

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2019 - 2020

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	2019/20	Total Pupil Premium Grant	£84100	Date of most recent PP Review	July 2019
Number on roll	105	Number of eligible pupils	57	Date for next internal review of this strategy	Dec 2019, April 2020 and July 2020

The end of Key Stage 2 attainment 2019 (based upon unvalidated data) demonstrated:

2.Current Attainment				
END OF KEY STAGE 2019	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	33.3%	30%	55.6%	25.6%
% making expected progress in reading	-0.9%	-1.7	0.3	-2.0
% making expected progress in writing	-6.7%	-6.6	-7.4	+0.8
% making expected progress in maths	-2.5%	-2.7	-2.5	-0.2

IMPACT ON ATTAINMENT 2018 - 19		Pupil Premium	Other	All
READING	% attaining Expected Standard	60%	77.8%	62.5%
	% attaining Higher Standard	0	33.3%	16.7%
	Progress (National = 0)	-1.7	0.3	-0.9
WRITING	% attaining Expected Standard	30%	55.6%	33.3%
	% attaining Higher Standard	0	0	0
	Progress (National = 0)	-6.6	-7.4	-6.7
MATHEMATICS	% attaining Expected Standard	30%	77.8%	45.8%
	% attaining Higher Standard	0	11.1%	4.2%
	Progress (National = 0)	-2.7	-2.5	-2.5
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	60%	77.8%	66.7%
	% attaining Higher Standard	6.9%	22.5%	12.5%

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 development of speech and language skills and reduced vocabulary	Low baseline attainment of children joining 2 year old, Foundation 1 and Foundation 2 Provision. Limited understanding of higher order vocabulary across school Data 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, particularly in Writing.	Proportion of Pupil Premium Pupils (PPG) pupils working below ARE within core curriculum July 2019 <table><tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr><tr><td>Reading</td><td>56%</td><td>25%</td><td>50%</td><td>25%</td><td>66%</td><td>40%</td></tr><tr><td>Writing</td><td>56%</td><td>25%</td><td>17%</td><td>50%</td><td>66%</td><td>70%</td></tr><tr><td>Maths</td><td>66%</td><td>38%</td><td>17%</td><td>25%</td><td>66%</td><td>40%</td></tr></table>								Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading	56%	25%	50%	25%	66%	40%	Writing	56%	25%	17%	50%	66%	70%	Maths	66%	38%	17%	25%	66%	40%
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																														
Reading	56%	25%	50%	25%	66%	40%																														
Writing	56%	25%	17%	50%	66%	70%																														
Maths	66%	38%	17%	25%	66%	40%																														
C	SEND: social and communication difficulties; specific learning difficulties, moderate learning difficulties, physical disability.	A higher number of pupils with entitlement to Pupil Premium Grant (P.P.G) have coexisting SEN July 2019 <table><tr><td></td><td>Year1</td><td>Year2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr><tr><td>SEN</td><td>3</td><td>6</td><td>5</td><td>5</td><td>8</td><td>8</td></tr><tr><td>P.P /SEN</td><td>2 / 3</td><td>4 / 6</td><td>4 /5</td><td>4 / 5</td><td>5 / 8</td><td>3 / 6</td></tr><tr><td>N P.P/SEN</td><td>1 /3</td><td>2 /6</td><td>1 /5</td><td>1 / 5</td><td>3 /8</td><td>3 /6</td></tr></table>								Year1	Year2	Year 3	Year 4	Year 5	Year 6	SEN	3	6	5	5	8	8	P.P /SEN	2 / 3	4 / 6	4 /5	4 / 5	5 / 8	3 / 6	N P.P/SEN	1 /3	2 /6	1 /5	1 / 5	3 /8	3 /6
	Year1	Year2	Year 3	Year 4	Year 5	Year 6																														
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N P.P/SEN	1 /3	2 /6	1 /5	1 / 5	3 /8	3 /6																														
<u>External barriers (issues which require action outside of school)</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>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> <p>2018-2019 Absence</p> <p>PPG 6.5% absence compared to 5.3% for other pupils</p> <p>2018-2019 Persistent Absence</p> <p>PPG 16.3% compared to 13.8% 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>Pupil Premium pupils in all classes to make accelerated progress from their starting points.</p>	<p>Increased attainment and progress in end of KS2 tests</p> <p>Continuing improved 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 teacher feedback enhanced to accelerate learning.</p> <p>Standards of oracy, reading and writing will increase</p> <p>Improved range of resources for reading and writing will support sequencing of</p>

		<p>learning to accelerate progress including Read to Write Scheme and Accelerated Reader</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> <p>Improving attainment and progress will be reflected in termly data analysis reflected in subject leader reports.</p>
C	SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good and accelerated progress	<p>To Personalise learning and accelerate progress:</p> <p>SEND team deliver intervention using ICTresources, 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>Guided and Reciprocal Reading</p> <p>The gaps in knowledge, understanding and skills reduced.</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	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 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</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>
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6. Planned Expenditure Academic Year: 2019 - 20								
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			
					December 2018, April 2019. July 2019			
<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 above national.</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>TA support within classes: F2, Y1/2, Y3/4</p> <p>Small class size F2 Year 5 and 6</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>Implementation of Read to Write Scheme and Accelerated reader in Key Stage 2</p> <p>CPD : focused upon Reading and Writing</p>	<p>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.</p> <p>Intensive tuition in small groups is highly effective.</p> <p>1.1, 1.2 and small group booster for maths in year 6</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Termly analysis of progress data</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p>	LG GB SH JF	Year 6 Working Within Year Band December 2019			
						PP	NPP	All
					Reading			
					Writing			
					Maths			
					Year 2 Working Within Year Band December 2018			
						PP	NPP	All
					Reading			
					Writing			
					Maths			
					Detailed attainment and progress data for all year groups and subjects held in school.			

COST: £46485 BARRIER: A,B,					
<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>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>	NC DB SH JF	
				Total budgeted cost	£46485

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
					December 2018, April 2019. July 2019
TAs/ SENCO to deliver targeted intervention to	Interventions to be implemented as	Meta cognition and self-regulation strategies (Learning to	Observation, Work Scrutiny	DB JF DC	Data upon the progress of all SEN pupils with entitlement to

ensure Pupil Premium pupils, with SEND, make good progress COST: £7789 BARRIER: c	required	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 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 SENNAT Whole Literacy Intervention, Mission Maths, IDL programme	Data analysis Intervention tracking		PPG and the effectiveness of interventions available in school.																				
Year 6 Pupils not on target to participate in small group Maths tuition to improve attainment to reach ARE COST: £1800 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	<div>Year 6 targeted to reach ARE December 2018</div> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Maths</td><td></td><td></td><td></td></tr></table> <div>% Making Good Or Accelerated Progress in Maths Autumn Term 2018</div> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Good</td><td></td><td></td><td></td></tr><tr><td>Accelerated</td><td></td><td></td><td></td></tr></table> <div>.</div>		PP	NPP	All	Maths					PP	NPP	All	Good				Accelerated			
	PP	NPP	All																						
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Accelerated																									
Family Liaison and Teaching Assistants to support the pastoral and SEMH needs of vulnerable pupils and families As a result SEMH of pupils and	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	Case Studies Survey Evaluation HT Monitoring	CH SG CR JF																					

families will improve, Effective parent partnership will develop with Parents as co-educators. Pupils will attain age related expectations in reading, writing and mathematics. COST: £1350 BARRIER: C D		the academic or cognitive elements. These interventions 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			
				Total budgeted cost	£10939

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 December 2019, April 2020. July 2020
To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).	Attendance Officer to monitor attendance daily Walking Bus as required	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	Monitoring of attendance weekly in school Monthly monitoring of Attendance with	SG JF	Ongoing successful intervention Pupils who access breakfast club regularly tend to have more secure friendships, better social and communication skills as a

<p>Pupils have additional opportunities to develop 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 : £11486</p> <p>Barrier: E</p>	<p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p> <p>Hero Initiative</p>	<p>positive start to the day increase motivation of children in school to continue to embed good attendance habits</p>	<p>ESW</p> <p>Register of Breakfast Club attendance</p>		<p>result. They are less likely to be disruptive in class, more focussed upon learning, more likely to complete homework on time.</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</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</p> <p>Observation</p> <p>Survey</p>	GB JF	
				Total budgeted cost	£24486
				TOTAL i-iii	£81910