



## Pupil premium strategy statement - St Cecilia's Catholic Infant & Nursery School 2019-20

### PUPIL PREMIUM EVALUATION 2019-2020

Due to Covid restrictions and school closure March-September the impact of strategies etc cannot be fully evaluated. This means any data presented in this evaluation is based on Spring teacher assessments.

1. Summary information					
<b>School</b>	St Cecilia's Catholic Infant and Nursery School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£31,680	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	July 2020

Pupil premium pupils for 2019-2020 will include pupils recorded in the April 2019 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

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Improve outcomes in Reading for PP children in EY's
<b>B.</b>	PP children perform less well than their NPP peers in the Phonic Screening check which impacts on attainment in reading and writing
<b>C.</b>	PP children perform less well than their NPP peers in reading
<b>D.</b>	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.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved % of children including PP achieving ARE+ in Reading at the end of <b>Reception</b>	Most PP children will show progress in terms of reading attainment <b>Baseline 33% at ARE+ SPR Data 100% at ARE+</b>
<b>B.</b>	Higher rates of attainment in <b>Year 1</b> for PP children in the Phonic Screening Check	Improved out comes from PP starting points in phonics and the phonic reading check <b>SPR Data 20% on track to pass.</b>
<b>C.</b>	Higher rates of attainment at ARE+ across <b>KS1</b> for PP children for reading	Improved out comes from PP starting points. Develop life-long enjoyment and confidence around reading. <b>Baseline PP Reading KS1 at ARE+ 40% SPR Data 52% on track</b>
<b>D.</b>	PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well. <b>Unable to do parent questionnaire due to Covid-19</b>
<b>E.</b>	Increased attendance rates for PP children.	Reduce the number of persistent absentees among PP children from <b>4/17 children 19-20 SPR Data 4/20 children</b>