

Pupil premium strategy statement: SS Peter and Paul Catholic Primary 2019/2020

1. Summary information					
School	SS Peter and Paul Catholic Primary School				
Academic Year	2019/20	Total PP budget	£54,380	Date of most recent PP Review	September 2019
Total number of pupils	192	Number of pupils eligible for PP	28 17 deprivation 4 LAC 10 Service children	Date for next internal review of this strategy	July 2020

2. Current attainment (Based on 2019 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	50% (3/6)	64%
% achieving ARE in reading	83% (5/6)	75%
% achieving ARE in writing	83% (5/6)	78%
% achieving ARE in mathematics	67% (4/6)	75%
% achieving ARE in SPAG	83% (5/6)	77%
% Key stage 1 -2 progress in reading	+5.5	0
% Key Stage 1-2 progress in writing	-0.6	0
% Key Stage 1-2 progress in maths	+0.2	0

*Numbers of pupil premium pupils too small to be published

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Number of SEND children within group of PPG children |
| B. | Small numbers of pupil premium children – risks of being overlooked |
| C. | Writing attainment throughout the school is an issue for PPG children |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Social and emotional difficulties in some cases |
| F. | <p>CLA and Ex-CLA children difficulties may include:</p> <ul style="list-style-type: none"> • forming trusting relationships with adults • social skills and relationships with peers • coping with transitions and change • planning, organising and remembering • inhibiting their impulses, focusing their attention and initiating tasks • speech and language • managing their strong feelings, such as shame, sadness, anxiety and anger. |

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

Success criteria

- | 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | | Success criteria |
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| A. | Higher prior attaining pupil premium children achieve highly against their age-related expectations. | HA PPG children (as identified in Sept by class teacher using data provided) will make more than expected progress and they will be working at greater depth in each year group by end of year. |
| B. | Increase the attainment in writing for PP pupils across the school | Writing attainment and progress for pupil premium children will be in line with all pupils nationally. |

C.	Vulnerable children are identified early, so differences do not widen as they move through the school.	PPG children in EYFS achieve and progress in line with all pupils.
D.	Vulnerable PPG children (including CLA and ex-CLA children) and families access required outside interventions for SEND or social/emotional/behavioural needs.	PPG children with SEND and/or social/emotional/behavioural needs progress in line with peers or better.
E.	Disadvantaged pupils have access to a wide range of experiences in order to develop cultural capital	Pupils are exposed to a range of social, cultural and sporting experiences that they would not normally be exposed to. Development in vocabulary, experience, self-confidence, self-efficacy and motivation of disadvantaged pupils in line with peers.

5. Planned expenditure					
Academic year		2019/2020			
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 of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>PPG children achieve their age-related expectations, and progress in line with all pupils nationally, especially in writing.</p> <p>10x pupils throughout the school</p>	<ul style="list-style-type: none"> • Strong Leadership and optimised deployment of staff. • Quality First Teaching – whereby TAs do not replace the teacher, but enhance learning, and ensuring that teachers do not reduce their support or input to the pupils supported by TAs. • Staff training to ensure Quality First Teaching • PPG forming part of teacher appraisal where appropriate 	<p>Evidence/Research from: http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</p> <p>This report states that: <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i></p> <p>Deploying staff effectively <i>"More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'."</i> The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments. Pupil voice will be used to assess changes.</p>	<p>Head Teacher</p> <p>SENDCo</p> <p>Deputy Head</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p>
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	<ul style="list-style-type: none"> • Ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good • Quality in school resources to engage pupils 	<p>http://www.literacytrust.org.uk/assets/0002/6752/EEF_Toolkit_pdf_version.pdf</p> <p>The Sutton Trust Toolkit states that:</p> <p><i>Overall, research shows that students in a class with a teaching assistant present do not on average outperform those in one where only a teacher is present. This average finding covers a range of recorded impacts; in some cases teachers and teaching assistants have worked together effectively leading to increases in attainment, while in others pupils (particularly those who are lower attaining) have performed worse in classes with teaching assistants present compared to those without.</i></p>	<p>Achievement data frequently analysed to check whether interventions or techniques are working and made adjustments accordingly.</p>		
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<p>Youngest PPG pupils are identified early and have targeted support so that they are working in line with their peers and meet age-related expectations.</p>	<ul style="list-style-type: none"> • High priority placed on early intervention with EYFS PPG pupils through increased adult direction. • Phonics enrichment – resources bought and staff trained in RWI for new curriculum • Reading enrichment – a sum of money put in to enhance our reading provision, especially for our youngest pupils 	<p>‘Are you ready? Good practice in school readiness’ – OFSTED 2014 They state that: <i>We encountered outstanding practice with excellent examples of staff working effectively through leading sessions directly and through high-quality interactions with children during planned and child-initiated play and activities. The most successful practice in developing children’s communication skills involved adult-led sessions in combination with adults communicating and modelling language, showing, explaining, demonstrating, questioning, encouraging, facilitating and stimulating children throughout the day.</i></p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p>	<p>Head Teacher SENDCo Deputy Head EYFS Governor</p>	<p>Weekly monitoring Termly data checks</p>
Total budgeted cost					£26300
<p>Cost of qualified teacher to take Year 6 booster groups until Christmas for ½ term</p>					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils and families of disadvantaged pupils, including CLA and ex-CLA pupils are supported with any learning/social/behavioural needs.	<p>Outside agencies involved in pupils' learning and progress and Family Support.</p> <p>Purchase and implementations of Calm Brain to improve children's ability to focus and regulate their emotional state in order to learn effectively: specific children targeted (including those on modified timetables) plus whole class.</p> <p>TA to provide small group work for speech and language,</p>	<p>Research: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>As a school we have found that addressing these needs have resulted in calmer, well-integrated pupils who are more able to access the curriculum.</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points.</p> <p>TAC/CAFs – full and detailed, looking at impact.</p>	<p>SENDCo</p> <p>Head Teacher</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p> <p>TACs as and when necessary</p>

<p>Ensure high achieving FSM/PP pupils continue to make better than expected progress in all subject areas</p>	<p>Targeted booster groups for higher achievers – class teacher led.</p> <p>Purchase of additional ability appropriate guided reading resources</p>	<p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/</p> <p>(Gains +4 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/collaborative-learning/ (Gain + 5 months)</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p> <p>Attainment to be assessed on a half termly basis.</p> <p>Governors’ Task and Finish group to hold school accountable for PP progress and achievement</p>	<p>SENDCo</p> <p>Head Teacher</p> <p>Inclusion Governor</p>	<p>Half-termly</p>
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<p>PPG children with SEND make accelerated progress from their starting points.</p>	<p>Individuals needing 1:1 in class support for speech and language needs</p> <p>Targeted intervention groups (with the correct staff CPD and training):</p> <ul style="list-style-type: none"> • Lego Build to Express Emotional Literacy Dyspraxia/fine motor skills • Cool Kids • Speech and Language • Education psychologist • Beanstalk 1:1 	<p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/ (Gains +4 months)</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. Governors' Task and Finish group to hold school accountable for PP progress and achievement</p>	<p>SENDCo Head Teacher</p> <p>Inclusion Governor</p>	<p>December 2018</p>
Total budgeted cost					£11500
<p>Costs of Outside Agencies/Family Support £tbc as academic year progresses.</p> <p>Calm Brain and Dr Sarah Taylor's consultation time and training: £2000</p> <p>TA hours: £8.50 x 10 hours x 53 weeks = £4505</p> <p>2 x Beanstalk Volunteer @ £540.00 per annum (as above)</p> <p>£1920.00 12 sessions – 2 teachers (£80 per session)</p> <p>£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks</p>					

iii.Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum	To subsidise school visits/residential trips To provide additional enrichment visits/tuition, such as Music 2 the 4.	Research – Outdoor adventure learning <ul style="list-style-type: none"> • A wide range of adventure activities are linked with increased academic achievement • Experiences of over a week tend to have a greater impact and tend to produce effects of a longer duration <p>The main effects tend to be on self-confidence, self-efficacy and motivation.</p>	Attendance of trips to be monitored SLT review of curriculum and evaluate success for these pupils.	School Business Manager Head Teacher Deputy Head	After each trip
Total budgeted cost					£3500
Arthog Trip: £258 per pupil. Other trips/visits/in-school visits by outside professionals: £tbc as academic year progresses. £750 Music programme for KS1 and EYFS £900 music programme for year 4/5. Cost of rewards: £50 for excellent attendance EWO support - £1000 Arthog Outreach – Autism support					