

Pupil premium strategy statement EVALUATION - St Cecilia's Catholic Infant & Nursery School



1. Summary information					
School	St Cecilia's Catholic Infant and Nursery School				
Academic Year	2018/19	Total PP budget	£39,600	Date of most recent PP Review	5/3/18
Total number of pupils	170	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2019

Pupil premium pupils for 2018-2019 will include pupils recorded in the April 2018 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address any inequalities identified between them and their non pupil premium peers. It is for schools to decide how the additional funding is spent and part of the accountability for this is to publish spending and impact on the school's website.

At St. Cecilia's Catholic Infant & Nursery School we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children and their progress enables us to provide opportunities that best match the needs of the child.

Key Stage One Data

	School 2018	Pupil Premium 2018	School 2019	PP School 2019
Reading	68%	67%	77%	80%
Writing	63%	53%	75%	70%
Maths	80%	73%	75%	70%

Phonics Data

	School 2018	Pupil Premium 2018 (8)	School 2019	School PP 2019 (10)
Year 1	75%	75%	69%	50%

EYFS (End of Reception Data)

	School 2018	Pupil Premium 2018	School 2019	PP 2019
Good Level Of Development (GLD)	67%	43%	67%	33%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Improve outcomes in Communication, Language and Literacy for PP children in EY's to impact on GLD and reading and writing skills in KS1.	
B.	PP children make less progress in writing than their NPP peers in KS1 which impacts on end of KS attainment	
C.	PP children make less progress in reading than their NPP peers in KS1 which impacts on end of KS attainment	
D.	Social and emotional needs of some PP children are affecting their ability to access the curriculum and make progress and for some children this has a detrimental effect on their academic progress.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of children including PP achieving expected level in Communication, Language and Literacy (CLL) at the end of Reception	<p>Most PP children will show a measured improvement of CLL skills after Talk Boost intervention programme. Most PP children will show a measured improvement of CLL skills after Talk Boost intervention programme. 100% of PP who accessed Talk Boost made progress with an average point score improvement of +17. 75% of these PP achieved exp level in CLL</p> <p>78% of PP generally, achieved Exp level in CLL</p> <p>Cohort CLL 2018 – 71% 2019- 80%</p>
B.	Higher rates of progress/attainment across KS1 for PP children for writing	<p>Improved out comes from PP starting points to diminish the difference in writing in KS 1.</p> <p>Progress: Good progress 17-18 13% 18-19 20%</p> <p>Attainment: ARE+ 17-18 50% 18-19 50%</p>
C.	Higher rates of progress/attainment across KS1 for PP children for reading	<p>Improved out comes from PP starting points to diminish the difference in reading in KS 1. Develop life-long enjoyment and confidence around</p>

		<p>reading.</p> <p>Progress: Good progress 17-18 21% 18-19 15%</p> <p>Attainment: ARE+ 17-18 63% 18-19 60%</p>
D.	PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	<p>A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well.</p> <p>Returned PP parent/carer questionnaires show</p> <ul style="list-style-type: none"> • 100% agree that the school supports children to develop positive relationships • 100% agree that the school supports their child to manage their feelings • 100% agree that their child makes good progress in school • 100% agree their child is happy in school
E.	Increased attendance rates for PP children.	<p>Reduce the number of persistent absentees among PP children from 13% (17-18 school age children-4 /23ch) 15% (18-19 school age children-4/17ch)</p>