# SS 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** | 2016-2017 | **Total PP budget Financial Year 2016-2017** | £63,200 | **Date of most recent PP Review** | July 2016 |
| **Total number of pupils** | 115 | **Number of pupils eligible for PP** | 45 | **Date for next internal review of this strategy** | February  May July |

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| 1. **Current attainment** | | | | | | |
|  | | | | all pupils | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP – our school (national average)* |
| **% achieving expected or above in reading, writing & maths (or equivalent)** | | | | 63% | 50% | 78% (s)(60%n) |
| **Progress Measure for Reading** | | | | **-2.83** | **-1.64** | -4.14(s) (0.33n) |
| **Progress Measure for Writing** | | | | **-1.23** | **-2.92** | 0.46(s) (0.12n) |
| **Progress Measure for Maths** | | | | **0.72** | **1.64** | 0.30(s) (0.24n) |
| 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 spelling and handwriting | | | | |
| **D.** | | Short term concentration | | | | |
| **E.** | | Opportunities to access the wider curriculum | | | | |
| **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 | | | | |
| 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 | | By the end of Reception pupil eligible for PP to meet age related expectations in speaking and listening | | | |
|  | Improve literacy and numeracy skills of pupils eligible for pupil premium | | 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 | | | |
|  | Improve spelling ability and handwriting application | | Pupils to improve spelling attainment and have neater presentation in work across KS2 | | | |
|  | Improve concentration over longer periods of time | | Children’s learning behaviours to be developed to enable children to focus for extended periods of time. | | | |
|  | 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 trips, positive behaviour rewards and after school club provision. | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2016-2017** | | | | |
| 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/C**  Improved oral and communication language skills in Early Years speech | Language focus in early years on supporting correct pronunciation of words. | | Children’s speech on entry is often limited, especially in the two’s unit  Also support for our EAL pupils with a polish speaking TA. | To measure the progress in Speech and language development against the early learning goals  Measurement of EAL progress | HB/ LW | December , April and July 2016/17  £2000 |
| B/C. Higher rates of progress across KS2 for all pupils including higher attaining pupils eligible for PP | Small group withdrawal support in communication with the class teacher | | Data from whole school assessments (including end of KS2 2016) suggests that HA pupils eligible for Pupil Premium are not achieving as well as other pupils.  Small group targeted teaching with a teacher with QTS will support this progress | Review of timetable for intervention  Review of pupil groups to ensure consistency | LW | Dec 16, Mar 17, Jul 17  £ 15,449.24 |
| **Total budgeted cost** | | | | | | **£17449.24** |
| 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 to self-esteem of our most vulnerable pupils | Nurture sessions and room | | Pupils low self-esteem can mean they do not have high aspirations for themselves, they often find social situations challenging  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 | CC | October, March and June  £3,600.00 |
| 1. Improve literacy and numeracy skills of pupils eligible for pupil premium | 1:1 pre tutoring by TA in phonics and reading  1:1 tutoring by TA/HLTA in maths  DHT support of academic needs | | Data shows that PP have lower starting points than other children and need support to achieve expected standard | To measure 1:1 and small group intervention to see if progress is made by the pupils in targeted areas | LW | December , April and July 2016/17  £35,894.05 |
| B. Improve literacy and numeracy skills of pupils eligible for pupil premium | 1:1 HLTA management of diabetes care for PP child | | PP child needs intervention to help him recognise when he is low or high and to become independent in self- medicating. | Progress made by pupil in recognising and monitoring his own medical needs | AS | July 2017  2,500 |
| **Total budgeted cost** | | | | | | £41,994.05 |
| 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 | All pupils have the opportunity to participate in the wider school context | | Pupil wellbeing and aspiration | Pupil feedback | LW | July 2017  £3860  Education city homework subscription  £400 |
| **Total budgeted cost** | | | | | | **£4260** |

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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** |
| Close the gap between pupil premium and non pupil premium in English and maths | Targeted teaching | SLT track attainment and progress. CT identifies gaps in learning which informs planning and helps to raise attainment. | To ensure QLA is carried out and gaps taught (PIRA,PUMA)  Attainment in maths and reading from PP children above others at the end of KS2. Writing to be targeted. | Salary costs |
| Improve progress and standards in reading | Targeted teaching | Whole school focus on reading, INSPIRE workshop to engage parents. Daily reading for pupils needing additional support. | Reading progress good across the school, reading attainment at expected was 18.6% above national figures. Our progress measure was low – but our PP children’s score was higher than our others(-2.8) at -1.64. | 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 record daily interventions and keep CT accountable for their occurrences and progress. | 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 inspire and engage our pupils through the ‘Best you can be’ programme to discover their unique potential and empower them to pursue and fulfil their dreams. | BE THE BEST YOU CAN BE PROGRAMME | The programme helped with self-esteem and our children’s resilience has improved- as reported by class teachers.  They have reflected on long and short term goals. | Will continue with the programme into 2016/17 as still one term to run.  Athlete really grabbed children’s engagement- will use further role models to inspire our pupils. | 750 |
| Provide enrichment opportunities for all children. | Circus skills workshop | Positive contribution by all pupils . Less academic children had chance to excel | Will not repeat as repetition will not bring further benefit. | 399 |
| 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. | Good take up at clubs – children have enjoyed the clubs and will continue next year. | 300 |
| To improve attendance of our most vulnerable pupils | Nurture group | Strengthened self-esteem  Gave children strategies to deal with challenging situations  Explored reasons why children find coming to school difficult | Attendance has improved to 96% which brings us in line with national figures | 3,600 |
| To help our youngest pupils engage in school life | Resources | Our unit has a happy environment where all children’s are encouraged to participate in all aspects of school life.- see parental questionnaire. | PSED is strong in attainment at the end of the EYFS. | 1,000 |

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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. |