Pupil premium strategy statement

School overview

Metric	Data
School name	Saint Norbert's Catholic Primary
Pupils in school	98 + Nursery
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£4866
Academic year or years covered by statement	2019-2020
Publish date	17th June 2020
Review date	17th June 2021
Statement authorised by	Pam Tonge
Pupil premium lead	Alex Dawson
Governor lead	Cora Turner

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	SUPP (but positive)
Writing	SUPP (but positive)
Maths	SUPP (but positive)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	SUPP
Achieving high standard at KS2	SUPP

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Pupils with behavioural issues will be supported academically, socially and emotionally, throughout the school day.
Priority 2	Pupil premium children make expected or better progress than their peers in reading, writing and maths from their starting points.

	Children with SEND will achieve their personal end-of-year targets in reading, writing and maths.
Barriers to addressing these priorities	Continuing to find new strategies to raise family aspirations and support the development of skills within the family.
Projected spending	£4866

Teaching priorities for current academic year (from September 2020)

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in Phonics	Sept 21
Other	Improve attendance of disadvantaged pupils to exceed LA average	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant agencies are called upon to deliver social and emotional support alongside school support.
Priority 2	Targeted class support is robust and child-specific.
Barriers to addressing these priorities	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Employ external agencies to support children where necessary.
Priority 2	Maintain small group core subject interventions for disadvantaged pupils falling behind age-related expectations.

Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness.
Projected spending	£2000

Wider strategies for current academic year

Measure	Activity
Priority 1	Children to have access to Breakfast Club and after-school activities and continue to have the opportunity to attend out of School visits.
Priority 2	Involve education welfare officer with schools to support families with attendance where needed.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£2000

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 as required.
Targeted support	Ensuring enough time for school maths-lead to support small groups.	Timetabling of intervention groups.
Wider strategies	Engaging the families facing most challenges.	Working closely with the LA on support. Robust EHCP plans, targeted intervention plans.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Positive outcomes which matched or exceeded those of pupils who were not disadvantaged. Numbers in school are very low so data is 'Supp' (suppressed) to avoid identification.
Progress in Mathematics	Positive outcomes which matched or exceeded those of pupils who were not disadvantaged. Numbers in school are very low so data is 'Supp' (suppressed) to avoid identification.
Phonics	There were no disadvantaged pupils in the 2018-19 Year 1 cohort.
Attendance	Attendance was above local and national averages.

Main barriers to educational achievement	In school: • High prior attainment (under system of National Curriculum Levels) • Participation in extra-curricular activities External: • Attendance • Experiences out-of-school
Desired outcomes	Attainment and progress outcomes that are above or at least commensurate with those of children not eligible for Pupil Premium funding nationally.
Planned expenditure	Classroom pedagogy: • Continued deployment of Teaching Assistants – we have used this approach to successfully raise attainment outcomes. Targeted support: • Continued relationship and family support – we aim to further develop children's emotional wellbeing. Other approaches: • Continued funding of places in school clubs, trips and extra-curricular activities – disadvantaged children often lose out on these experiences and we wish to provide a broad, balanced curriculum. • Incentives to promote improved attendance.
How we will measure the impact of the Pupil Premium	• Measure outcomes - KS1 and KS2 SATs; Y1 Phonics Screening Check; Early Years outcomes (Good Level of Development) • Pupil and parent questionnaires • Response from teachers and support staff