



## Pupil premium strategy statement

### School overview

Metric	Data
School name	St Paulinus C E Primary School
Pupils in school	209
Proportion of disadvantaged pupils	2.4%
Pupil premium allocation this academic year	£9437.92
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	August 2021
Statement authorised by	Sarah Young
Pupil premium lead	Sarah Young
Governor lead	Dan Tharby

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No progress score due to COVID-19
Writing	No progress score due to COVID-19
Maths	No progress score due to COVID-19

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0% (0 out of 2 children)
Measure	Activity
Priority 1	Ensure all teachers and TAs have been trained in use of PiXL interventions to identify and address gaps during lockdown and since returning to school in September.
Priority 2	Performance management of TAs/teachers to focus on achievement of identified children.
Barriers to learning these priorities address	Specific gaps are addressed through regular assessment and implementing interventions from

	results.
Projected spending	£10,417

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress score in reading	July 2021
Progress in Writing	Achieve at least national average progress score in reading	July 2021
Progress in Mathematics	Achieve at least national average progress score in reading	July 2021
Phonics	0 disadvantaged children taking phonics screening test in 2021	n/a

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	Ensuring teachers and TAs are making effective use of gap analysis to implement intervention and extension teaching tools to secure expected progress in reading/writing/maths. Delivered through targetted interventions.
Priority 2	Ensuring secure writing moderation systems are in place to identify and address specific gaps in writing objectives.
Barriers to learning these priorities address	Ensuring gaps are fully addressed quickly in order for progress to be at least at national average.
Projected spending	£9077.44

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring targetted children attend group or individual sessions to support their confidence and wellbeing and resources are in place to support their needs.
Priority 2	Ensuring disadvantaged children access off site learning and opportunities to develop social skills and confidence
Barriers to learning these	Improving confidence and wellbeing of

priorities address	disadvantaged children
Projected spending	£360

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Training for teachers and support staff in new PiXL resources and ways of addressing gaps.	Staff meeting and training day time TA support from SENCo during school day
Targeted support	Deployment of TA/HLTA/SLT to support with targeted children.	Ensure timetables plan for appropriate time and impact of interventions are reviewed during pupil progress meetings.
Wider strategies	Learning Mentor/ class teachers identifying children to have access to wellbeing support.	Review impact of attendance half termly and adapt where necessary.

### Review: last year's aims and outcomes

Aim	Outcome
Progress in reading, writing	No progress scores due to COVID-19
Progress in maths	No progress scores due to COVID-19
Wellbeing and mental health. Social skills.	Lunchtime club had high attendance of disadvantaged children. All disadvantaged children attended trips.