

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2017 - 2018

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	2017/18	Total Pupil Premium Grant	£76,560	Date of most recent PP Review	JULY 2017
Number on roll	122	Number of eligible pupils	58	Date for next internal review of this strategy	DEC, 2017, MAR, 2018 and JUL, 2018

The end of Key Stage 2 attainment, 2017 demonstrated:

2.Current Attainment				
END OF KEY STAGE 2017	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	50%	22%	78%	-28%
% making expected progress in reading	2.90	2.98	2.82	+0.10
% making expected progress in writing	1.36	-0.33	3.05	-2.72
% making expected progress	1.97	1.66	2.28	-0.62

in maths				
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IMPACT ON ATTAINMENT 2016 - 17		Pupil Premium	Other	All
READING	% attaining Expected Standard	56%	89%	72%
	% attaining Higher Standard	11%	22%	17%
	Progress (National = 0)	2.78	2.82	2.9
WRITING	% attaining Expected Standard	33%	89%	61%
	% attaining Higher Standard	11%	22%	17%
	Progress (National = 0)	-0.33	3.05	1.36
MATHEMATICS	% attaining Expected Standard	44%	89%	67%
	% attaining Higher Standard	0	11%	6%
	Progress (National = 0)	1.66	2.28%	1.97%
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	44%	89%	67%
	% attaining Higher Standard	22%	11%	17%

At the end of Key Stage 2 2017, the progress of pupils eligible for PPG in all subjects is at least average and is above average for reading. Pupils eligible for PPG made better progress than other children in school in reading but less than other children in 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	Limited access to language and limited communication and language skills low baseline attainment in the Early Year Foundation Stage	Attainment in EYFS July 2017 GLD 54% (7/13) PPG 66.7% (4/6) NPG 42.9% (3/7) Wellcom screening available within school						
B	Low levels of basic skills that impact on learning for PPG 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 2017						
			F2	Year 1	Year 2	Year 3	Year 4	Year 5
			5/11	5/13	6/17	9/18	12/21	9/20
		Reading	20%	40%	33%	55%	83%	44%
		Writing	20%	40%	50%	77%	83%	77%
		Maths	20%	20%	33%	55%	91%	44%
C	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 2017						
			Year1	Year2	Year 3	Year 4	Year 5	Year 6
		SEN	2/11	4/13	6/17	6/18	8/21	6/20
		P.P /SEN	50%	50%	50%	50%	60%	66%

		N P.P/SEN	50%	50%	50%	50%	40%	33%
<u>External barriers (issues which require action outside of school e.g. attendance)</u>								
D	Parenting and/or safeguarding concerns	CP, CinN, bereavement/loss, parental health challenges,						
E	Poor attendance	<p>% attendance and punctuality for some Pupil Premium pupils is low in comparison to others.</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>						
F	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)
ABC	<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>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>Teachers matched work more closely to pupils' needs, highly focused and appropriately paced.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced.</p>

	Pupil Premium pupils to make accelerated progress from their starting points.	<p>Lower achieving pupils willing to talk and articulate their thinking.</p> <p>Levels of oracy will increase</p> <p>Improving attainment and progress will be reflected in termly data analysis reflected in subject leader reports.</p>
ABC	Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.	<p>Monitoring of attainment and progress over time.</p> <p>One to one tuition and small group tuition targeted at pupils' specific needs.</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 and "hook" activities in school, eg visitors, themed work, and visits enable pupils to develop their aspirations and future interests.</p>
C	SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good and accelerated progress	<p>SEND team deliver intervention lessons in English and maths.</p> <p>SEND team teaching in hub room delivering daily interventions to vulnerable and/or lower attaining</p> <p>Orretts Meadow Outreach intervention support given as appropriate</p> <p>Intervention via ICT resources, eg Times-table Rock Stars, IDL</p> <p>Pupils use multisensory approaches.</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. Person and Group Centred Plans utilised as vehicle for personalisation.</p> <p>Targeted pupils demonstrate a high level of engagement.</p> <p>Test scores (NC and Standardised tests) and pupil work indicate that children make significant progress.</p>
D	Families will be effective partners in education	<p>Effective links with parents/carers as partners in learning. Parents and staff will develop strategies to manage relationships effectively through personality profiling training, 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</p>
E	To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).	<p>The attendance of PPG eligible pupils will increase in comparison to 2016/17.</p> <p>Measured improvement in punctuality of PPG eligible pupils.</p> <p>Measured decrease in the rate of PA for PPG eligible pupils.</p>
F	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>Access to high quality out-of-school learning experiences, for instance residential trips, theatre visits, access to sporting and artistic competition.</p> <p>Access to music tuition .</p> <p>Participation will encouraged engagement and raised aspirations.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p>

		<p>Celebrated learning and achievement.</p> <p>Value placed on children's interests, aspirations and health and fitness.</p> <p>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.</p> <p>Pupils assisted in making learning a reality beyond academic studies.</p> <p>Evidence gathered through observation pupil voice and survey.</p>
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6. Planned Expenditure		Academic Year: 2017 - 18			
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
					July 2018
% 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. % of Pupil Premium and non-Pupil Premium pupils attaining	Small class size Years 3- 6.	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.	Learning Walks Lesson Observations Half termly analysis of progress data Pupil progress meetings Book scrutiny	LG DB	July 2018
	Additional TA support within all classes				
	YearY1/2 full time	<u>Pupils attaining ARE in R WR M combined July 2018</u>			
	Year 3 Mornings				
	Year4 Mornings				
	Year 5 Afternoons				
	Year 6 4 days per				

Expected Standard in writing, maths in Year 6 will reach national. Pupil Premium pupils in all classes make accelerated progress from their starting points. COST: £43510 BARRIER: A,B,	week This results in Targeted support in lessons for PP pupils. Effective Feedback Mastery Approach to T&L CPD for whole staff writing across the curriculum and reasoning in maths	personalised curriculum. 1.1, 1.2 and small group booster for maths in year 6 Pupils are grouped according to current levels of attainment or specific needs for phonics, guided reading From Foundation Stage to Year 3. Additional TA support in all classes targeted at specific pupils who are making slower progress in learning. Streaming for phonics Foundation Stage to Year 3			<table><tr><td>Y6</td><td>18%</td><td>56%</td><td>35%</td></tr></table>	Y6	18%	56%	35%							
					Y6	18%	56%	35%								
<p>A negative attainment gap still exists between PP and NPP pupils in all classes except Year 1</p> <p>Year 6 at ARE</p> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Reading</td><td>37%</td><td>77%</td><td>50%</td></tr><tr><td>Writing</td><td>18%</td><td>55%</td><td>45%</td></tr><tr><td>Maths</td><td>54%</td><td>55%</td><td>50%</td></tr></table> <p><u>Average Progress</u> <u>Reading, Writing Maths</u> <u>2017-2018</u></p>		PP	NPP	All	Reading	37%	77%	50%	Writing	18%	55%	45%	Maths	54%	55%	50%
	PP	NPP	All													
Reading	37%	77%	50%													
Writing	18%	55%	45%													
Maths	54%	55%	50%													

<p>Vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>COST: £40000 (See above)</p> <p>BARRIER: A,B,</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>Behaviour management support and ASD friendly classrooms</p> <p>TA support in all classes targeted at specific pupils who are making slower progress in learning/ to facilitate personalised curriculum.</p> <p>Streaming for phonics and guided reading Foundation Stage to Year 3</p> <p>Individual and paired reading</p> <p>IDL personalised learning</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>	<p>DC JF</p>	<p><u>% Making Good Or Accelerated Progress</u></p>			
						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%
				Total budgeted	£43,510			

	cost	
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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, with SEND, make good progress COST: See above BARRIER: c	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. 1:1 tuition , 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	Observation, Work Scrutiny Data analysis Intervention tracking	LG DB JF DC	July 2018 Data upon the progress of SEN pupils with entitlement to PGG and the effectiveness of interventions available in school.

		Intervention, Mission Maths, IDL programme																															
Year 6 Pupils not on target to participate in one to one or one to two Maths tuition to improve attainment to reach ARE COST: £1520 BARRIER: B	Small group tuition in mathematics for 20weeks.	This enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	Pupil Voice Data	LG JF DB PW DW	<div>Year 6 at ARE July 2018</div> <div>Teacher Assessment</div> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Maths</td><td>33%</td><td>55%</td><td>45%</td></tr></table> <div>SATS</div> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Maths</td><td>44%</td><td>54%</td><td>50%</td></tr></table> <div>% Making Good Or Accelerated Progress in Maths 2017-2018</div> <table><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>Accele rated</td><td>89%</td><td>45%</td><td>65%</td></tr></table> <div>As a result of intervention pupils entitled to PPG made more progress than peers.</div>		PP	NPP	All	Maths	33%	55%	45%		PP	NPP	All	Maths	44%	54%	50%		PP	NPP	All	Good		45%	25%	Accele rated	89%	45%	65%
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Good		45%	25%																														
Accele rated	89%	45%	65%																														
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,	Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.	Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or	Case Studies Survey Evaluation HT Monitoring	CH SG CR JF	<div>July 2018</div> <div>Improvement in behaviour target pupils.</div> <div>Reduction in use of sanctions.</div> <div>Apparent improvement in</div>																												

<p>Effective parent partnership will develop with Parents as co-educators. Pupils will attain age related expectations in reading, writing and mathematics.</p> <p>COST: £5700</p> <p>BARRIER: C D</p>		<p>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, anxiety, 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 Liaison Officer 			<p>SEMH target pupils</p> <p>Positive relationships with parents evident in surveys</p>
				Total budgeted cost	£7220

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 : £12920</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>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 continue to embed 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>% attendance and punctuality for some Pupil Premium pupils is low in comparison to others.</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>July 2017 attendance whole school 94.8%</p> <p>December 2017 whole school attendance 95.2%</p> <p>April 2018 whole school attendance 95.5%</p> <p>July 2018 whole school attendance 95%</p>

<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>Barrier F</p>	<p>PPG pupils targeted for extra-curricular clubs.</p> <p>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting Musicians, Dance Workshops</p> <p>Subsidy for day trips, eg Pantomime and Residential trips to Oaklands and Barnstondale.</p> <p>Music Tuition in Year 4 and 5</p> <p>Choir – Peace Proms</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>	<p>Pupil Voice Observation Survey</p>	<p>GB JF</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 playing instruments during whole school assembly, Dancers have performed to an excellent standard in a number of venues including Spot light on Youth and Deanery Advent Liturgy, choir performance at Peace Proms in Echo Arena,</p> <p>Pupils have produced a range art which is of high quality</p> <p>Older pupils have developed resilience and confidence as a result of participation in adventure activities on residential trips.</p> <p>Children have had horizons broadened , for instance through farm trip, visiting theatre production</p>
					<p>Total budgeted cost</p> <p>£25920</p>

	TOTAL i- iii	£76650
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