# 705SS Peter and Paul Catholic Primary School Lichfield - Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | SS Peter and Paul Catholic Primary School | | | | |
| **Academic Year** | 2020-21 | **Total PP budget Financial Year 2019-2020** | £36,315 | **Date of most recent PP Review** | April 2020 |
| **Total number of pupils** | 120 | **Number of pupils eligible for PP** | 27 | **Date for next internal review of this strategy** | April 2021 |

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| 1. **Current attainment** | | | | | | |
| The results below are July 2019 results (no data for 2020)  Ju  July 2019 data will  July 2019 dat | | | | all pupils 13 | *Pupils eligible for PP 4* | *Pupils not eligible for PP – our school 8* |
| **% achieving expected or above in reading, writing & maths (or equivalent)** | | | | 64% | 80% | 62.5% |
| **Progress Measure for Reading** | | | | **3.52** | **3.75** | 4.63 |
| **Progress Measure for Writing** | | | | **-0.6** | **-0.56** | -1.8 |
| **Progress Measure for Maths** | | | | **1.7** | **1.54** | 1.86 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | Poor oral and communication skills in particular within the Early Years | | | | |
|  | | Low starting points | | | | |
|  | | Weak pencil control and handwriting | | | | |
| **D.** | | Anxiety and self esteem issues | | | | |
| **E.** | | Writing with SEN pupils and EYFS | | | | |
| **F** | | Sustained absence due to Covid-19 | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **A.** | | Low attendance by some PP children | | | | |
| **B.** | | Low self-esteem /resilience/ aspiration | | | | |
| **C.** | | Disengagement from a minority of parents | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** | | | |
|  | Improve oral and communication language skills for pupils eligible for PP in the Early Years and vocabulary and standard English use of older children. | | By the end of Reception pupil eligible for PP to meet age related expectations in speaking and listening.  PP children to meet expected standards in writing. | | | |
|  | Improve English and Maths skills of pupils eligible for pupil premium especially in years R,3 4and 5. | | Pupils eligible for pupil premium to make rapid progress to achieve expected at the end of the year and our more able to achieve GD | | | |
|  | Develop children’s fine motors skills and ensure that children are holding the pencil and forming letters correctly | | Pupils to have neater presentation in work across the school. | | | |
|  | Improve children’s self esteem and make them less anxious. | | Develop PHSE sessions where children talk about their emotions/anxieties and recognise triggers. Continuation of nurture. | | | |
|  | Pupils in receipt of Free School Meals and LAC to participate and continue with school wide opportunities and school trips – in line with the school charges and remissions policy | | Analysis of trips including residential trips, evidences pupils participating in all trips  Analysis of attendance on trips, positive behaviour rewards and after school club provision. | | | |
|  | To ensure PP children make progress in line with the rest of their peers in writing | | PP achieve well and make good progress in their writing across all year groups | | | |
|  | To ensure PP children close the gaps created by absences due to Covid-19 | | PP children will close the gap in line with their peers and make good progress in maths and English across the year. | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2020-21** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A**  Improved oral and communication language skills in Early Years speech | Language focus in early years : Children encouraged to speak correctly and regular mispronunciation is targeted | | Children’s speech on entry is often limited, especially in the two’s unit | To measure the progress in Speech and language development against the early learning goals  Measurement of EAL progress | JA/CM/CT | December , April and July 2020/21  £1000 |
| **B/C** Higher rates of progress across all year groups for all pupils.  High focus on Early Years and SEN Writing | Small group withdrawal support in communication with the class teacher | | Data from whole school assessments (including end of Spring term 2020) suggests that pupils eligible for Pupil Premium in some year groups are not achieving as well as other pupils.  Small group targeted teaching with a teacher/HLTA/TA will increase this progress. | Review of timetable for intervention  Review of pupil groups to ensure consistency | LW | £ 12,449.20 |
| **Total budgeted cost** | | | | | | **£13.449.20** |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. To increase self-esteem and help children learn strategies to recognise signs of anxiety and find strategies to help them. | PHSE sessions on a weekly basis that cover anxiety, self-esteem and friendships.  Check ins for vulnerable pupils.  Continuation of WRAP for pupil wellbeing. | | Pupils feel anxious about many aspects of home and school life. They need to be able to recognise the triggers that are causing the anxiety and to learn strategies that help them to deal with their feelings and emotions.  To challenge low attendance by making children want to come to school- exploring the reasons why they find coming to school difficult | Pupil evaluation  Attendance figures | AS/CF | October, and March  £3,600.00 |
| 1. Improve English and Maths skills of pupils eligible for pupil premium | 1:1 intervention by teacher/ HLTA/TA or volunteer in R/W/M | | Data shows that PP have lower starting points than other children and need support to achieve expected standard  Data shows many of our PP children also have SEND needs. | To measure 1:1 and small group intervention to see if progress is made by the pupils in targeted areas | LW | December and April  £15,000 |
| 1. To develop phonics skills of pupils eligible for pupil premium | Extra phonics sessions in Yr-y2/3 in class or small groups | | Data shows PP children have low starting points in English and in discussion with parents they find it difficult to support children’s learning in the home | To measure PP attainment of the phonics test and re-test (this year that will be tow cohorts Y2 in autumn term and Y1 in summer term) | LA | At the end of Autumn and Spring terms  £2,500 |
| **Total budgeted cost** | | | | | | £31,100 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D.Pupils in receipt of Free School Meals and LAC to participate and continue with school wide opportunities and school trips – in line with the school charges and remissions policy  Also disadvantaged children to have resources to enable them to fully participate in all areas of school life. | All pupils have the opportunity to participate in the wider school context  And all aspects of school life without barriers | | Pupil wellbeing and aspiration | Pupil feedback | LW | April  £3860 |
| **Total budgeted cost** | | | | | | **£3860** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved oral and communication language skills in Early Years speech | Rich language focus in Early Years | 67% of children in Reception achieved either expected or greater depth in Listening and Attention. 72% achieved expected or GD in Speaking. There were 4 PP pupils in this class and 75% achieved expected or above in listening and attention and speaking. | To continue to support children in Speaking and listening activities as starting points continue to be low. | Salary costs |
| Improve English and Maths skills of pupils eligible for pupil premium | Targeted teaching | **Spring 2020: Attainment Data**  **YR: R, W& M PP(4): 50%**  **YR (18) R 50% W 61% M 60%**  **Y1 PP (2) R and M 50% W 0%**  **Y1(18) R 67% W 33% M67%**  **Y2 PP(2) R, W, M 0%**  **(20) R 70% W 45% M 60%**  **Y3 PP(4) R, W,M 25%**  **(18) R 50% W 56% M 61%**  **Y4 PP(2) R,W,M 50%**  **(19) R, W 74% M 79%**  **Y5 PP(2) R 100% W, M 50%**  **(13) R 53% W 38% M 46%**  **Y6 PP (6) R 100% W 50% M 84%**  **(18) R 88% W 55% M 67%** | Continue to support all PP children where needed in RWM especially in Year groups 2,3 and 4 this year. | Salary costs |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| SEN and pupil premium children – raise standards in English and maths | Intervention – small group or 1:1 | SENCo monitored and evaluated impact of interventions – children made good progress against ISP’s. | To continue to record daily interventions and keep assigned children to TAs to make them more accountable for their support and progress. This needs to be monitored half termly. | Salary costs |
| EAL support to standards in English and maths | Intervention – small group and 1:1 | SENCo monitored and evaluated impact of interventions. Children made good progress against language plans. | To take children out for pre-learning or support rather than support a group in class. | Salary costs |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To support children who find coming into school difficult | SLT member available to support children in the morning arrival. | Teacher received Mental Health training – now qualified mental health first aider. WRAP (Wellbeing Recovery Action Plan) completed for vulnerable pupils. Vulnerable children referred to school nurse or Malachi counselling service. | To be aware that certain children do not like change and try to support them during transition times or when their timetable is changed in any way. 1:1 support where needed, timed cool down sessions with a member of staff when needed. |  |
| Provide enrichment opportunities for all children. | Young voices entry | 33 children attended YV of which 12 were PP children. Children have access to recorder lessons. All PP attended school trips. | Fantastic opportunity which the children really enjoyed. Continue to signpost children to other enrichment activities in/out of school time. | 750 |
| Increase the number of After School clubs so as to cater for all children at all Key stages. | After school clubs | Catered for needs of all children. Every child had the opportunity to come to an afterschool club up until lockdown happened. | Good take up at clubs – children have enjoyed the clubs and will continue when we do not have to work in bubbles. | 300 |
| To improve attendance of our most vulnerable pupils | Attendance monitoring | Attendance meetings held for persistent absentees up until March 20th when school was closed to all but vulnerable and key worker children. We encouraged many of our vulnerable children to attend school for 1 day a week during lockdown, 9 took up the offer | Attendance to be continued as a target for 96% if possible but may impacted due to isolation around covid-19 symptoms | 3,600 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |