

**St Peter's Catholic Primary School
Review of Pupil Premium Expenditure
Academic Year: 2019 – 20**

i. Quality of teaching for all (pedagogy)

Desired Outcome	Chosen action / strategy	Impact:	Lessons learned/ will approach continue	Cost																								
<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>COST: £46485 BARRIER: A,B</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 in Key Stage 1 and 2</p> <p>CPD : focused upon Reading and Writing</p>	<p>Due to Covid 19 school closure to most pupils from March 2020 and Cancellation of SAT testing July data unavailable</p> <p>Year 6 On track to reach ARE in Reading, Writing and Maths Combined March 2020</p> <table border="1"> <tr> <td></td> <td>PP (16)</td> <td>NPP(5)</td> <td>All (21)</td> </tr> <tr> <td>RWrM combined</td> <td>56%</td> <td>100%</td> <td>66%</td> </tr> </table> <p>For a number of pupils additional disadvantages, eg SEN coexist including PFA/EHCP funding</p> <p>Year 6 Working Within Year Band December 2019</p> <table border="1"> <tr> <td></td> <td>PP</td> <td>NPP</td> <td>All</td> </tr> <tr> <td>Reading</td> <td>64%</td> <td>100%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>100%</td> <td>71%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>100%</td> <td>71%</td> </tr> </table> <p>Year 6 on track to meet ARE March 2020</p>		PP (16)	NPP(5)	All (21)	RWrM combined	56%	100%	66%		PP	NPP	All	Reading	64%	100%	76%	Writing	57%	100%	71%	Maths	57%	100%	71%	<p>Small Class sizes and intensive tuition in small groups are effective and enable expected and better progress to be made over time for pupils who begin school with very low levels of attainment. This is particularly evident in F2, Y2,4 and 6 – See data held in school</p> <p>Within this particular Year 6 cohort, best progress and attainment is evident in writing and maths. Where accelerated progress has not been made by PPG pupils, SEN and a range of social factors have often coexisted. Mobility contributed to several children who were not on track to reach ARE or make expected progress by March 2020.</p> <p>Progress within writing is improving as a result of the implementation of new English Scheme across Key Stage 1 and 2. New Scheme to continue to be implemented in 2020-2021</p> <p>A combination of small classes and vertical grouping of classes in Foundation Stage and Key Stage 1 and</p>	£46485
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	PP	NPP	All
Reading	69.7%	80%	71.4%%
Writing	62.5%	100%	71.4%
Maths	62.5%	80%	66.6%

Spring 2020 - An increase is evident in number of PP on track to reach ARE in all three subjects, though less PP pupils are still on track for ARE when compared to NPP pupils.

Year 2 Working Within Year Band December 2019

	PP	NPP	All
Reading	56%	89%	72%
Writing	78%	89%	83%
Maths	78%	89%	83%

Year 2 on track to meet ARE March 20

	PP	NPP	All
Reading	78.8%	88.9%	83.3%
Writing	78.8%	88.9%	83.3%
Maths	78.8%	88.9%	83.3%

2 with additional TA support will facilitate small group and individual personalised learning for children in the coming year.

		<p>Within year 2 an increase in PP pupils on track to reach ARE in reading evident. Less PP pupils are still on track for ARE when compared to NPP pupils.</p> <p>Detailed attainment and progress data for all year groups and subjects held in school. The vast majority of children have made good or better progress</p> <p>Where this is not the case, additional disadvantages, eg. SEN coexist. Most of these pupils have PFAs or EHCPs in place which reflect some attainment gaps. Group Centred Plans, bespoke individual curriculum, a multiagency approach and a range of interventions have been used as appropriate to diminish this gap.</p>																														
<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>See Data above % Pupils at predicted to reach ARE in Reading, Writing , Maths Combined March 20</p> <table border="1" data-bbox="819 817 1561 1142"> <thead> <tr> <th>RWRM</th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>80%</td> <td>85%</td> <td>83%</td> </tr> <tr> <td>Y2</td> <td>77%</td> <td>89%</td> <td>83%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>63%</td> <td>53%</td> </tr> <tr> <td>Y4</td> <td>75%</td> <td>100%</td> <td>86%</td> </tr> <tr> <td>Y5</td> <td>77%</td> <td>75%</td> <td>76%</td> </tr> <tr> <td>Y6</td> <td>56%</td> <td>100%</td> <td>66%</td> </tr> </tbody> </table> <p>A gap still exists in combined attainment PPG and NPPG pupils, though based upon March predictions, the gap is diminishing</p> <p>Attainment data per subject held in school</p> <p>Progress Data: Pupils making 4+ steps progress (from Summer</p>	RWRM	PP	NPP	All	Y1	80%	85%	83%	Y2	77%	89%	83%	Y3	50%	63%	53%	Y4	75%	100%	86%	Y5	77%	75%	76%	Y6	56%	100%	66%	<p>With targeted support from TAs, improving feedback in in lessons, and quality first teaching to smaller groups, good progress is being made by the majority of children. Higher numbers of children predicted to reach ARE.</p> <p>Within Y2, 3, 5 and 6, a number of children hold PFAs. This comorbidity is reflected in lower combined attainment for some PP pupils</p>	
RWRM	PP	NPP	All																													
Y1	80%	85%	83%																													
Y2	77%	89%	83%																													
Y3	50%	63%	53%																													
Y4	75%	100%	86%																													
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		<p>19 to March 20)</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>59.2%</td> <td>74%</td> <td>66.7%</td> </tr> <tr> <td>Y3</td> <td>75%</td> <td>46.7%</td> <td>64.1%</td> </tr> <tr> <td>Y4</td> <td>87%</td> <td>93.5%</td> <td>91.2%</td> </tr> <tr> <td>Y5</td> <td>81.4%</td> <td>83.3%</td> <td>82.4%</td> </tr> <tr> <td>Y6</td> <td>77%</td> <td>86.7%</td> <td>79.4%</td> </tr> </tbody> </table> <p>Average progress across reading, writing and maths indicates PP pupils progress exceeds NPP in Y3 but is below NPP in other year groups. Least gap evident in year 4 and 5.</p> <p>Overall the majority of pupils have made good or better progress I from Summer 19 to March 2020</p> <p>In Year 1 100% pupils have made 1+ steps progress from Autumn 2 to Spring 1 as a result of transition from EYFS to National Curriculum Detailed attainment and progress data for all year groups and subjects held in school.</p> <p>Where this is not the case, additional disadvantages, eg. SEN coexist. Most of these pupils have PFAs or EHCPs in place. Group Centred Plans, bespoke individual curriculum and a multiagency approach exist for these children</p>		PP	NPP	All	Y2	59.2%	74%	66.7%	Y3	75%	46.7%	64.1%	Y4	87%	93.5%	91.2%	Y5	81.4%	83.3%	82.4%	Y6	77%	86.7%	79.4%		
	PP	NPP	All																									
Y2	59.2%	74%	66.7%																									
Y3	75%	46.7%	64.1%																									
Y4	87%	93.5%	91.2%																									
Y5	81.4%	83.3%	82.4%																									
Y6	77%	86.7%	79.4%																									
				Total budgeted cost	£46,485																							

ii. Targeted support (interventions)				
Desired Outcome	Chosen action / strategy	Impact :Success Criteria met	Lessons learned/ will approach continue	Cost
TAs/ SENCO to deliver targeted intervention to	Interventions to be implemented as required	Good or better progress from Summer 2019 to March 20 (4+ steps) Can be seen below, Most SEN pupils with SEN/ PPG are making at	Teaching approaches which encourage learners to plan,	See above

iii. Other approaches				
Desired Outcome	Chosen action / strategy	Impact/ Success Criteria met	Lessons learned/will approach continue	Cost
<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 : £11486</p> <p>Barrier: E</p>		<p>2018-2019 Absence PPG 5.8% absence compared to 5.3% for other pupils Both are above National 2018-2019</p> <p>Persistent Absence PPG 14.3% compared to 12.4% for other pupils. This is above national for all but below National for PPG pupils</p> <p>There has been a range of ongoing successful interventions during Autumn and Spring. For instance, the HERO initiative has improved punctuality. 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 complete homework on time.</p> <p>Detailed analysis of attendance data held in school.</p> <p>Pupils also have the opportunity to complete homework in breakfast club with TA support as required, thus enhancing learning.</p> <p>Initiatives paused during partial closure of school during COVID 19 Pandemic</p>	<p>Absence is generally still above national and so the approaches adopted will continue. Persistent absence remains an issue in part because of unauthorised holidays taken by families. Other factors coexisted for some families for instance unauthorised absence, lateness after register closed and illness. Policies and procedures implemented for families taking unauthorised holidays implemented leading to number FPNs</p> <p>Monitoring of attendance weekly in school to continue. Parents alerted when attendance falls below 95%</p> <p>Monthly monitoring of attendance including in school panel and escalated meetings with LA Attendance Officer to continue as required.</p> <p>Register of Breakfast Club attendance to continue with specific invitation to target pupils</p>	£11486
<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>PPG pupils targeted for extra- curricular clubs.</p> <p>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting</p>	<p>Pupils continue to enjoy and are motivated by enrichment opportunities.</p> <p>Pupils from Foundation 2 to Year 6 have attended a Pantomime at the Floral Pavillion which has given them experience of live</p>	<p>Subsidised residential trips have significant impact upon the personal growth of pupils and will continue.</p> <p>Extra-curricular clubs with element of competition such as matches, and</p>	£13000

Barrier F	Musicians, Dance Workshops	theatre.	performance, eg, Peace Proms have been very well received by parents and provided “hooks “ into curriculum for PPG pupils. Approach will continue, but with different focus on rolling programme. A number of pupils introduced to music through Ukulele lessons have embraced the opportunity to play, buying their own ukuleles to play outside school.	
	Subsidy for day trips, eg Pantomine and Residential trips to Oaklands	Pupils from Year 1 to Year 6 have visited the cinema to watch a film. This provided a useful hook into literacy. Pupils in from Year 3 to Year 6 have visited Liverpool Football Club and taken part in a stadium tour, thus facilitating both aspiration and understanding of social history.		
	Music Tuition	Year 5 and 6 have attended a residential trip to Oaklands which supported their development of resilience confidence and independence via outdoor education.		
	Choir – Peace Proms	Children across the school have explored similarity and difference during One World week whilst working with MEAS and the Fun Food Chef. Our Choir had the opportunity to take part in a large scale performance with the Cross Border Orchestral during the Peace Proms at the Liverpool M and S Arena		
			TOTAL	£24486
				£81910

Additional Information
<p>Actions based on research:</p> <p>The EEF /Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on the some of the higher impact strategies identified within these documents and Ofsted document ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.</p> <p>A wide variety of strategies are employed to tackle ‘the opportunity gap’ in education and to raise attainment for the children from disadvantaged backgrounds. For example: rigorous monitoring and use of data; deploying staff and resources effectively; employing intervention programmes; raising pupil aspirations using engagement/aspiration programmes; focussing on pupils’ attitude to learning; engaging parents/carers; developing social and emotional competencies; supporting school transitions; Guided and reciprocal reading one-to-one tutoring by parent volunteers, particularly in reading; CPD to encourage quality first teaching.</p> <p>Undoubtedly, the quality of teaching delivers the greatest improvements in learning outcomes for all pupils, including those from deprived backgrounds. The most powerful approaches are well-specified, well-supported and well-implemented programmes of work, incorporating extensive continuing professional development that is often delivered within the school context. .Intervention and specific tutoring of individuals/groups by Teachers and Teaching Assistants builds confidence, fills gaps in learning and consolidates which has resulted in pupils making good or better progress by the end of Key Stage 2. From</p>

a low baseline, most pupils reach ARE by the time they leave school

Wherever possible, School uses collaborative learning strategies and a mastery curriculum to encourage pupils to develop the necessary social and communication skills and knowledge base to learn effectively.

The school adopts a variety of synchronised approaches, long-term, planned and co-ordinated provision to enable all children to experience success and achieve. Various studies (for example, EEF/Sutton Trust) have considered and evaluated different strategies, and although useful, as it explains it is a “supplement rather than a substitute for professional judgement”. Undoubtedly, strategies are most successful when confident, well-trained adults use programmes that meet the needs of individual pupils and circumstances of the school.