# 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** | 2019-20 | **Total PP budget Financial Year 2019-2020** | £48,840 | **Date of most recent PP Review** | April 2019 |
| **Total number of pupils** | 125 | **Number of pupils eligible for PP** | 37 | **Date for next internal review of this strategy** | April 2020 |

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| 1. **Current attainment** | | | | | | |
| The results below are July 2019 results.  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 | | | | |
| **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 1,2 and 3. | | 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. | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019-2020** | | | | |
| 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 2019/20  £1000 |
| B/C Higher rates of progress across KS1 and year 3 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 2019) 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 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. | Nurture sessions on a termly basis that cover bereavement, anxiety 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 | CC/CF | October, and March  £3,600.00 |
| 1. Improve English and Maths skills of pupils eligible for pupil premium especially in years 1, 2 and 3 | 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 and April 2019/20  £25,000 |
| 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 | 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 | All pupils have the opportunity to participate in the wider school context | | Pupil wellbeing and aspiration | Pupil feedback | LW | April 2020  £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 | 74% of children in Reception achieved either expected or greater depth in Listening and Attention. 89% achieved expected or GD in Speaking.There were 2 PP pupils in this class and they did not achieve the SP strand. 1 of them achieved expected in 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 | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Summer**  **2018**  **Progress** | **All** | **PP**  **(2)** | **Spring**  **2019**  **All** | **PP** | | **Year 2** |  |  |  |  | | **R** | **89** | **100** | **65** | **50** | | **W** | **100** | **100** | **65** | **50** | | **M** | **100** | **100** | **70** | **50** | | **Summer 2018**  **Attainment** | **All** | **PP**  **(2)** | **Spring**  **All** | **PP** | | | **R** | **72** | **50** | **80** | **50** | | | **W** | **66** | **50** | **65** | **50** | | | **M** | **67** | **50** | **75** | **50** | | |  |  |  |  |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | |  |  |  |  |  | | |  |  |  |  |  | | | **M** | **67** | **50** | **75** | **50** | | |  |  |  |  |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Summer**  **2018**  **Progress** | **All** | **PP**  **(8)** | **Spring**  **2019**  **All** | **PP** | | **Year 4** |  |  |  |  | | **R** | **84** | **87.5** | **65** | **50** | | **W** | **84** | **87.5** | **65** | **50** | | **M** | **89** | **87.5** | **70** | **50** | | **Summer 2018**  **Attainment** | **All** | **PP**  **(8)** | **Spring**  **All** | **PP** | | | **R** | **70** | **75** | **90** | **100** | | | **W** | **65** | **63** | **94** | **86** | | | **M** | **75** | **75** | **77** | **86** | | |  |  |  |  |  | | | 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/SLT member available to support children in the morning arrival. | HLTA 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. |  |
| Provide enrichment opportunities for all children. | Young voices entry/Standon Bowers | 33 children attended YV of which 12 were PP children. Children have access to recorder lessons, ASC for minimal charge. 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. | 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 | Attendance meetings held for persistent absences.  6 persistent absentees of which 17% are PP children. | Attendance stayed the same(95.4%) as the previous year and so needs to be continued as a target. | 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. |