

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2020 – 2021

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	2020/2021	Total Pupil Premium Grant	£77320	Date of most recent PP Review	June 2020
Number on roll	98	Number of eligible pupils	54	Date for next internal review of this strategy	December 2020

The end of Key Stage 2 attainment 2019 (due to COVID 19 School Closure data available Summer 2020) demonstrated:

2.Current Attainment				
END OF KEY STAGE 2019	All Pupils (24)	Pupils eligible for PPG (15)	Pupils not eligible for PPG (national outcomes EXS) (8)	GAP Pupils eligible for PPG Pupils not eligible for PPG
% attaining at least the expected standard in reading, writing and maths	33%	20%	63%	43%
% making expected progress in reading	-0.79%	-1.38	0.15	-1.23
% making expected progress in writing	-6.95%	-6.52	-6.33	+0.21
% making expected progress in maths	-2.46%	-2.70	-1.92	-0.88

IMPACT ON ATTAINMENT 2018 - 19		Pupil Premium	Other	All
READING	% attaining Expected Standard	53%	88%	63%
	% attaining Higher Standard	7%	38%	17%
	Progress (National = 0)	-1.38	0.15	-0.79
WRITING	% attaining Expected Standard	20%	63%	33%
	% attaining Higher Standard	0	0	0
	Progress (National = 0)	-6.52	-6.33	-6.95
MATHEMATICS	% attaining Expected Standard	27%	88%	46%
	% attaining Higher Standard	0	13%	4%
	Progress (National = 0)	-2.46	-2.44	-1.92
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	60%	88%	67%
	% attaining Higher Standard	7%	25%	13%

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	<p>Low baseline attainment of children joining 2 year old, Foundation 1 and Foundation 2 Provision. Limited understanding of higher order vocabulary across school</p> <p>Data available within school</p>																																		
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.	<p>Proportion of Pupil Premium Pupils (PPG) pupils working below ARE within core curriculum April 2020</p> <table border="1"> <thead> <tr> <th>Total in Year</th> <th>Year 1 (5)</th> <th>Year 2 (9)</th> <th>Year 3 (8)</th> <th>Year 4 (8)</th> <th>Year 5 (9)</th> <th>Year 6 (16)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>22%</td> <td>25%</td> <td>0</td> <td>33%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>22%</td> <td>38%</td> <td>25%</td> <td>33%</td> <td>48%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>22%</td> <td>38%</td> <td>13%</td> <td>22%</td> <td>48%</td> </tr> </tbody> </table>							Total in Year	Year 1 (5)	Year 2 (9)	Year 3 (8)	Year 4 (8)	Year 5 (9)	Year 6 (16)	Reading	20%	22%	25%	0	33%	31%	Writing	20%	22%	38%	25%	33%	48%	Maths	20%	22%	38%	13%	22%	48%
Total in Year	Year 1 (5)	Year 2 (9)	Year 3 (8)	Year 4 (8)	Year 5 (9)	Year 6 (16)																														
Reading	20%	22%	25%	0	33%	31%																														
Writing	20%	22%	38%	25%	33%	48%																														
Maths	20%	22%	38%	13%	22%	48%																														
C	SEND: social and communication difficulties; specific learning difficulties, moderate learning difficulties, physical disability.	<p>A higher number of pupils with entitlement to Pupil Premium Grant (P.P.G) have coexisting SEN April 2020</p> <table border="1"> <thead> <tr> <th>No of pupils</th> <th>Year1</th> <th>Year2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>5</td> <td>7</td> <td>7</td> <td>5</td> <td>5</td> <td>10</td> </tr> <tr> <td>P.P /SEN</td> <td>2</td> <td>6</td> <td>5</td> <td>4</td> <td>4</td> <td>7</td> </tr> <tr> <td>N P.P/SEN</td> <td>3</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table>							No of pupils	Year1	Year2	Year 3	Year 4	Year 5	Year 6	SEN	5	7	7	5	5	10	P.P /SEN	2	6	5	4	4	7	N P.P/SEN	3	1	2	1	1	3
No of pupils	Year1	Year2	Year 3	Year 4	Year 5	Year 6																														
SEN	5	7	7	5	5	10																														
P.P /SEN	2	6	5	4	4	7																														
N P.P/SEN	3	1	2	1	1	3																														

External barriers (issues which require action outside of school)		
D	Parenting and/or safeguarding concerns	CP, CinN, bereavement/loss, parental health challenges,
E	Poor attendance	% attendance and punctuality for some Pupil Premium pupils is low in comparison to others. 2018-2019 Absence PPG 5.8 % absence compared to 5.3% for other pupils 2018-2019 Persistent Absence PPG 14.3% compared to 12.4% for other pupils No 2019 2020 data available
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 learning to accelerate progress including Read to Write Scheme</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	<p>SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good and accelerated progress</p>	<p>To Personalise learning and accelerate progress:</p> <p>SEND team deliver intervention using 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>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	<p>Families will be effective partners in education</p>	<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, LA Attendance Officer, CAHMS, Educational Psychology, Social Care facilitates an integral approach Family Liaison and support within School</p>
E	<p>To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA), improve punctuality..</p>	<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	<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, and have opportunities to engage in out of school learning</p>	<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 sports coach.</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: 2020 - 21					
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
<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>Qualified teachers F1 and F2 within EYFS</p> <p>TA support within classes: EYFS, Y3, Y6</p> <p>Small class size Y1/2 Year 3 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>Further development of of Read to Write Scheme in Key Stage 1 and 2</p> <p>Release time for deputy</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>	SP LG, LJ,	December 2020, April 2021. July 2021

COST: £35187.20 BARRIER: A,B,	for lesson study, team teaching CPD : English. Maths				
Vulnerable Pupil Premium Pupils attain Age Related Expectations in reading, writing and mathematics. Pupil Premium pupils in all classes make accelerated progress from their starting points. COST: (See above) BARRIER: A,B,	Additional TA support within classes: This results in Targeted support in lessons for PP pupils. Effective Feedback Mastery Approach to T&L ICT and Reading clubs for target pupils CPD : focused upon EYFS,	Behaviour management support and ASD friendly classrooms TA support in classes and via intervention groups targeted at specific pupils who are making slower progress in learning/ to facilitate personalised curriculum. Setting for phonics and guided reading Foundation Stage to Year 3 Individual and paired reading IDL personalised learning	Learning Walks Lesson Observations Half termly analysis of progress data Pupil progress meetings Book scrutiny	SP LG DB	
				Total budgeted cost	£35187.20

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/cost	Review date
TAs/ SENCO to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make good progress	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	Observation, Work Scrutiny Data analysis Intervention tracking	DB SP	December 2018, April 2019. July 2019

<p>COST: £14123.48 BARRIER: C</p>		<p>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.</p> <p>Expertise from SENNAT Whole Literacy Intervention, Mission Maths, IDL programme</p>			
<p>Year 6 Pupils not on target to participate in small group Maths tuition to improve attainment to reach ARE</p> <p>COST: £2460 BARRIER: B</p>	<p>Small group tuition in mathematics for 25weeks. Up to 4x 30 minute sessions weekly per group</p>	<p>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.</p>	<p>Pupil Voice Data</p>	<p>LG SP</p>	
<p>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 will develop with Parents as co-educators. Pupils will attain age related expectations in reading,</p>	<p>Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p>	<p>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 may focus on the ways in which pupils work with or get along with their peers, teachers and family. Additional focus anger management, anxiety,</p>	<p>Case Studies Survey Evaluation HT Monitoring</p>	<p>CH SP DB SH</p>	

writing and mathematics. COST: £3174.90 BARRIER: C D		bereavement. Three broad categories of the interventions can be identified: 1. Universal programmes which generally take place in the classroom, such as Heart Smart; 2. More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems eg next steps; 3. School-level approaches to developing a positive school ethos 4 Direct approach to families by Family Liaison Officer			
				Total budgeted cost	£19758.38

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	

<p>To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).</p> <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 : £10660.90</p> <p>Barrier: E</p>	<p>Attendance Officer to monitor attendance daily</p> <p>Walking Bus as required</p> <p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p> <p>Hero Initiative</p>	<p>Regular monitoring of attendance enables additional support to be directed to families in a timely manner both at informal and formal level.</p> <p>Reward for good attendance and positive start to the day increase motivation of children in school to continue to embed good attendance habits</p>	<p>Monitoring of attendance weekly in school</p> <p>Monthly monitoring of Attendance with ESW</p> <p>Register of Breakfast Club attendance</p>	<p>SG SP</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 : £12258</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>	<p>SP GB LG</p>	
				<p>Total budgeted cost</p>	<p>22918.90</p>
				<p>TOTAL i-iii</p>	<p>£77864.48</p>