
<p>Early identification of needs and intervention to minimise disadvantage</p> <p>Targeted support for language development</p>	<ul style="list-style-type: none"> <li>• Identification of pupils via Welcom screening highlighted specific problems early on</li> <li>• Speech and Language Support Groups closed gaps identified in the baseline screening. Time to Talk intervention enhanced social and emotional skills for pupils who might struggle to communicate their needs. Liaison with the speech and language therapist was particularly effective this year and upskilled staff</li> <li>• Gaps in language development close and fewer pupils in each year group required specific language support as this screening and intervention embeds over time</li> </ul> <p><i>Progress was measured via numbers below age related expectations for communication and numbers requiring language support</i></p>
<p>Children and parents are supported to deal with challenges related to</p>	<ul style="list-style-type: none"> <li>• Improving standards of behaviour, attendance and parental engagement continued through more frequent dialogue especially for pupils with identified needs in these areas</li> </ul>

<p>behaviour, finance and attendance at school.</p> <p><i>Progress measured on an individual case basis</i></p>	<ul style="list-style-type: none"> <li>• Support was accessed by vulnerable families through engagement with senior leaders, trained pastoral staff and a trained family support worker. Signposting to sources of additional funding, courses and support</li> <li>• Families were signposted to external sources of support, including courses, and encouraged and supported to make use of services that are available</li> <li>• Financial barriers to attendance and inclusion were overcome including trips, visits, clubs and Breakfast and After school provision</li> </ul>
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