



# ST. CHAD'S RC PRIMARY SCHOOL, MANCHESTER.

## Pupil Premium Strategy Statement 2019-20

1. Summary Information					
School	St Chad's RC Primary School				
Academic Year	2019-20	Total PP budget	£90,738	Date of most recent PP Review	September 2018
Total number of pupils	238	Number of pupils eligible for PP	72 PUPILS INCLUDING 3 IN NURSERY	Date for next Strategy Review	March 2020

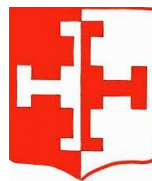
### Rationale

*Based on data taken from Department of Communities Local Government Indices of deprivation IMD scores 2015.*

***89% of the children in St. Chads fall in the bottom 30% most deprived households compared to Manchester LA of 70%. In fact the majority of our children fall in to the bottom 40% of the indices of deprivation.***

In the administration of our Pupil Premium Strategy, in terms of teaching, Specific children are targeted in every class to ensure that children are represented at both EXP and GD. However, for other aspects a 'broad brush' approach is adopted to include those children who are asylum seekers, or have no recourse to funding.

Many children live in homes with no outdoor space and children have few opportunities to explore the wider cultural environment because of parents' lack of finances. The school seeks to provide the children with these experiences through the following strategy.



## 2. Barriers to educational achievement

<b>A</b>	Speech and language
<b>B</b>	Children new to Reception year group
<b>C</b>	Low aspiration / lack of priority for learning / low engagement
<b>D</b>	Lack of involvement in school/support
<b>E</b>	Low baseline of attainment on entry to EYFS
<b>F</b>	Attendance of targeted groups of pupils
<b>G</b>	Safeguarding and emotional barriers to learning
<b>H</b>	Inward mobility with a growing number having English as an additional language.
<b>J</b>	

3. Outcomes		Success criteria
In school barriers		
A	Speech and language development	Meet ARE
B.	Staffing change	PP pupils make good progress (as defined by school) in year groups with new staff in reading, writing and mathematics
C.	Low aspirations of pupils	Pupils using information from visits to extend/inspire writing: evidence pupil discussion/ pupil questionnaires
D.	Lack of involvement in school	PP Pupils contribute to clubs, school events inside and outside of school
E.	Low baseline of attainment on entry into EYFS	Proportion achieving GLD all: 75% PP: 70% CLL all 75%
G F.	Attendance of targeted groups to learning	Attendance target for school 96.6% Pupil Premium 95% and above
F G	Safeguarding and emotional barriers to learning	Counselling and behaviour programmes enables PP pupils to make good progress
D H	Inward mobility with children who have English as a second Language	EAL pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics
J	PP pupils and LAC pupils to have specific needs supported through access to a personalised curriculum	PP pupils make progress in line with ARE

#### 4. Plan including actions, expenditure and review dates 2019-20

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	March 2020
<b>A,H &amp; E</b> Use of Elklan speech and language programme	Success in 2018/19	Termly tracking and half-termly pupil progress meetings	Deputy Head Teacher & KS1 Phase Leader	£8000	
A,B,C,H & E Training internally and externally for new to school staff. Consistent whole school approach to Teaching and Learning	New Nursery, Y4-Y6 class teachers	Monthly monitoring of progress in books, termly tracking and half-termly pupil progress meetings. Weekly discussions with staff.	SLT	£10,000	
<b>C,G,F One day a week Caritas Counsellor</b>	Successes in 2017-18 & 2018-19	Termly tracking and half-termly pupil progress meeting outcomes	Caritas Worker	£10,000	
<b>B,C,F&amp;G SEMH Sessions through small buddy groups</b>	Success in 18-19	Pupils become effective learners in classroom Behaviour incidents lessened through restorative justice approach	Miss Rucksana & DHT LSAs	£15,000	
<b>A,B,C &amp; D</b> Small group	Using small groups to close	Gap closing between PP and	SLT advised	£20,000	

interventions and support for all PP children (and others) focused and targeted in maths, reading, spelling. led by teacher and teaching assistants	gap between PP and non PP	not-PP at ARE	& Support Team Driven	Additional LSAs to support the LE	
A. C. D. E. F. & G. High ratio of support staff in EYFS / and mixed age classes (offering increased directed adult support)	Upward trend in pupils achieving GLD / expected standards in KS1 and LKS2	Termly tacking of data of EY children. Impact reports of targeted intervention and adult support to ensure progression.	SLT & EYFS Phase Leader	£5,000	
A.C. D& G. Visits to enhance learning experiences and enrich their curriculum. Promote and reward with a positive attitude to learning	Upward trend in attendance in 2017-18 and in 2018-19	Monitoring of attendance of all groups to be national average or better (see RoV group information)	SLT	£10,000	
A. C. F. & G. Subsidy of trips or enhancement projects(offering experiences that may otherwise be lacking)	All pupils have the opportunity to attend a school trip each year	Monitoring of attendance of groups Group date: disadvantaged pupils v others in the school	SEN Lead, LAC Lead, SLT, Subject Lead and Class Teacher	£5,000	
J PP pupils and LAC pupils to have specific needs supported through access to a personalised curriculum	Response to performance of PP in 18/19	Monitoring of attendance of groups Group date: disadvantaged pupils v others in the school	Class teachers	£8,000	

Headline Measure	Pupils eligible for PP pupils 11
% achieving national standard in reading, writing & maths	
% achieving the higher standard in reading, writing and mathematics	
% achieving national standard in reading	
% achieving the higher standard in reading	
% achieving national standard in writing	
% achieving the higher standard in writing	
% achieving national standard in maths	
% achieving the higher standard in maths	