

**St Peter's Catholic Primary School
Review of Pupil Premium Expenditure
Academic Year: 2016 - 17**

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 reading, 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: £ 52,000 BARRIER: A,</p>	<p>Small class sizes additional 0.5 teacher in Foundation Stage and Key Stage 1</p> <p>Additional TA support across Foundation Stage and Key Stage 1, Lower Key Stage 2</p> <p>This results in Targeted support in lessons for PPG pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD for whole staff focussed upon grammar and reasoning in maths</p>	<p><u>Attainment comparison Year 6 PPG/NPP achieving ARE</u></p> <p><u>2016/2017</u></p> <table border="1" data-bbox="819 517 1547 1018"> <thead> <tr> <th></th> <th>All Pupils (18)</th> <th>PPG(9)</th> <th>Other (9)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>72%</td> <td>56%</td> <td>89%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>61%</td> <td>33%</td> <td>89%</td> <td>28%</td> </tr> <tr> <td>GPS</td> <td>67%</td> <td>44%</td> <td>89%</td> <td>23%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>44%</td> <td>89%</td> <td>23%</td> </tr> <tr> <td>RWM</td> <td>50%</td> <td>22%</td> <td>78%</td> <td>28%</td> </tr> </tbody> </table> <p>In year 6 2016-2017, a gap in attainment exists between PPG pupils and all pupils, This is due in part to the lower starting points of some PPG pupils. A range of other underlying factors also impacted upon the attainment of these pupils including medical, SEN and social factors. Overall attainment significantly improved upon 2015-2016</p>		All Pupils (18)	PPG(9)	Other (9)	Gap	Reading	72%	56%	89%	16%	Writing	61%	33%	89%	28%	GPS	67%	44%	89%	23%	Maths	67%	44%	89%	23%	RWM	50%	22%	78%	28%	<p>Small Class sizes and intensive tuition in small groups are highly effective and enables good progress to be made over time for pupils who begin school with very low levels of attainment.</p> <p>This approach was less successful than hoped in 2016-2017 as a result of a number of unavoidable changes to staffing in Year1/2 and 6 during the year .</p> <p>Small classes will continue in Key Stage 2 next year with TA support to personalise learning opportunities for individuals and groups. Vertical grouping of classes in Foundation Stage and Key Stage 1 with additional full time TA support facilitate small group and individual personalised learning for younger children in the coming year</p>	<p>£52000</p>
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Progress from Year 2 to Year 6 2016-2017

0.0 = expected progress	All pupils (18)	PPG(9)	Other (9)	Gap
Reading	+2.89	+2.96	+2.82	+0.07
Writing	+1.36	-0.34	+3.06	-1.02
Maths	+1.96	+1.64	+2.28	-0.32

For Year 6, progress in 2016-2017 is above average for PPG pupils in reading. It is broadly average for maths and writing. Progress of Pupils in School is good overtime.

Attainment Comparison ARE Year 2 PPG And Other Pupil Groups 2016-2017

	All pupils 17	Disadvantaged 6	Other 11	Gap
Reading	52.9%	50%	54.9%	-2.9%
Writing	35.3%	50%	27.3%	+14.7%
Maths	70.6%	50%	81.8%	-11.8%

In Year 2, 2016/2017, the achievement of disadvantaged pupils was below national expectation but broadly in line with peers for reading, above peers for writing and below peers for maths. A range of factors including low baseline and SEN contributed to the low levels of attainment of pupils compared to national.

<u>Attainment Foundation 2 2016-2017</u>	
GLD	53.8%
Boys at ARE	28.6%

		Girls at ARE	83.3%				
		Gender Gap	54.7%				
		EAL					
		SEN	33%				
		PPG	67%				
		Non PPG	43%				
		CLA	-				
		Summer born	-				
		<p>Pupils in foundation stage made good progress from a low entry baseline. In 2016-2017 more PPG pupils than other pupils attained GLD</p> <p>Further class by class analysis available in school</p> <p>July 2017</p>					

<p>Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>COST: £52,000 (See above)</p> <p>BARRIER: A,</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>Attainment in Phonics 2016-2017</p> <p>Despite Phonic streaming and booster which lead to improved phonic attainment in 2015-2016, only 57 % of Year 1 passed phonic screening In year 2 71% of pupils have now passed test. Both are below national.</p> <table border="1" data-bbox="819 461 1603 1064"> <thead> <tr> <th rowspan="2">Group</th> <th colspan="3">Phonic Screening</th> </tr> <tr> <th colspan="2">Year 1</th> <th>Year 2</th> </tr> <tr> <td></td> <td>%School Expected</td> <td>%National Expected</td> <td>%School expected</td> </tr> </thead> <tbody> <tr> <td>All</td> <td>57%</td> <td>81%</td> <td>71%</td> </tr> <tr> <td>Male</td> <td>57%</td> <td>78%</td> <td>63%</td> </tr> <tr> <td>Female</td> <td>57%</td> <td>85%</td> <td>78%</td> </tr> <tr> <td>PPG</td> <td>20%</td> <td>84%</td> <td>50%</td> </tr> <tr> <td>SEN</td> <td>40%</td> <td>81%</td> <td>40%</td> </tr> </tbody> </table> <p>There are a number of reasons for the dip in phonic attainment in year 1: Small cohort , range of SEN needs attendance and punctuality below school national expectation, low baseline upon entry.</p>	Group	Phonic Screening			Year 1		Year 2		%School Expected	%National Expected	%School expected	All	57%	81%	71%	Male	57%	78%	63%	Female	57%	85%	78%	PPG	20%	84%	50%	SEN	40%	81%	40%	<p>This approach was less successful than hoped in 2016-2017 as a result of a number of unavoidable changes to staffing in Year1/2 .</p> <p>Approach to continue in 2017. Staff new to year groups to receive appropriate training,</p>	
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ii. Targeted support (interventions)																									
Desired Outcome	Chosen action / strategy	Impact :Success Criteria met	Lessons learned/ will approach continue	Cost																					
<p>SEND team to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make good progress.</p> <p>COST: £13,500</p> <p>BARRIER: B</p>	<p>SEND Hub team 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>July 2017</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 Year 2 and 6 (5+) as a result of increased intervention focus upon basic skills</p> <p>(detailed breakdown available in school)</p> <p>Average progress class SEN cohort by class 2016-2017</p> <table border="1"> <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>4+steps</td> </tr> <tr> <td>Y3</td> <td>4+steps</td> <td>4+steps</td> </tr> <tr> <td>Y4</td> <td>4+steps</td> <td>4+steps</td> </tr> <tr> <td>Y5</td> <td>4+ steps</td> <td>4+ steps</td> </tr> <tr> <td>Y6</td> <td>5+steps</td> <td>5+steps</td> </tr> </tbody> </table>		PP SEN	SEN	Y1	4+steps	4+steps	Y2	5+steps	4+steps	Y3	4+steps	4+steps	Y4	4+steps	4+steps	Y5	4+ steps	4+ steps	Y6	5+steps	5+steps	<p>Teaching approaches which 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>Due to reduction in intervention staff, a change from 1.1 to small group intervention will be necessary next year. Exploration of Electronic interventions to be considered ,</p>	£13500
	PP SEN	SEN																							
Y1	4+steps	4+steps																							
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<p>Family Liaison Coordinator and Teaching Assistants to support the pastoral and SEMH needs of vulnerable pupils and families</p>	<p>Family Liaison Coordinator and Teaching Assistants to support the pastoral and learning needs of</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>Use of Family Liaison Support to continue in 2017</p> <p>Parents to be offered</p>	£8000																					

<p>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>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>Use of My Esteem transition work for Year 6 has had some impact in preparing pupils for transition. Focussed work upon bullying undertaken across school in response to identified need for increased awareness of antibullying techniques.</p> <p>Continuing development of positive relationships with parents evident in surveys</p>	<p>opportunity to engage in Personality Profiling Workshops to increase community and family cohesion</p> <p>Some SEMH issues still evident in school – Consider development of Sensory Hub, seek further multiagency support</p> <p>Focussed work upon Anti-Bullying to continue in New School Year with review of Bullying policy and introduction of Bully Busters</p>	
				<p>Total budgeted cost</p> <p>£21500</p>

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>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.</p> <p>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</p>	<p>Monitoring of attendance weekly in school to continue. Parents now to be 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</p>	<p>£17000</p>

		<p>Unauthorised holidays and illness have impacted upon persistent absence.</p> <p>The impact of interventions put in place has however, enabled consistent attendance at 94.8% at whole school level 2016-2017</p> <p>Breakdown of attendance available in school</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>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>Attendance league and rewards continue to be motivation – to be relaunched in September with increased focus upon punctuality</p>	
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, such as karate, yoga, dance, football, cross country runninggardening club are given opportunities to engage in out of school learning</p> <p>Cost : £9000</p> <p>Barrier E</p>	<p>PPG pupils targeted for extra- curricular clubs.</p> <p>Visitors: Fun Food Chef, visiting Artists, theatre company, MEAS, Dance Workshops</p> <p>Subsidy for day trips, eg Zoo, and Residential trips to Oaklands and Barnstondale.</p> <p>Music Tuition in Year 4 and 5</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 Chester Zoo ,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</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</p>	<p>£9000</p>

		<p>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 football 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, Puits showed increased confidence and confidence during end of term productions and performances</p>	<p>embraced the opportunity to play, buying their own Eukeles to play outside school.</p>	
			TOTAL	£95000

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.