

Pupil premium strategy statement

1. Summary Information					
School	St Peter's Catholic Primary School				
Academic Year	2016/2017	Total PP budget	£22,000	Date of most recent PP review	N/A
Total number of Pupils	190	Number of pupils eligible for PP	15	Date for next PP strategy review	July 2017(internal)

2. Attainment and Progress previous academic year 2015/2016								
Number of PP eligible pupils in	<i>Reception</i>	0	<i>Year 1</i>	2	<i>Year 2</i>	2	<i>Year 6</i>	3

Data from 2016	PP eligible pupils (school)	Pupils not eligible (national)	Difference
% achieving a Good Level of Development (Reception)	0	0	N/A
% achieving expected standard in phonics screening check (Year 1)	66.7%	83%	-16.3%
% achieving KS1 age related expectations (Year 2) in:	Reading	0	78%
	Writing	0	70%
	Maths	0	77%
% achieving KS2 age related expectations (Year 6) in:	Reading	66.7%	71%
	Writing	33.3%	79%
	Maths	66.7%	71%
Value Added score average in:	Reading	-0.1	2.9
	Writing	-3.6	-1.4
	Maths	0.5	0

3. Barriers to future attainment for PP eligible pupils
In school barriers to be addressed
The progress of pupils in writing is lower than other pupils in the school. This prevents PP children from attaining expected progress at the end of KS2
Significant SEN issues for a small group of Yr2, 4 and 5 PP children has an impact on their academic progress.

External barriers

Only 7% of our children are eligible for free school meals and a number fall under the 6 Year Rule.

The school has a deprivation indicator of 0.10 against the national figure of 0.24

The attendance of PP children was high last academic year. This prevents these pupils from reaching their full potential due to missed curriculum and intervention opportunities.

4. Outcomes (*Desired outcomes and how they will be measured*)

1. Higher rates of progress across KS2 for all PP pupils in writing.	Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing. This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school, Liaison Group and Catholic Schools group.
2. Significant SEN issues of PP Year 2, Year 4 and Year 5 pupils addressed so that their attainment increases.	Specific intensive intervention will be in place for these pupils so that they make more rapid progress to narrow the difference between their attainment and that of 'other' pupils.
3. PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations. This includes the development of a Growth Mindset.	All PP pupils attend at least one after school club per year .PP pupils attend residential trips in Year 6. Targeted PP pupils are able to learn a musical instrument if they wish too. All children, including PP children, take part in lessons and extra activities to instil a Growth Mindset attitude.
4. Attendance issues for pupils eligible for FSM to reduce significantly so that it is lower than the national average for this group.	All pupils eligible for FSM to attend school regularly and early intervention to be put in place for any pupils who fall into the persistent absence or lateness group. This will be measured by weekly monitoring of attendance data for FSM pupils.

5. Planned expenditure

Academic Year 2016/2017

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Higher rates of progress across KS2 for all PP pupils in writing.	Staff training on providing high quality feedback to pupils. - Shared staff meeting at Clayton's May 2017	EEF toolkit suggests high quality feedback is an effective way to improve attainment across the school, and we want to invest some of the PP funding in longer term change that will support all pupils.	Use staff meetings and CPD time to deliver relevant training on feedback and timely intervention for pupils. Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy. SLT learning walks and triangulation. Pupil feedback and quality assurance.	SLT English Co-ordinator Maths Co-ordinator	July 2017 – Feedback to Teaching and Learning Committee
Higher rates of progress across KS2 for all PP pupils in writing.	A consistent approach across the school. All children have a writing book for writing across creative curriculum rolled out across the school. Blocked subject weeks to provide experiences for writing. Literacy week once per year.	The NFER have compiled a number of reports into the inclusion of a more creative curriculum in schools and the benefits when aiming to improve raising academic standards.	Use staff meetings and CPD time to deliver relevant training on the embedding of the new creative curriculum. Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy. SLT learning walks and triangulation. Co-ordinator and Governor scrutiny of Literacy books.	SLT English Co-ordinator All staff	July 2017 – Feedback to Teaching and Learning Committee Triangulation showing consistency March and July Data scrutiny December, March, July

PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations. This includes the development of a Growth Mindset.	Growth Mindset activities timetabled termly. Growth Mindset vocabulary used by all staff and children	Evidence from Carol Dweck suggests that children's mindsets affect their motivation to learn and their aspiration to achieve. Her research with children, which shows how those who have a fixed mindset tend to limit their aspirations and wilt when the work gets difficult, whereas those with a growth mindset are not afraid of failure and are much more resilient when faced with tough problems.	Two-light CPD Peer observations of classes after the CPD to embed learning. SLT learning walks	SLT Growth Mindset Champion All staff	July 2017 – Feedback to Teaching and Learning Committee Headteacher's Report to Governors Work scrutiny, lesson observations, pupil survey by Growth Mindset Champion
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Total budgeted cost from Pupil Premium budget £4,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Higher rates of progress across KS2 for all PP pupils in writing.	Small group / 1:1 sessions in writing and in addition to standard lessons targeted at pupils specific needs. Individual provision maps to be written by teachers for all PP pupils detailing specific interventions.	EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by SLT and Literacy Co-ordinator. Engage with parents and pupils before intervention begins to address and concerns or questions about the extra sessions. Track data and outcomes of sessions.	SLT	Trial for 1 term between May and July 2017 Review of interventions July 2017 – Feedback to Teaching and Learning Committee

Significant SEN issues of PP Year 2, Year 4 and Year 5 pupils addressed so that their attainment increases.	Small group / 1:1 sessions in reading, writing and maths, in addition to standard lessons targeted at pupils specific needs.	EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by SLT. Necessary CPD for teaching staff and LSA's Engage with parents and pupils before intervention begins to address and concerns or questions about the extra sessions. Track data and outcomes of sessions.	SLT	Trial for 1 term between May and July 2017 Review of interventions July 2017 – Feedback to Teaching and Learning Committee
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Total budgeted cost from Pupil Premium budget £ 15,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations. This includes the development of a Growth Mindset.	School to offer funding towards at least one school club a term for PP pupils if necessary out of school activities, for example HVMC. Teachers to actively encourage PP pupils to get involved in clubs / sporting and arts activities.	EEF research indicates that overall, the impact of sports, art and extra-curricular participation on academic learning is positive and improved outcomes in English, maths and science learning have been identified particularly in younger learners.	SLT to monitor PP attendance at after school clubs and within other enrichment activities. Parents to be contacted directly where necessary to encourage take up of extra-curricular activities.	SLT	July 2017

Persistent absence and lateness for pupils eligible for FSM to reduce significantly so that it is lower than the national average for this group.	SLT fortnightly monitoring of FSM and PP groups for attendance and arrange meetings with parents as soon as absence becomes concern (early intervention) and tailored support based on individual circumstances to be put in place.	DfES evidence shows that there is a clear link between poor attendance and low levels of achievement. Most of the work missed while a pupil is off school is never made up. DfES figures show that only 10% of persistent absentees achieve 5 A*-C GCSEs compares with 38% of occasional absentees and 58% of regular attendees.	SLT to monitor attendance of FSM pupils fortnightly. SLT will contact parents of FSM pupils causing attendance concerns and arrange meetings offering support from family worker, Early Help services, and support with breakfast and after school clubs. SLT to liaise with EWO where necessary to maximise support in place for key identified families.	SLT	July 2017
Total budgeted cost from Pupil Premium budget					£ 3,000

6. Additional Detail

2015/2016 Budget £20,000:

Our priorities at St Peter's Catholic Primary School were:

- (i) To narrow the gap for those pupils not on track to achieve Level 4/ Secondary readiness at the end of KS2.
- (ii) To ensure early identification of additional needs and to promote early intervention programmes.
- (iii) To use academic research (Sutton Trust report, Carol Dweck) to make informed choices about the most suitable intervention programmes to use with our children to ensure all children reach our full potential.
- (iv) To improve the self-esteem and emotional well-being of our Pupil Premium children.

This provision included:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme.

