

Pupil premium strategy statement

1. Summary Information					
School	St Peter's Catholic Primary School				
Academic Year	2019/2020	Total PP budget	£22,440	Date of most recent PP review	July 2019
Total number of Pupils	182	Number of pupils eligible for PP	17	Date for next PP strategy review	July 2020(internal)

2. Attainment and Progress previous academic year 2018/2019								
Number of PP eligible pupils in	<i>Reception</i>	1	<i>Year 1</i>	1 (Ever 6)	<i>Year 2</i>	1 (1 Ever 6)	<i>Year 6</i>	4 (3 Ever 6, 1 LAC)

Data from 2019	PP eligible pupils (school)	Pupils not eligible (national)	Difference	
% achieving a Good Level of Development (Reception)	0%	80%	-80%	
% achieving expected standard in phonics screening check (Year 1)	0%	79%	-79%	
% achieving KS1 age related expectations (Year 2) in:	Reading	100%	76%	24%
	Writing	100%	81%	19%
	Maths	100%	81%	19%
% achieving KS2 age related expectations (Year 6) in:	R,W,M Comb.	0%	59%	-59%
	Reading	25%	79%	-54%
	Writing	25%	69%	-44%
	Maths	25%	69%	-44%
KS1 – KS2 Progress Score	Reading	-0.1	0.2	Not significantly different to National
	Writing	-5.1	-2.6	Significantly below National
	Maths	-2.4	-1.7	Not significantly different to National

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 Yr 2, 4, 5 PP children has an impact on their academic progress. The school also has a high level of mobility where pupils frequently join further up the school.	

External barriers

Only 3.8% of our children are eligible for free school meals and a number fall under the 6 Year Rule.

The school has a varied catchment and higher mobility than other schools in the local area.

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

1. Higher rates of progress across KS1 & 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 Y2, Y3, Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school, Liaison Group and Catholic Schools group. Linked to SDP 2018/2019
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. However a number of these pupils have EHCPs for complex learning needs.
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 Growth Mindset and Mindfulness.	All PP pupils are funded for 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.

5. Planned expenditure					
Academic Year		2018/2019			
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 KS1 & KS2 for all PP pupils in writing.	<p>Writing is a key focus on the SDP.</p> <ul style="list-style-type: none"> - Termly BCSP Meetings for all subject Leaders inc EYFS and SENCO - Termly moderation/ scrutiny meetings for all years with other schools. 	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.	<p>Use staff meetings and CPD time to deliver relevant training on feedback and timely intervention for pupils.</p> <p>Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy.</p> <p>SLT learning walks and triangulation.</p> <p>Pupil feedback and quality assurance.</p>	SLT English Co-ordinator	<p>Termly Book Scrutiny</p> <p>Termly Feedback to Teaching, Learning and Wellbeing Committee</p> <p>Review July 2020</p>
Higher rates of progress across KS1 & KS2 for all PP pupils in writing.	<p>A consistent approach across the school.</p> <p>All children have a published writing book for writing across creative curriculum rolled out across the school.</p> <p>Blocked subject weeks to provide experiences for writing.</p> <p>Literacy week once per year. – Related back to SDP 2018/19</p>	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.	<p>Use staff meetings and CPD time to deliver relevant training on the embedding of the new creative curriculum.</p> <p>Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy.</p> <p>SLT learning walks and triangulation. Co-ordinator and Governor scrutiny of Literacy books.</p>	SLT English Co-ordinator All staff	<p>Feedback to Teaching, Learning and Wellbeing Committee</p> <p>Termly Book Scrutiny</p> <p>Termly Pupil Progress Meetings with Heads Of Key Stage.</p> <p>Data scrutiny December, March, July</p>

PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.	Growth Mindset vocabulary used by all staff and children Brain Breaks happening 3 times per day in each class. Play Therapy to be offered to boost self esteem if required.	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.	SLT learning walks SDQs for potential play therapy candidates	SLT All staff	July 2020 – Feedback to Teaching, Learning and Wellbeing Committee Headteacher's Report to Governors Work scrutiny, lesson observations, SDQs
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Total budgeted cost from Pupil Premium budget **£5,000**

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 KS1 & 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	At Pupil Progress Meetings each term and data back to Teaching, Learning and Wellbeing 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	At Pupil Progress Meetings each term and data back to Teaching, Learning and Wellbeing Committee SSPs reviewed for progress.
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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.	School to offer funding towards at least one school club a term for PP pupils if necessary out of school activities, for example HWMC. 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 2020

Total budgeted cost from Pupil Premium budget £ 2,500

6. Additional Detail

2018/2019 Budget £25,080:

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

- (i) Higher rates of progress across KS2 for all PP children in writing
- (ii) Significant SEN issues of PP children in Yr 1,4 & 6
- (iii) 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.
- Provision of extra-curricular learning.