

Pupil premium strategy statement

St Margaret Clitherow Primary Academy

School overview

Metric	Data
School name	St Margaret Clitherow Primary Academy
Pupils in school	227
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£26,800
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Christine Reilly
Pupil premium lead	Sarah Sweeney
Governor lead	Father John Martin

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+4.12
Writing	-0.1
Maths	-1.5

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	67% (2/3 pupils) 1 SEN child
Achieving high standard at KS2	33%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.
Priority 2	Work with the maths hub and purchase equipment to embed Teaching for Mastery across all year groups

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£1000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)	September 21
Phonics	All Non-SEN PP pupils to achieve national average expected standard in PSC.	September 21
Attendance	Improve attendance of disadvantaged pupils to be above persistent absence threshold. (90%)	September 21
Enrichment	Ensure all children have the same opportunities and experiences including access to Trips, Visitors, Productions, After School Clubs and Residentials.	September 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 staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 1	Ensure all staff have access to quality resources for the consistent teaching of phonics through Letters and sounds and early reading skills.
Priority 1	Provide training for older children to be confident in leading Peer Tutoring and purchase set up equipment.
Priority 2	Work with the maths hub to purchase equipment to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

	£10,000
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Reading Inference Strategies across all year groups and buy high interest reading books to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in reading and mathematics.
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing Breakfast club and after school club places for all PP children.
Priority 2	Staff CPD on addressing attendance issues and how to access LA support for families.
Priority 2	Attendance Prizes to promote and celebrate good attendance in school.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Promoting and celebrating good attendance.
Projected spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of additional cover being provided by senior leaders
Targeted support	Ensuring consistent approach to teaching maths is being used in catch up interventions	Maths lead to monitor teaching of maths and catch up interventions and pair up with teachers and support staff for coaching.

Wider strategies	Ensuring reducing the number of PP children who are persistently absent is a high priority in the school.	Working closely with the LA and SLT to reach out to families and offer support to improve attendance.
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	2/3 (67%) disadvantaged children on track to achieve phonics expected. Disadvantaged National Average 2019 Following introduction of new phonics scheme and staff training.
Other	No significant improvement in attendance since last year. New focus on cross-school teams (PP and SENCO) and across-LA working to address this issue.