

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2016 - 2017

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	2016/17	Total Pupil Premium Grant	£88440	Date of most recent PP Review	JULY 2016
Number on roll	137	Number of eligible pupils	67	Date for final internal review of this strategy	JUL, 2017

The end of Key Stage 2 attainment, July 2016 demonstrated:

2.Current Attainment				
END OF KEY STAGE 2016	All Pupils	Pupils eligible for PPG	Pupils not eligible for PPG (national outcomes EXS)	GAP Pupils eligible for PPG Pupils not eligible for PPG
% attaining at least the expected standard in reading, writing and maths	32%	15%	56%	-41%
% making expected progress in reading	-1.02	-2.62	1.3	-3.92
% making expected progress in writing	3.39	0.94	6.93	-7.87
% making expected progress in maths	-1.41	-3.23	1,22	-4.45

IMPACT ON ATTAINMENT 2015 - 16		Pupil Premium	Other	All
READING	% attaining Expected Standard	38%	56%	45%
	% attaining Higher Standard	8%	0%	5%
	Progress (National = 0)	-2.62	1.31	-1.02
WRITING	% attaining Expected Standard	60%	100%	82%
	% attaining Higher Standard	0%	22%	9%
	Progress (National = 0)	0.94	6.93	3.39
MATHEMATICS	% attaining Expected Standard	15%	56%	32%
	% attaining Higher Standard	0%	11%	5%
	Progress (National = 0)	-3.24	1.22	-1.41
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	31%	67%	45%
	% attaining Higher Standard	8%	22%	14%

Despite a new system of testing, at the end of Key Stage 2 2016, the progress of pupils eligible for PPG in all subjects is close to average and is broadly average for writing. The attainment of PPG pupils is closest to average for writing. An attainment gap still exists between pupils entitled to PPG and other pupils in reading, writing, maths and gap.

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	Low levels of basic skills that impact on learning for PP eligible pupils. ; an attainment and progress gap in Maths and English.	Proportion of Pupil Premium Pupils (PPG) pupils working below ARE within core curriculum July 2016						
			F2	Year 1	Year 2	Year 3	Year 4	Year 5
			5/13	6/17	9/18	12/21	9/20	9/18
		Reading	80%	50%	66%	25%	22%	33%
		Writing	80%	50%	66%	41%	33%	56%
		Maths	80%	30%	66%	16%	22%	33%
B	SEND: social and communication difficulties; specific learning difficulties, moderate learning difficulties, physical disability.	More than half pupils with entitlement to Pupil Premium Grant (P.P.G) have coexisting SEN September 2016						
			Year1	Year2	Year 3	Year 4	Year 5	Year 6
		SEN	4/13	6/17	8/18	5/21	6/20	6/18
		P.P /SEN	50%	50%	50%	60%	66%	83%
		N P.P/SEN	50%	50%	50%	40%	33%	17%
<u>External barriers (issues which require action outside of school e.g. attendance)</u>								
C	Parenting and/or safeguarding concerns	CP, CinN, bereavement/loss, parental health challenges,						
D	Poor attendance	% attendance and punctuality for some Pupil Premium pupils is low in comparison to others.						

		<p>2015-2016 Absence</p> <p>PPG 5.0% absence compared to 3.4% absence other pupils</p> <p>2015-2016 Persistent Absence</p> <p>PPG 10.6% absence compared to 7.2% for other pupils</p>
E	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)
A	<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 writing, maths in Year 6 will reach 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>School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Small teacher groups- work matched more closely to pupils' needs, highly focused and appropriately paced.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced.</p> <p>Lower achieving pupils willing to talk and articulate their thinking.</p> <p>Attainment and achievement monitored through regular analysis of pupil progress evidenced in subject leader reports.</p>
A	Vulnerable pupils attain Age Related Expectations in	Monitoring of attainment and progress over time will reflect that

	reading, writing and mathematics.	<p>increasing numbers of vulnerable children reach ARE in core subjects.</p> <p>One to one and small group tuition and intervention are effective.</p> <p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p> <p>Cross Curricular enrichment and “hook” activities in school , eg visitors, themed work, and visits enable pupils to develop their aspirations and future interests.</p>
B	SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good progress.	<p>SEND team deliver intervention lessons in English</p> <p>SEND team teaching in hub room delivering daily interventions to vulnerable and/or lower attaining</p> <p>Oretts Meadow Outreach intervention support given as appropriate</p> <p>Pupils use multisensory approaches, Sensory Hub.</p> <p>Staff re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>The pupil: adult ratio is reduced via additional Teaching Assistant support and small classes which facilitate increased attention for groups/individuals.</p> <p>Differentiation of work including personalised curriculum, so need is targeted more effectively.</p> <p>Person centred plans utilised to personalise curriculum.</p> <p>Targeted pupils demonstrate a high level of engagement.</p>

		Test scores (NC and Standardised tests) and pupil work indicate that children make significant progress.
C	Families will be effective partners in education	Effective links with parents/carers as partners in learning. Range of parent workshops offered throughout the year. Strong links with community agencies, for example, School Health, ESW, CAHMS, Educational Psychology, Social Care facilitates an integral approach Family Liaison and support within School
D	To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).	The attendance of PPG eligible pupils will increase in comparison to 2015/16. Measured improvement in punctuality of PPG eligible pupils. Measured decrease in the rate of PA for PPG eligible pupils.
E	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	Access to high quality out-of-school learning experiences, for instance residential trips, zoo trip, access to sporting and artistic competition. Access to music tuition . Participation will encourage engagement and raised aspirations. Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning. Celebrated learning and achievement. Value placed on children's interests, aspirations and health and fitness. 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. Assisted in making learning a reality beyond academic studies. Evidence gathered through observation and Pupil voice.

6. Planned Expenditure		Academic Year: 2016 - 17																								
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 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>Small class sizes facilitated by 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 PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD for whole staff focussed upon grammar and</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. HLTA to enable Year 6 to be split for more personalised curriculum.</p> <p>Pupils are grouped according to current levels of attainment or specific needs for phonics, guided reading From Foundation Stage to Year 3.</p> <p>Some additional TA support in all classes targetted at specific pupils who are making slower progress in</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Half termly analysis of progress data</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p>	LG DB	<p>July 2017</p> <p>Pupils attaining ARE in R WR M combined July 2017</p> <table><tr><td></td><td>PP</td><td>All</td></tr><tr><td>Y1</td><td>60%</td><td>84%</td></tr><tr><td>Y2</td><td>50%</td><td>53%</td></tr><tr><td>Y3</td><td>22%</td><td>39%</td></tr><tr><td>Y4</td><td>8%</td><td>10%</td></tr><tr><td>Y5</td><td>22%</td><td>60%</td></tr><tr><td>Y6</td><td>22%</td><td>67%</td></tr></table> <p>An attainment gap still exists between pupils entitled to PPG compared to all pupils. Increasing combined attainment will remain a priority in 2017-2018.</p>		PP	All	Y1	60%	84%	Y2	50%	53%	Y3	22%	39%	Y4	8%	10%	Y5	22%	60%	Y6	22%	67%
	PP	All																								
Y1	60%	84%																								
Y2	50%	53%																								
Y3	22%	39%																								
Y4	8%	10%																								
Y5	22%	60%																								
Y6	22%	67%																								

COST: £ 52,000 BARRIER: A,	reasoning in maths	learning. Streaming for phonics Foundation Stage to Year 3 Year 1 and 2 very small teaching groups Individual and paired reading			Year 6 at ARE July 2017		
						PP	All
					Reading	56%	72%
					Writing	33%	61%
					Maths	44%	67%
Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics. COST: £52,000 (See above) BARRIER: A,	Additional TA support within classes	Behaviour management support and ASD friendly classrooms TA support specific pupils who are making slower progress in learning. Streaming for phonics and guided reading Foundation Stage to Year 3 Individual and paired reading	Learning Walks Lesson Observations Half termly analysis of progress data Pupil progress meetings Book scrutiny	DC JF	There has been a significant increase in the number of PPG pupils attaining ARE when compared to 2015-2016 During learning walks the vast majority of vulnerable pupils demonstrate effective and enthusiastic learning behaviours.		
Total budgeted cost				£52,000			

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	Review date		
SEND team to deliver targeted intervention to ensure Pupil Premium pupils make good progress. COST: £13,500 BARRIER: B	SEND Hub team intervention	Meta cognition and self-regulation strategies (Learning to learn). Teaching approaches which encourage learners to plan, monitor and evaluate their 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, intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact. Expertise from of Orrets Meadow , previous success in using Whole Literacy Intervention,	Observation, Work Scrutiny Data analysis Intervention tracking	LG DB JF DC	July 2017 Progress of SEND/PPG pupils to July is similar for SEN pupils with and without PPG		
						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
Family Liaison and	Family Liaison and	Interventions which target social and emotional	Case Studies	CH SG	July 2017		

<p>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</p> <p>BARRIER: C D</p>	<p>Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p>	<p>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, bereavement. Three broad categories of the interventions can be identified:</p> <ol style="list-style-type: none"> 1. Universal programmes which generally take place in the classroom, such as SEAL; 2. More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school 4 Direct approach to families by Family Liason Officer 	<p>Survey Evaluation HT Monitoring</p>	<p>CR JF</p>	<p>Improvement in behaviour target pupils.</p> <p>Apparent improvement in SEMH target pupils</p> <p>Positive relationships with parents evident in surveys</p>
---	---	---	--	--------------	--

				Total budgeted cost	£21500

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
<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: D</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>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 develop 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>	SG JF	<p>July 2017 % attendance and punctuality for some Pupil Premium pupils is low in comparison to others.</p> <p>Disappointing increase in absence High level of unauthorised absence for a small number of families</p> <p>2016-2017 Absence</p> <p>PPG 6.2% absence compared to 3.8% absence other pupils</p> <p>2016-2017 Persistent Absence</p> <p>PPG 21.4% absence compared to 6.7% for other pupils</p> <p>Unauthorised holidays and</p>

					<p>illness have impacted upon persistent absence</p> <p>July 2017 attendance whole school 94.8%</p> <p>Breakdown of attendance available in school</p>
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, such as karate, yoga, dance, gardening 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>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>	Pupil Voice Observation Survey	PMc, DB JF	<p>July 2017</p> <p>Pupil Voice and survey suggests that pupils enjoy and are motivated by enrichment opportunities</p> <p>Improving quality in pupil performance, for instance Dancers have performed to an excellent standard in a number of venues, Pupils showed increased confidence nd confidence during end of term productions and performances</p>
				Total budgeted cost	£26000
				TOTAL	£95000