

**St Peter's Catholic Primary School  
Review of Pupil Premium Expenditure  
Academic Year: 2017 – 18**

**i. Quality of teaching for all (pedagogy)**

Desired Outcome	Chosen action / strategy	Impact: success criteria met	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 writing, maths in Year 6 will reach national.</p> <p>Pupil Premium pupils in all classes make accelerated progress from their starting points.</p> <p>COST: £40000 BARRIER: A,B,</p>	<p>Small class size Years 3-6.</p> <p>Additional TA support within all classes</p> <p>YearY1/2 full time</p> <p>Year 3 Mornings</p> <p>Year4 Mornings</p> <p>Year 5 Afternoons</p> <p>Year 6 4 days per week</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&amp;L</p> <p>CPD for whole staff writing across the curriculum and reasoning in maths</p>	<p><u>Attainment comparison Year 6 PPG/NPP achieving ARE</u></p> <p><u>2017/2018</u></p> <table border="1"> <thead> <tr> <th></th> <th>All Pupils (20)</th> <th>PPG (9)</th> <th>Other (11)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55%</td> <td>36%</td> <td>78%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>18%</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>GPS</td> <td>50%</td> <td>36%</td> <td>67%</td> <td>31%</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>55%</td> <td>56%</td> <td>1%</td> </tr> <tr> <td>RWM</td> <td>35%</td> <td>18%</td> <td>56%</td> <td>38%</td> </tr> </tbody> </table> <p>Progress from Year 2 to Year 6 2017-2018</p> <table border="1"> <thead> <tr> <th>0.0 expected progress</th> <th>All pupils (20)</th> <th>PPG(9)</th> <th>Other (11)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.7</td> <td>-3.1</td> <td>+0.1</td> <td>-3.0</td> </tr> <tr> <td>Writing</td> <td>-3.8</td> <td>-6.7</td> <td>-0.4</td> <td>-6.3</td> </tr> <tr> <td>Maths</td> <td>-1.4</td> <td>-1.4</td> <td>-1.3</td> <td>-0.1</td> </tr> </tbody> </table> <p>Attainment Comparison ARE Year 2 PPG And Other Pupil Groups 2017-2018</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>Disadvantaged</th> <th>Other</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		All Pupils (20)	PPG (9)	Other (11)	Gap	Reading	55%	36%	78%	42%	Writing	45%	18%	78%	60%	GPS	50%	36%	67%	31%	Maths	55%	55%	56%	1%	RWM	35%	18%	56%	38%	0.0 expected progress	All pupils (20)	PPG(9)	Other (11)	Gap	Reading	-1.7	-3.1	+0.1	-3.0	Writing	-3.8	-6.7	-0.4	-6.3	Maths	-1.4	-1.4	-1.3	-0.1		All pupils	Disadvantaged	Other	Gap						<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.</p> <p>Pupils in receipt of pupil premium accessing appropriate interventions have generally made expected or better progress across the school.</p> <p>Within this particular Year 6 cohort, where accelerated progress has not been made by PPG pupils, SEN and a range of social factors have often coexisted.</p> <p>A combination of Small classes and setting will continue next year with TA support to personalise learning opportunities for individuals and groups. Vertical grouping of classes in Foundation Stage and Key Stage 1 and 2 with additional TA support will facilitate small group and individual personalised learning for children in the coming year</p>	£43510
	All Pupils (20)	PPG (9)	Other (11)	Gap																																																												
Reading	55%	36%	78%	42%																																																												
Writing	45%	18%	78%	60%																																																												
GPS	50%	36%	67%	31%																																																												
Maths	55%	55%	56%	1%																																																												
RWM	35%	18%	56%	38%																																																												
0.0 expected progress	All pupils (20)	PPG(9)	Other (11)	Gap																																																												
Reading	-1.7	-3.1	+0.1	-3.0																																																												
Writing	-3.8	-6.7	-0.4	-6.3																																																												
Maths	-1.4	-1.4	-1.3	-0.1																																																												
	All pupils	Disadvantaged	Other	Gap																																																												

Reading	69%	40%	88%	48%
Writing	77%	60%	88%	28%
Maths	85%	60%	100%	40%

<u>Attainment Foundation 2 2017-2018</u>	
GLD	56.2%
Boys at ARE	44.4%
Girls at ARE	71.4%
Gender Gap	27%
EAL	-
SEN	0%
PPG	14.3%
Non PPG	88.9%
CLA	-
Summer born	40%

Pupils attaining ARE in R WR M combined July 2018

	PP	NPP	All
Y1	80%	60%	75%
Y2	60%	100%	85%
Y3	50%	81%	70%
Y4	13%	55%	45%
Y5	39%	60%	48%

Y6	22%	45%	35%
----	-----	-----	-----

A negative attainment gap still exists between PP and NPP pupils in all classes except Year 1

Average Progress Reading, Writing Maths 2017-2018

% Making Good Or Accelerated Progress

	PP	NPP	All
Y1	80%	57%	67%
Y2	100%	100%	100%
Y3	84%	91%	88%
Y4	92%	89%	91%
Y5	92%	80%	87%
Y6	93%	82%	87%

In the majority of classes a higher percentage of PP pupils have made good or accelerated progress in comparison to NPP peers. Where this is not the case, additional disadvantages, eg. SEN, generally coexist which prevent accelerated progress. Person and Group Centred Plans and intervention trackers monitored termly reflect progress of pupils towards targets.

<p>Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>COST: (See above)</p> <p>BARRIER: A,B,C</p>	<p>Additional TA support within classes for specific pupils/ groups</p> <p>Intervention</p> <p>Behaviour management support and ASD friendly strategies</p> <p>Streaming for phonics and guided reading Foundation Stage to Year 3</p> <p>Individual and paired reading</p>	<p>See Data above</p> <p><b>Attainment in Phonics 2017-2018</b></p>			<p>This approach has been successful and will continue in 2017. Staff new to year groups received appropriate phonics training. Due to changes in staffing, further training will be required in 2018-2018,</p>		
		Group		Phonic Screening			
			Year 1				Year 2
			%School Expected	%National Expected			%School expected
		All	83%	83%			85%
		Male	71%	79%			83%
		Female	100%	86%			86%
		SEN	50%	83%			75%
		PPG	80%	85%			75%
NPPG	86%	85%	89%				
				Total budgeted cost	<b>£43,510</b>		

ii. Targeted support (interventions)				
Desired Outcome	Chosen action / strategy	Impact :Success Criteria met	Lessons learned/ will approach continue	Cost
<b>SEND team to deliver targeted</b>	SEND Hub team	July 2018	Teaching approaches which	See above

<p><b>intervention to ensure Pupil Premium pupils, with SEND, make good progress</b></p> <p><b>COST: £16,200</b></p> <p><b>BARRIER: c</b></p>	<p>intervention</p> <p>EG: Talking Partners, EAL support, Lifeboat, Mission Maths, When My Worries Get Too Big, Probes, Guided and Reciprocal Reading, Whole Literacy Intervention, Personalised Curriculum, Orrets Meadow Outreach Support, Bespoke Programmes recommended by CAMHS and Speech and Language Service</p>	<p>Average progress SEN cohort by class 2017-2018</p> <p>The Progress of SEND/PPG pupils to July is similar for SEN pupils with and without PPG. Progress at least at expected level( 4+) though accelerated in the majority of classes</p> <p>Average progress class SEN cohort by class</p> <table border="1" data-bbox="819 427 1223 884"> <thead> <tr> <th></th> <th>PP SEN</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>4+steps</td> <td>4+steps</td> </tr> <tr> <td>Y2</td> <td>5+steps</td> <td>5+steps</td> </tr> <tr> <td>Y3</td> <td>5+steps</td> <td>5+steps</td> </tr> <tr> <td>Y4</td> <td>5+steps</td> <td>5+steps</td> </tr> <tr> <td>Y5</td> <td>6+ steps</td> <td>6+ steps</td> </tr> <tr> <td>Y6</td> <td>6+steps</td> <td>6+steps</td> </tr> </tbody> </table>		PP SEN	SEN	Y1	4+steps	4+steps	Y2	5+steps	5+steps	Y3	5+steps	5+steps	Y4	5+steps	5+steps	Y5	6+ steps	6+ steps	Y6	6+steps	6+steps	<p>encourage learners to plan, monitor and evaluate their learning had good impact. SEND team personalise learning most effective when leading specific intervention programmes and when they work closely with the class teacher, intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have had the most impact.</p> <p>Increased monitoring of specific intervention for impact to be undertaken each term</p> <p>Expertise from Orrets Meadow has had significant impact in upskilling Teaching Assistant within Hub to meet the needs of PPG pupils with SEN.</p> <p>Electronic interventions effective eg IDL Cloud and Times Tables Rock-stars proving to be effective to accelerate progress reading, spelling, recall multiplication facts.</p>	
	PP SEN	SEN																							
Y1	4+steps	4+steps																							
Y2	5+steps	5+steps																							
Y3	5+steps	5+steps																							
Y4	5+steps	5+steps																							
Y5	6+ steps	6+ steps																							
Y6	6+steps	6+steps																							
<p>Year 6 Pupils not on target to participate in one to one or one to two Maths tuition to improve attainment to reach ARE</p> <p><b>COST: £400</b></p>	<p>Small group tuition in mathematics for 20weeks.</p>	<p>Year 6 at ARE July 2018</p> <p>Teacher Assessment</p> <table border="1" data-bbox="819 1238 1279 1329"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>33%</td> <td>55%</td> <td>45%</td> </tr> </tbody> </table>		PP	NPP	All	Maths	33%	55%	45%	<p>As a result of small group and one to one tuition, pupils made accelerated progress, particularly in accuracy of calculations. Intervention to continue in 2018-2019</p>	<p>£1520</p>													
	PP	NPP	All																						
Maths	33%	55%	45%																						

BARRIER: B		<p>SATS</p> <table border="1" data-bbox="819 252 1276 344"> <tr> <td></td> <td>PP</td> <td>NPP</td> <td>All</td> </tr> <tr> <td>Maths</td> <td>44%</td> <td>54%</td> <td>55%</td> </tr> </table> <p>% Making Good Or Accelerated Progress in Maths 2017-2018</p> <table border="1" data-bbox="819 419 1276 582"> <tr> <td></td> <td>PP</td> <td>NPP</td> <td>All</td> </tr> <tr> <td>Good</td> <td></td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Accelerated</td> <td>89%</td> <td>45%</td> <td>65%</td> </tr> </table> <p>As a result of intervention pupils entitled to PPG made more progress than peers.</p>		PP	NPP	All	Maths	44%	54%	55%		PP	NPP	All	Good		45%	25%	Accelerated	89%	45%	65%		
	PP	NPP	All																					
Maths	44%	54%	55%																					
	PP	NPP	All																					
Good		45%	25%																					
Accelerated	89%	45%	65%																					
<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, writing and mathematics.</p> <p>COST: £8000 BARRIER: C D</p>	<p>Family Liaison Coordinator and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p> <p>Universal programmes which generally take place in the classroom, such as SEAL;</p> <p>More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems;</p> <p>. School-level approaches to developing a positive school</p> <p>Direct approach to families by Family Liaison Coordinator</p> <p>My Esteem workshops for pupils and parents as appropriate.</p>	<p>Through survey, Head teacher monitoring and case studies it is apparent that SEMH Intervention programmes have had impact in enabling several targeted pupils to learn to self-regulate and focus upon learning.</p> <p>Improvement in behaviour target pupils. Reduction in use of sanctions. Pupils move focussed and ready to learn, disruption to lessons minimised.</p> <p>Continuing development of positive relationships with parents evident in surveys.</p> <p>Sensory hub being accessed by a number of pupils for interventions. Personality Profiling strategies being utilised by staff and parents to facilitate community cohesion.</p> <p>Parents have attended a number of workshops, for instance , personality profiling, SAT and Chat, RE, storytelling, art, fitness activities, yoga, to work alongside pupils. Parents value the opportunity to participate within St Peter's learning community</p>	<p>Use of Family Liaison Support and TA support and intervention to continue in 2018-2019-2019</p> <p>Parents to be offered opportunity to engage in further activities within school to increase community and family cohesion and partnership as co-educators</p> <p>Some SEMH issues still evident in school – intervention ongoing.</p>	£5700																				

			Total budgeted cost	<b>£7220</b>

<b>iii. Other approaches</b>				
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 : £17000</p> <p>Barrier: E</p>	<p>Attendance Officer to monitor attendance daily</p> <p>Walking Bus as required</p> <p>ESW support</p> <p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p>	<p>% attendance and punctuality for some Pupil Premium pupils is low in comparison to other pupils</p> <p>2016-2017 Absence PPG 6.2% absence compared to 3.8% absence other pupils. Disappointing increase as high level of unauthorised absence for a small number of families</p> <p>2016-2017 Persistent Absence PPG 21.4% absence compared to 6.7% for other pupils Unauthorised holidays and illness have impacted upon persistent absence. ( Data for 2017-2018 not yet available) July 2017 attendance whole school 94.8% December 2017 whole school attendance 95.2% April 2018 whole school attendance 95.5% July 2018 whole school attendance 95%</p> <p>From pupil voice and observation it is apparent that children enjoy coming to breakfast club and as a result are focussed energised and ready to learn at the beginning of the school day. They are motivated by attendance awards and league</p> <p>A large number of pupils entitled to PPG access free breakfast club on an occasional or regular basis. Attendance at breakfast club enables pupils to develop and maintain good attendance habits.</p>	<p>Monitoring of attendance weekly in school to continue. Parents alerted when attendance falls below 95%</p> <p>Monthly monitoring of Attendance and intervention by ESW to continue</p> <p>Register of Breakfast Club attendance to continue with specific invitation to target pupils</p> <p>Despite rigorous monitoring, persistent absence increased in part as a result 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. Procedure to be reviewed and amended by Governing body in line with LA recommendation .</p> <p>A new focus in 2018-2019 will be to target punctuality of pupils who persistently arrive</p>	£12920

			in school after register has closed with support via walking bus, phone calls, ESW visits.	
<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 : £9000</p> <p>Barrier F</p>	<p><b>PPG pupils targeted for extra- curricular clubs.</b></p> <p><b>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting Musicians, Dance Workshops</b></p> <p><b>Subsidy for day trips, eg Pantomime and Residential trips to Oaklands and Barnstondale.</b></p> <p><b>Music Tuition in Year 4 and 5</b></p> <p><b>Choir – Peace Proms</b></p>	<p>From observation, pupil voice surveys it is apparent that residential Trips to Oaklands and Barnstondale have broadened the life experiences of pupils, increase self-esteem, confidence, independence and social skills.</p> <p>Subsidized school trips , for instance to Church Farm, The Floral Pavillion, ,Liverpool Museum and visitors such as the Fun Food Chef and visiting theatre companies and artists have provided curriculum enrichment motivation and additional “ hooks” into learning.</p> <p>Year 4 and 5 PPG Pupils continue to develop musical skill as a result of weekly music tuition</p> <p>PPG children who have attended afterschool clubs have enjoyed the experience, growing in confidence and skill. Most popular With Junior PPG children have been the dance and sport clubs. Family Yoga has been best attended by Infant PPG children and their families</p> <p>Improving quality in pupil performance, for instance Dancers have performed to an excellent standard in a number of venues including local churches, and Spotlight on Youth at the Floral Pavillion, Our choir has performed in the Peace Proms at the Echo Arena in Liverpool. Pupils also showed increased confidence during end of term productions and performances</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 performance, eg, Love Dance/ Spotlight on Youth/ Advent Liturgy most well attended of clubs.</p> <p>Whole School trip well received by parents and provided “hook “ into curriculum for PPG pupils. Approach will continue, but with different focus on rolling programme.</p> <p>A number of pupils introduced to music through Eukele lessons have embraced the opportunity to play, buying their own Eukeles to play outside school.</p>	<p><b>£13000</b></p>
			<b>TOTAL</b>	<b>£25920</b>
				<b>£76650</b>

#### Additional Information

##### Actions based on research:

The 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 by the Sutton Trust and the 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 by the time they leave school

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

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, The 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.

