i Quality of teaching for	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:			approach continue	Cost								
attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and above national.  % of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading, writing, maths in Year 6 will classes: F2  Small classes: F2  Small classes: F2  This results	TA support within classes: F2, Y1/2, Y3/4 Small class size F2 Year 5 and 6	and Cancellation of SAT testing July data unavailable  Year 6 On track to reach ARE in Reading, Writing and Maths  Combined March 2020						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	£46485					
	This results in targeted support in lessons for			PP (16)	NPP(5)	All (21)		attainment. This is particularly evident in F2, Y2,4 and 6 – See data held in school						
% of Pupil Premium and non-	PP pupils.  Effective Feedback	RWrM combined		56%	100%	66%		Within this particular Year 6 cohort, best progress and attainment is evident in writing and maths. Where						
Pupil Premium pupils attaining Expected Standard in reading, writing, maths in Year 2 will reach and exceed national.  COST: £46485	Mastery Approach to T&L  Implementation of Read to Write Scheme in Key Stage 1 and 2  CPD: focused upon Reading and Writing	including	PFA/EI	- HCP fundin		vantages, eg SE ember 2019	EN coexist	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						
Sta CP		Stage 1 and 2  CPD : focused upon	_		PP	NPP	All			not on track to reach ARE or make expected progress by March 2020.				
			Reading	64%	100%	76%			Progress within writing is improving as a result of the implementation of new					
		Writing	57%	100%	71%	English Scheme acros Stage 1 and 2. New S to continue to be		English Scheme across Key Stage 1 and 2. New Scheme						
		Year 6 on track to meet ARE March 2020						A combination of small classes and vertical grouping of classes in Foundation Stage and Key Stage 1 and						

Reading	PP 69.7%	NPP 80%	AII 71.4%%		2 with additional TA support will facilitate small group and individual personalised learning for children in the coming year.	
Writing	62.5%	100%	71.4%			
Maths	62.5%	80%	66.6%			
reach ARE track for A	in all thr RE when	ree subje i compai	ects, though red to NPP	number of PP on track to n less PP pupils are still on pupils. cember 2019		
	PP	NPP	All			
Reading	56%	89%	72%			
Writing	78%	89%	83%			
Maths	78%	89%	83%			
Year 2 on	track to	meet AF	RE March 20	0		
	PP	NPP	All			
Reading	78.8%	88.9%	83.3%			
Writing	78.8%	88.9%	83.3%			
Maths	78.8%	88.9%	83.3%			

		reading evident compared to Ni Detailed attains subjects held in good or better p Where this is not coexist. Most of which reflect so bespoke individuals	t. Less PP pupils PP pupils. ment and progres n school. The valorogress of the case, addiff these pupils had the attainment ground and curriculum, a	are still on traces data for all yest majority of clustional disadvance PFAs or EH aps. Group Ce a multiagency a	ear groups and nildren have made tages, eg. SEN CPs in place ntred Plans,				
Vulnerable Pupil Premium Pupils attain Age Related	Additional TA support within classes:	See Data above % Pupils at predicted	d to reach ARE in Read	With targeted support from TAs, improving feedback in in lessons, and quality first					
Expectations in reading, writing and mathematics.	This results in Targeted	RWRM	PP	NPP	All	teaching to smaller groups, good progress is being made			
-	support in lessons for	• •	Y1	80%	85%	83%	by the majority of children. Higher numbers of children		
Pupil Premium pupils in all classes make accelerated	PP pupils.	Y2	77%	89%	83%	predicted to reach ARE.			
progress from their starting	Effective Feedback	Y3	50%	63%	53%	Within Y2, 3, 5 and 6, a			
points.	Mastery Approach to	Y4	75%	100%	86%	number of children hold PFAs. This comorbidity is			
	T&L	Y5	77%	75%	76%	reflected in lower combined			
	ODD (see as less	Y6	56%	100%	66%	attainment for some PP pupils			
COST: (See above)	CPD : focused upon EYFS,		s in combined at upon March pred						
BARRIER: A,B,			Attainment data per subject held in school  Progress Data: Pupils making 4+ steps progress (from Summer						

19	9 to March 20)				
		PP	NPP	All	
	Y2	59.2%	74%	66.7%	
	Y3	75%	46.7%	64.1%	
	Y4	87%	93.5%	91.2%	
<u> </u>	Y5	81.4%	83.3%	82.4%	
	Y6	77%	86.7%	79.4%	
In as at	9 to March 2020  n Year 1 100% pupils have s a result of transition fro ttainment and progreeld in school.  Where this is not the	om EYFS to National EYFS to National EYFS data for a	onal Curriculum De all year groups a	etailed and subjects	
G	oexist. Most of these Group Centred Plans nultiagency approac	e pupils have s, bespoke ind	PFAs or EHCP dividual curricul	s in place.	
					1

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								

ensure Pupil Premium pupils,	SEND Hub team	least s	steady pro	gress. Be	etter p	rogress r	eflected be	elow		monitor and evaluate their	
with SEND, make good progress	intervention  EG: Talking Partners, IDL, EAL support, Lifeboat, ,		% PPG/ 6	expected	progre	ess +	%SEN m progress		ected	learning had good impact. SEND team personalise learning most effective when	
COST: £7789	Guided and Reciprocal Reading, Whole Literacy Intervention, Personalised		R	Wr	M	1	R	Wr	М	leading specific intervention programmes and when they work closely with the class teacher, intensive small	
BARRIER: c	Curriculum, Bespoke Programmes	Y2	44% (4)	66% (6	6) 6	6%(6)	57% (4)	57%(4)	57% (		
	recommended by CAMHS and Speech and	Y3	63%(5)	75%(6	) 8	8%(7)	38%(3)	50%(4)	88%(7	Object waste de letteration	
	Language Service	Y4	87.5%(7)	87.5%(	7) 87	7.5%(7)	100%(5)	100%(5) 100%(5)	100%(	the most impact.	
		Y5	22%(2)	44%(4	) 0	١	20%(1)	60%(3)	40%(2	i woadow nao nad oigililioant	
	Y6	81%(13)	62%(10	) 10	00%(11	70%(7)	50%(5)	80%(8	impact in upskilling Teaching Assistant within Hub to meet the needs of PPG pupils with SEN.		
			particular ment for m			Electronic interventions effective eg IDL Cloud and Times Tables Rock-stars proving to be effective to accelerate progress reading, spelling, recall multiplication facts.					
, , , , , , , , , , , , , , , , , , , ,	mathematics for	Year 6 on track to reach ARE in July 2020  December 2019 March 2020								As a result of small group and one to one tuition, PP pupils generally make good or better progress. Clear	£1800
		PP	NPP	All	Mar	PP	NPP	AII	improvement in accuracy of calculations. Intervention to continue in 2020-2021		
COST: £1800		Maths	71%	85%	71%	Maths	77%	75%	76.5%		
BARRIER: B		Increasing number of PP pupils predicted to reach ARE March 2020									

Pastoral support for families continued during Covid 19 closure of school and June partial reopening, via telephone, and doorstep meetings.  Informal feedback from parents indicated that this support continued to be very helpful  Some SEMH issues still evident in school as a result of COVID 19, intervention ongoing.	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, writing and mathematics.	Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.	% Making December  Dec  Good  Accelerated  Accelerated  Accelerated  Family Lia social, emcensuring the positive reparent survive reparent survive reparent survive reparent survive requiring s	PP  7%  79%  ed progratervent aison Offional are hat pupils elationship veys during their learntinues to aupport. aining, for n provision provisio	NPP  0%  100%  ress is b ion. Morcer and The mental sare happed with pang the Autents have rning and to be a wear instance on within	All 5% 86% eing mee pupils As have I health py, focus arents eutumn Tee attend to man Il utilised e in the school f	March  Mar  Good  Accel erate d  ade in Marane are on en had cle of identification and vident in erm.  ed parentage anxious point of use of neor social	2019 PP 18.8 % 68.8 % Maths b track t ar impa ied fami ready to high refut works ety. f contact ext steps, emotion	NPP 20% 80% 80% sy most to reach lites and polearn. turn of volume to set for pare shas enonal and	ARE. nancing pupils. ery posi support ents hanced mental	the	Use of Family Liaison Support and TA support and intervention to continue in 2020-2021 Parents to be offered opportunity to engage in further activities within school to increase community and family cohesion and partnership as co-educators	£1350
Total budgeted cost £10939	COST: £1350		and June p Informal fe	oartial red edback f	opening, v	via telep	hone, ar	nd doors	step mee	etings. entinued	d to	evident in school as a result of COVID 19, intervention ongoing.	

iii. Other approaches				
Desired Outcome	Chosen action / strategy	Impact/ Success Criteria met	Lessons learned/will approach continue	Cost
To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).  Pupils have additional opportunities to develop social and communication skills in breakfast club  Pupils in school energised and ready to learn at the beginning of the school day  Cost: £11486  Barrier: E		2018-2019 Absence PPG 5.8% absence compared to 5.3% for other pupils Both are above National 2018-2019  Persistent Absence PPG 14.3% compared to 12.4% for other pupils. This is above national for all but below National for PPG pupils  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.  Detailed analysis of attendance data held in school.  Pupils also have the opportunity to complete homework in breakfast club with TA support as required, thus enhancing learning.  Initiatives paused during partial closure of school during COVID 19 Pandemic	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  Monitoring of attendance weekly in school to continue. Parents alerted when attendance falls below 95%  Monthly monitoring of attendance of attendance including in school panel and escalated meetings with LA Attendance Officer to continue as required.  Register of Breakfast Club attendance to continue with specific invitation to target pupils	£11486
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 Cost: £13000	PPG pupils targeted for extra- curricular clubs.  Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting	Pupils continue to enjoy and are motivated by enrichment opportunities.  Pupils from Foundation 2 to Year 6 have attended a Pantomime at the Floral Pavillion which has given them experience of live	Subsidised residential trips have significant impact upon the personal growth of pupils and will continue.  Extra-curricular clubs with element of competition such as matches, and	£13000

Barrier F	Musicians, Dance Workshops  Subsidy for day trips, eg Pantomine and Residential trips to Oaklands  Music Tuition  Choir – Peace Proms	theatre.  Pupils from Year 1 to Year 6 have visited the cinema to water film. This provided a useful hook into literacy.  Pupils in from Year 3 to Year 6 have visited Liverpool Footbac Club and taken part in a stadium tour, thus facilitating both aspiration and understanding of social history.  Year 5 and 6 have attended a residential trip to Oaklands where supported their development of resilience confidence and independence via outdoor education.  Children across the school have explored similarity and difference during One World week whilst working with MEAS the Fun Food Chef. Our Choir had the opportunity to take part large scale performance with the Cross Border Orchestral during the Peace Proms at the Liverpool M and S Arena	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.	£24486
				£81910

## Additional Information

## Actions based on research:

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.

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.

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

a low baseline, most pupils reach ARE be 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.