

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 2019

1. Summary Information					
School	St Peter's Catholic Primary School			Local Authority	Wirral
Pupil Premium Champion(s)	Mrs J. Farrelly Mrs S. Evans				
Academic Year	2018/19	Total Pupil Premium Grant	£77,880	Date of most recent PP Review	July 2019
Number on roll	122	Number of eligible pupils	58	Date for next internal review of this strategy	July 2019

The end of Key Stage 2 attainment 2018 demonstrated:

2.Current Attainment				
END OF KEY STAGE 2018	All Pupils	Pupils eligible for PPG	Pupils not eligible for PPG (national outcomes EXS)	GAP Pupils eligible for PPG Pupils not eligible for PPG
% attaining at least the expected standard in reading, writing and maths	35%	18%	56%	38%
% making expected progress in reading	-1.7	-3.1	+0.1	-3.0
% making expected progress in writing	-3.8	-6.7	-0.4	-6.3
% making expected progress in maths	-1.4	-1.4	-1.3	-0.1

IMPACT ON ATTAINMENT 2017 - 18		Pupil Premium	Other	All
READING	% attaining Expected Standard	36%	78%	55%
	% attaining Higher Standard	18.2%	44.4%	30%
	Progress (National = 0)	-3.18	+0.1	-1.7
WRITING	% attaining Expected Standard	18.2%	55.6%	45%
	% attaining Higher Standard	0%	22.2%	10%
	Progress (National = 0)	-6.7	-0.4	-3.8
MATHEMATICS	% attaining Expected Standard	55%	56%	55%
	% attaining Higher Standard	0%	22.2%	15%
	Progress (National = 0)	-1.4	-1.3	-1.4
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	36.4%	66.7%	50%
	% attaining Higher Standard	9.1%	55.6%	30%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		4. Evidence of barriers						
<u>In-school barriers (issues to be addressed in school)</u>								
A	Limited access to language and limited communication and language skills low baseline attainment in the Early Year Foundation Stage	Attainment in EYFS July 2017 GLD 56.2% Wellcom screening available within school						
B	Low levels of basic skills that impact on learning for PPG eligible pupils. ; an attainment and progress gap in Maths and English.	Proportion of Pupil Premium Pupils (PPG) pupils working below ARE within core curriculum July 2018						
			F2	Year 1	Year 2	Year 3	Year 4	Year 5
			5/16	5/12	6/13	6/17	9/18	13/23
		Reading	16%	0%	40%	33%	55%	61%
		Writing	16%	0%	0%	50%	77%	46%
		Maths	16%	0%	0%	33%	55%	46%
C	SEND: social and communication difficulties; specific learning difficulties, moderate learning difficulties, physical disability.	Approximately half of pupils with entitlement to Pupil Premium Grant (P.P.G) have coexisting SEN July 2018						
			Year1	Year2	Year 3	Year 4	Year 5	Year 6
		SEN	2/11	4/13	6/17	7/18	6/23	6/20
		P.P /SEN	50%	25%	50%	57%	50%	66%
		N P.P/SEN	50%	75%	50%	43%	50%	33%
<u>External barriers (issues which require action outside of school e.g. attendance)</u>								

D	Parenting and/or safeguarding concerns	CP, CinN, bereavement/loss, parental health challenges,
E	Poor attendance	<p>% attendance and punctuality for some Pupil Premium pupils is low in comparison to others.</p> <p>2016-2017 Absence</p> <p>PPG 6.2% absence compared to 3.8% absence other pupils</p> <p>2016-2017 Persistent Absence</p> <p>PPG 21.4% absence compared to 6.7% for other pupils</p> <p>2017-2018 Absence</p> <p>PPG 5.9% absence compared to 3.1% absence for other pupils</p> <p>2017-2018 Persistent Absence</p> <p>PPG 20.8% compared to 3.9% for other pupils</p>
F	Narrow experience of life outside school leading to lack of self-confidence and self-esteem ;	For financial reasons, Pupils have limited enrichment activities, for instance, limited experiences of place, knowledge and understanding of the world, limited access to clubs, the arts etc.

5. Outcomes		
Barrier	Desired outcome	Success criteria (including how we will evidence impact)
ABC	<p>% of Pupil Premium pupils attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and at and above National Expectation</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading , writing, maths in Year 6 will reach national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading , writing, maths in Year 2 will reach and exceed national.</p>	<p>Increased attainment and progress in end of KS2 tests</p> <p>Continued increased attainment and progress at the end of year 2.</p> <p>School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Teachers matched work more closely to pupils' needs, highly focused and appropriately paced.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced.</p> <p>Lower achieving pupils willing to talk and articulate their thinking.</p>

	Pupil Premium pupils in all classes to make accelerated progress from their starting points.	<p>Levels of oracy will increase</p> <p>Improving attainment and progress will be reflected in termly data analysis reflected in subject leader reports.</p>
ABC	Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.	<p>Monitoring of attainment and progress over time.</p> <p>One to one tuition and small group tuition targeted at pupils' specific needs.</p> <p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p> <p>Cross Curricular and "hook" activities in school, for instance, visitors, themed work, and visits enable pupils to develop their aspirations and future interests.</p>
C	SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good and accelerated progress	<p>SEND team deliver intervention lessons in English and maths.</p> <p>Orrets Meadow Outreach intervention support given as appropriate</p> <p>Intervention via ICT resources, eg Times-table Rock Stars, IDL</p> <p>Pupils use multisensory approaches.</p> <p>Staff re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>The pupil: adult ratio is reduced via additional Teaching Assistant support in classes and setting which facilitate increased attention for groups/individuals.</p> <p>Differentiation of work including personalised curriculum, so need is targeted more effectively. Person and Group Centred Plans utilised as vehicle for personalisation.</p> <p>Targeted pupils demonstrate a high level of engagement.</p> <p>Test scores (NC and Standardised tests) and pupil work indicate that children make significant progress.</p>
D	Families will be effective partners in education	<p>Effective links with parents/carers as partners in learning. Parents and staff continue to develop strategies to manage relationships effectively. Strong links with community agencies, for example, School Health, ESW, CAHMS, Educational Psychology, Social Care facilitates an integral approach Family Liaison and</p>

		support within School
E	To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA), improve punctuality..	<p>The attendance of PPG eligible pupils will increase in comparison to 2017/18.</p> <p>Measured improvement in punctuality of PPG eligible pupils.</p> <p>Measured decrease in the rate of PA for PPG eligible pupils.</p>
F	Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, and have opportunities to engage in out of school learning	<p>Access to high quality out-of-school learning experiences, for instance residential trips, theatre visits, access to sporting and artistic competition.</p> <p>Access to music tuition.</p> <p>Participation will encourage engagement and raised aspirations.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Celebrated learning and achievement.</p> <p>Value placed on children's interests, aspirations and health and fitness.</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Pupils assisted in making learning a reality beyond academic studies.</p> <p>Evidence gathered through observation pupil voice and survey.</p>

6. Planned Expenditure						Academic Year: 2018 - 19		
i. Quality of teaching for all (pedagogy)								
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date			
					July 2019			
% of Pupil Premium pupils attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and above national.	Additional TA support within classes: Year 2/3 fulltime Year 6 0.5	Quality First Teaching is fundamental to success. Smaller classes: A qualified teacher is more likely to achieve greater progress and raise attainment when teaching reduced class size.	Learning Walks Lesson Observations Half termly analysis of progress data Pupil progress	LG DB JF	Attainment comparison Year 6			
					PPG/NPP achieving ARE			
					2018/2019			
						All Pupils	PPG	

<p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in writing, maths in Year 6 will reach national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading , writing, maths in Year 2 will reach and exceed national.</p> <p>COST: £43510</p> <p>BARRIER: A,B,</p>	<p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD : focused upon English, Maths</p>	<p>Intensive tuition in small groups is highly effective. HLTA to enable Year 6 to be split for more personalised curriculum.</p> <p>Setting across Years 4,5,6 under direction of teachers</p> <p>Setting Years 2,3 under direction of teachers</p> <p>1.1, 1.2 and small group booster for maths in year 6</p>	<p>meetings</p> <p>Book scrutiny</p>		<table><tr><td>Reading</td><td>62.5%</td><td>60%</td><td></td><td>77.8%</td></tr><tr><td>Writing</td><td>33.3%</td><td>30%</td><td></td><td>55.6%</td></tr><tr><td>GPS</td><td>66.7%</td><td>60%</td><td></td><td></td></tr><tr><td>Maths</td><td>48.5%</td><td>30%</td><td></td><td>77.8%</td></tr><tr><td>RWM</td><td>33.3%</td><td>30%</td><td></td><td>55.6%</td></tr></table> <p>Gap in attainment still evident. Progress from Year 2 to Year 6 2018-2019</p> <table><tr><td>0.0 expected progress</td><td>=</td><td>All pupils</td><td>PPG</td></tr><tr><td>Reading</td><td>-0.9</td><td></td><td>-1.7</td></tr><tr><td>Writing</td><td>-6.7</td><td></td><td>-6.6</td></tr><tr><td>Maths</td><td>-2.5</td><td></td><td>-2.7</td></tr></table>	Reading	62.5%	60%		77.8%	Writing	33.3%	30%		55.6%	GPS	66.7%	60%			Maths	48.5%	30%		77.8%	RWM	33.3%	30%		55.6%	0.0 expected progress	=	All pupils	PPG	Reading	-0.9		-1.7	Writing	-6.7		-6.6	Maths	-2.5		-2.7
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<p>Vulnerable Pupil Premium Pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>Pupil Premium pupils in all classes make accelerated progress from their starting points.</p> <p>COST: (See above)</p> <p>BARRIER: A,B,</p>	<p>Additional TA support within classes:</p> <p>Foundation 2 0.5</p> <p>Year1 full time</p> <p>Year4/5 0.8</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD : focused upon EYFS,</p>	<p>Behaviour management support and ASD friendly classrooms</p> <p>TA support in all classes targeted at specific pupils who are making slower progress in learning/ to facilitate personalised curriculum.</p> <p>Setting for phonics and guided reading Foundation Stage to Year 3</p> <p>Individual and paired reading</p> <p>IDL personalised learning</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Half termly analysis of progress data</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p>	<p>NC GB SH JF</p>	<p>Progress within average range for reading and maths. Well below average for writing</p> <p>Attainment Comparison ARE Year 2 PPG And all Pupils 2018-2019</p> <table><tr><td></td><td>All pupils</td><td>PPG</td></tr><tr><td>Reading</td><td>69.2%</td><td>75%</td></tr><tr><td>Writing</td><td>76.9%</td><td>75%</td></tr><tr><td>Maths</td><td>69.2%</td><td>62.5%</td></tr></table> <p>Attainment remains below national, though attainment of PPG exceed NPP for reading</p> <p><u>% Making Good Or Accelerated Progress July 19</u></p>		All pupils	PPG	Reading	69.2%	75%	Writing	76.9%	75%	Maths	69.2%	62.5%																													
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					<p>Detailed attainment and progress data for all year groups and subjects held in school.</p> <p>The impact of additional support to enable setting, intervention, pre and post learning is that the majority of PPG pupils have made good or accelerated progress and are keeping up or catching up to peers. Where this is not the case, additional disadvantages, eg. SEN, have led to an attainment gap. Person and Group Centred Plans and intervention trackers have been put in place to diminish this gap.</p>
				Total budgeted cost	£43510

ii. Targeted support (interventions)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
<p>TAs/ SENCO to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make good progress</p> <p>COST: above</p> <p>BARRIER: c</p>	Interventions to be implemented as required	Meta cognition and self-regulation strategies (Learning to learn). Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. SEND team personalise learning most effective when leading specific intervention programmes	<p>Observation,</p> <p>Work Scrutiny</p> <p>Data analysis</p> <p>Intervention tracking</p>	DB JF DC	<p>July 2018</p> <p>Data upon the progress of all SEN pupils with entitlement to PPG and the effectiveness of interventions available in school.</p> <p>The impact of targeted intervention can be seen in the progress made . Orretts</p>

		and when they work closely with the class teacher. 1:1 tuition , intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact. Expertise from of Orrets Meadow , previous success in using Whole Literacy Intervention, Mission Maths, IDL programme			Meadow Outreach, small group interventions, eg hub provision, IDL, Stiles, Listening for Sound, Lifeboat and Lego Therapy have contributed to this good and better progress. Targeted intervention has improved pupil confidence, resilience and behaviour of a number of vulnerable learners.																				
Year 6 Pupils not on target to participate in one to one or one to two Maths tuition to improve attainment to reach ARE COST: £1520 BARRIER: B	Small group tuition in mathematics for 20weeks.	This enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	Pupil Voice Data	LG JF DW	<table><tr><td colspan="4">Year 6 ARE July 2019</td></tr><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Maths</td><td>30%</td><td>77.8%</td><td>45.8</td></tr></table> % Making Good Or Accelerated Progress in Maths per SATS 2019 <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Good</td><td>-2.7</td><td>-2.5</td><td>0.0</td></tr></table> The combined impact of intensive tuition, and setting can be seen in the good progress made during year 6 with 93% PP pupils making good progress in Maths this year (see data above)	Year 6 ARE July 2019					PP	NPP	All	Maths	30%	77.8%	45.8		PP	NPP	All	Good	-2.7	-2.5	0.0
Year 6 ARE July 2019																									
	PP	NPP	All																						
Maths	30%	77.8%	45.8																						
	PP	NPP	All																						
Good	-2.7	-2.5	0.0																						
Family Liaison and Teaching Assistants to support the pastoral and SEMH needs of vulnerable pupils and families As a result SEMH of pupils and families will improve, Effective parent partnership	Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.	Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions	Case Studies Survey Evaluation HT Monitoring	CH SG CR JF	July 2019 Improvement in behaviour of target pupils. Significant drop in internal exclusions, no external exclusions Visible improvement in SEMH target pupils.																				

will develop with Parents as co-educators. Pupils will attain age related expectations in reading, writing and mathematics. COST: £5700 BARRIER: C D		may focus on the ways in which pupils work with or get along with their peers, teachers and family. Additional focus anger management, anxiety, bereavement. Three broad categories of the interventions can be identified: 1. Universal programmes which generally take place in the classroom, such as SEAL; 2. More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school 4 Direct approach to families by Family Liaison Officer			Positive relationships with parents evident in high return of very positive parent surveys Spring Term. High number of parents have attended parent workshops to support children in their learning. School is a well utilised point of contact for parents requiring support.
				Total budgeted cost	£7220

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA). Pupils have additional opportunities to develop	Attendance Officer to monitor attendance daily Walking Bus as required ESW support	Regular monitoring of attendance enables additional support to be directed to families in a timely manner both at informal and formal level. Reward for good attendance and positive start to the day increase motivation of children in school	Monitoring of attendance weekly in school Monthly monitoring of Attendance with ESW	SG JF	Pupils who access breakfast club regularly tend to have more secure friendships, better social and communication skills as a result. They are less likely to be disruptive in class, more focussed upon learning, more likely to

<p>social and communication skills in breakfast club</p> <p>Pupils in school energised and ready to learn at the beginning of the school day</p> <p>Cost : £13814</p> <p>Barrier: E</p>	<p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p>	<p>to continue to embed good attendance habits</p>	<p>Register of Breakfast Club attendance</p>		<p>complete homework on time.</p> <p>Despite this free provision, the attendance and punctuality for some PPG pupils remains low. This is addressed through absence management procedures within school.</p> <p>Overall, attendance and punctuality is improved by access to breakfast club.</p>
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, such as karate, yoga, dance, are given opportunities to engage in out of school learning</p> <p>Cost : £13000</p> <p>Barrier F</p>	<p>PPG pupils targeted for extra- curricular clubs.</p> <p>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting Musicians, Dance Workshops</p> <p>Subsidy for day trips, eg Pantomime and Residential trips to Oaklands and Barnstondale.</p> <p>Music Tuition in Year 2,3,4 and 5</p> <p>Choir – Peace Proms</p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p> <p>Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p>	<p>Pupil Voice Observation Survey</p>	<p>GB JF</p>	<p>Pupil Voice suggests that pupils enjoy and are motivated by enrichment opportunities.</p> <p>This year Pupils from Year 2-5 have had music tuition. This has encouraged a number of pupils to purchase and continue playing ukulele at home. Pupils have performed in the Peace Proms held at the Echo Arena. This was a confidence building,life time opportunity for pupils to perform in an arena to an audience of several thousand.</p> <p>The whole school have attended a Pantomime or story telling event at the Floral Pavillion which has given them experience of live theatre.</p> <p>Year 4 and 5 have had an aspirations trip to Liverpool University which has encouraged a number of pupils to set their sights on university level education.</p> <p>All enrichment opportunities are</p>

					<p>hooks into learning encouraging discussion and reflection, and related topic work.</p> <p>Year 5 and 6 have attended residential trips to Oaklands and Barnstondale. These have encouraged the children to develop resilience confidence and independence via outdoor education.</p>
				Total budgeted cost	£26814
				TOTAL i-iii	£77544