# 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** | 2018-19 | **Total PP budget Financial Year 2018-2019** | £50,160 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 125 | **Number of pupils eligible for PP** | 38 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Current attainment** | | | | | | |
|  | | | | all pupils 18 | *Pupils eligible for PP 9* | *Pupils not eligible for PP – our school 8* |
| **% achieving expected or above in reading, writing & maths (or equivalent)** | | | | 82% | 78% | 88% |
| **Progress Measure for Reading** | | | | **4.9** | **4.3** | 4.8 |
| **Progress Measure for Writing** | | | | **1.5** | **0.2** | 2.78 |
| **Progress Measure for Maths** | | | | **2.5** | **2.3** | 2.87 |
| 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 | | | | |
| **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 2,4, 5 and 6. | | 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 trips, positive behaviour rewards and after school club provision. | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-2019** | | | | |
| 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 on supporting correct pronunciation of words. | | Children’s speech on entry is often limited, especially in the two’s unit  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 2018/9  £2000 |
| B/C/E. Higher rates of progress across KS1 and 2 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 KS2 2018) 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 with QTS will support this progress | Review of timetable for intervention  Review of pupil groups to ensure consistency | LW | £ 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 self-esteem and help children learn strategies to recognise signs of anxiety and find strategies to help them. | Nurture sessions on a termly basis that cover bereavement, anxiety and friendships. | | 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 | CC/CF | October, March and July  £3,600.00 |
| 1. Improve English and Maths skills of pupils eligible for pupil premium especially in years 2 4 and 6 | 1:1 intervention by 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 | 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 2018/19  £27,000 |
| 1. To develop phonics skills of pupils eligible for pupil premium | Run an after school phonics club for children to attend with parents | | 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 | LW | January, May, July  £2,500 |
| **Total budgeted cost** | | | | | | £33,100 |
| 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 | All pupils have the opportunity to participate in the wider school context | | Pupil wellbeing and aspiration | Pupil feedback | LW | July 2018  £3860 |
| **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** |
| Improved oral and communication language skills in Early Years speech | Rich language focus in Early Years | 89% of children in Reception achieved either expected or greater depth in Speaking and Listening. | 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 | **In YR**  **In Year 1 (2 pupils)** Both pupils made expected progress in Reading.  0%of children made expected progress in Writing and Maths(4-5 points)  50% made expected attainment in Reading and 100% did not attain expected attainment in Writing and Maths.  **In Year 2(1 pupil for progress, 2 for attainment)** 1 child made expected progress in RWM  50% of pupils achieved expected attainment in RWM at the endof the year.  **In Year 3(5 pupils)** 60% achieved expected progress in Reading, 80% in writing and 60% in maths.  60% achieved expected attainment in Reading and Writing and 80% in maths.  **In Year 4(8 pupils)** 87% made expected progress in RWM  75% achieved expected in R and M  63% achieved expected attainment in writing.  **In Year 5(5 pupils)** 80% made expected progress in R. 60% made expected progress in W/M  50% made expected attainment in R/M  33% made expected attainment in writing.  **In Year 6(10 pupils)**100% made expected progress in RWM  100% made expected attainment in R  90% made expected attainment in W/M | Writing attainment is still a focus through the school and further staff training and resources to be bought to support this area. | 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 assign children to TAs to make them more 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 support children who find coming into school difficult | HLTA available to support children in the morning arrival | At the start of the year in Autumn term there will more children needing reassurance and support as they grew more accustomed to their new classrooms and teachers. A number of our children do not like change and feel very anxious when their daily timetable is changed in any way.  As the year progressed fewer children were needing support | SLT to continue to be available if needed to settle children. |  |
| Provide enrichment opportunities for all children. | Young voices entry/Standon Bowers | Positive contribution by all pupils . Less academic children had chance to excel | 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. | Good take up at clubs – children have enjoyed the clubs and will continue next year.  New clubs to run this year including a play leader club, board games club. | 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 stayed the same(95.4%) as the previous year and so needs to be continued as a target. | 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. |