

Pupil Premium Impact Report: SS Peter and Paul Catholic Primary 2018/2019

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 2018 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)	73%
% achieving ARE in writing	83% (5/6)	78%
% achieving ARE in mathematics	67% (4/6)	79%
% achieving ARE in SPAG	83% (5/6)	78%
% 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

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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.

5. Review of 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 of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

PPG children achieve their age-related expectations, and progress in line with all pupils nationally, especially in writing.

10x pupils throughout the school

- 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

Quality first teaching has been highly effective, with all teaching at least good throughout the school.

All staff are aware of the PPG children and any barriers to learning targeted for support. They perform better than non-pupil premium children.

School internal data Summer 2019:

Reading (172 pupils)		Missing Assessment	Below	On Track or higher	Higher
All Pupils	172 (100%)	4 (2.3%)	11 (6.5%)	157 (93.5%)	65 (38.7%)
Pupil Premium	21 (12.2%)	0 (0%)	1 (4.8%)	20 (95.2%)	1 (4.8%)
Not Pupil Premium	151 (87.8%)	4 (2.6%)	10 (6.8%)	137 (93.2%)	64 (43.5%)

Writing (172 pupils)		Missing Assessment	Below	On Track or higher	Higher
All Pupils	172 (100%)	4 (2.3%)	16 (9.5%)	152 (90.5%)	37 (22.0%)
Pupil Premium	21 (12.2%)	0 (0%)	1 (4.8%)	20 (95.2%)	1 (4.8%)
Not Pupil Premium	151 (87.8%)	4 (2.6%)	15 (10.2%)	132 (89.8%)	36 (24.5%)

Mathematics (172 pupils)		Missing Assessment	Below	On Track or higher	Higher
All Pupils	172 (100%)	4 (2.3%)	15 (8.9%)	153 (91.1%)	50 (29.8%)
Pupil Premium	21 (12.2%)	0 (0%)	0 (0%)	21 (100%)	2 (9.5%)
Not Pupil Premium	151 (87.8%)	4 (2.6%)	15 (10.2%)	132 (89.8%)	48 (32.7%)

Combined (172 pupils)		Missing Assessment	Below in one or more	On Track or higher in all	Higher in all
All Pupils	172 (100%)	4 (2.3%)	20 (11.9%)	148 (88.1%)	31 (18.5%)
Pupil Premium	21 (12.2%)	0 (0%)	2 (9.5%)	19 (90.5%)	0 (0%)
Not Pupil Premium	151 (87.8%)	4 (2.6%)	18 (12.2%)	129 (87.8%)	31 (21.1%)

Highly effective strategy. Continue to use.

	<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		
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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>0 PP pupils in Reception.</p> <p>100% PP pupils meeting ARE in Year 3 in Reading, Writing and Maths.</p> <p>100% PP pupils meeting the Phonics Screening threshold.</p>	<p>Highly effective strategy. Continue to use.</p>
			<p>Total budgeted cost £26300</p>
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<p>Pupils and families of disadvantaged pupils, including CLA and ex—CLA pupils are supported with any learning/social/behavioural needs.</p>	<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>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>Highly effective strategy. Continue to use.</p>
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<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>KS2: 0 PP pupils achieved greater depth standard in reading and writing at the end of KS1, however the pupils making ARE continue to make ARE in KS2.</p> <p>1 child was working at GDS at the end of KS1, and two children were working at GDS at the end of their current year in KS2. All pupils previously working at ARE in KS1 have continued to meet ARE.</p>	<p>Highly effective strategy. Continue to use.</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>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. Governors' hold school accountable for PP progress and achievement.</p> <p>100% of SEND PP pupils are working within ARE or above for Maths and Writing.</p> <p>2/3 PP pupils with SEND working within ARE for Reading.</p>	<p>Highly effective strategy. Continue to use.</p>
Total budgeted cost			£11500

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate

<p>To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum</p>	<p>To subsidise school visits/residential trips</p> <p>To provide additional enrichment visits/tuition, such as Music 2 the 4.</p>	<p>Trips and experiences subsidised for PP pupils. 100% engagement with trips. Clear enjoyment, boost in enthusiasm, self-confidence, self-efficacy and motivation seen.</p>	<p>Highly effective strategy. Continue to use.</p>
<p>Increased attendance rates of those PPG children</p>	<p>EWO funding to target the pupils where attendance is an issue and support these families in raising their attendance.</p>	<p>Some of our PP eligible children find attending school or being on time for school hard. Attendance at school is crucial for these children to get the support that they need through quality first teaching and targeted interventions. Subsidised breakfast school places available for families who are struggling with attendance.</p> <p>Attendance: All pupils 96.51%; PP deprivation 96.53%</p> <p>(Looked after children attendance 98.4%)</p>	<p>Highly effective strategy. Continue to use.</p>
Total budgeted cost			£3500