# 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** | 2021-22 | **Total PP budget Financial Year 2021-2022 (based on 37 children in April 2021)** | £49765 | **Date of most recent PP Review** | September 2021 |
| **Total number of pupils** | 131 | **Number of pupils eligible for PP** | 47 | **Date for next internal review of this strategy** | April 2022 |

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| 1. **Current attainment** | | | | | | |
| The results below are July 2019 results (no data for 2020/ 21)  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.** | | Spelling and phonics | | | | |
| **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)* | | | | | | |
| **G.** | | Low attendance by some PP children | | | | |
| **H.** | | 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. | | Implement a new screening tool that will provide accurate assessment of early communication to inform leaders of children underperforming who need targeted intervention.  small group intervention for reception children in speech and language to improve % of children gaining the ELG in communication and language . | | | |
|  | For all children, especially PP to make at least expected progress in core subjects across the year | | At least good quality first teaching across the school promotes positive learning experiences where the children make at least good progress. | | | |
|  | 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 standards in spelling and phonics | | A higher percentage of pupils will attain expected standard in the phonics screening and standardised spelling tests. | | | |
|  | Improve writing skills of pupils eligible for pupil premium across the school but especially in Y5 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 | | | |
|  | 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. | | | |
|  | To improve resilience and self-worth in pupils especially PP and vulnerable children. Improve attendance of these children. | | Pupils will be more eager to attend school, because they are proud of who they are and what they are achieving. | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2021-22** | | | | |
| 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 | Use of screening tool to assess children needs in language development to ensure intervention is targeted and effective  Use of NELI resources to support underachieving pupils in reception class. | | 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 PP progress | JA/CM/CT/ LW /EC | September , April 2021/22  £5000 |
| **B** Higher rates of progress across all year groups for all pupils in writing | Small group support in the class by teacher or experienced teaching assistant.  Verbal feedback in lesson to allow children to make improvements to work  Use of experienced teacher to work with targeted children in small groups in addition to English lessons. | | Data from whole school assessments (including end of Summer term 21) suggests that pupils eligible for Pupil Premium in some year groups (Y5 and 6) 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 | SLT | £ 14,000 |
| **D** Improve standards in spelling and phonics | Buy in new phonics scheme of work for the school to implement to improve standards in teaching of phonics  Daily focused, differentiated phonics lessons to meet the needs of all pupils | | Weak data for phonics pass rate at the end of Y1 and spelling attainment is low in KS2.  Spelling shed used to support spelling practice across KS2 and support homework. Competition linked to raise profile of spelling in school. | Monitoring through observation, learning walks and pupil voice.  Assessment and tracking information.  CPD for staff | LA | £7,000 |
| **Total budgeted cost** | | | | | | **£26,000** |
| 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?** |
| G To increase self-esteem and help children learn strategies to recognise signs of anxiety and find strategies to help them. | RHE/ PHSE sessions on a weekly basis that cover anxiety, self-esteem and friendships.  Check ins for vulnerable pupils.  Continuation of WRAP for pupil wellbeing.  Nurture group sessions  Progressive sports programme. | | 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 | Supporting pupils where needed for anxiety or SEMH issues in either 1:1 sessions or small groups according to need, referral to outside agencies if deemed appropriate  Using a sports provider to implement a fun and engaging SEMH programme around sport that will be continued at home and allow pupils to be proud of their achievements.  Pupil voice  Drop ins  Feedback from parents | AS/CC/LW | December and April  £5, 000 |
| E Improve writing skills of PP children | 1:1 intervention by teacher/ HLTA/TA or small group editing work | | Data shows that PP children in Y5 and 6 are performing under the rest of the children in writing  . | To measure 1:1 and small group intervention to see if progress is made by the pupils in targeted areas half termly pupil progress meetings and book trawls | Classteachers/SLT | December and April  £ 7, 000 |
| F to close the gaps in learning due to covid absence of PP children. | 1:1 intervention or small group in RWM | | PP children received the least home support during covid lockdowns- parents struggled to support the children | To measure PP attainment in RWM termly and measure progress in IEP/ EHCP targets | LA | At the end of Autumn and Spring terms  £7,000 |
| **Total budgeted cost** | | | | | | £19,000 |
| 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?** |
| G.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  £5000 |
| **Total budgeted cost** | | | | | | **£5000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2020-21 £36,315** | | |
| 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 | 46% of children in YR gained a GLD in speaking and 54% in listening, the targets at the start of the year had been higher and we were expecting about 65% of pupils to gain a GLD in these areas. However, losing nearly a term out of class effected children progress and despite parents working at home with the children, the standards in speaking and listening had significantly dropped when the children returned to school after the lockdown. | To continue to support children in Speaking and listening activities as starting points continue to be low. See above for new measures in speaking and listening delivery and assessment. | 6,000 |
| Improve English and Maths skills of pupils eligible for pupil premium | Targeted teaching | **Summer 2021 data**  YR: % of GLD is much lower than in previous years –. Issues due to children working over lockdown but working memory being lost and a lot of what they had learnt in the likes of phonics being lost on return to school.  Y1: Attainment is very disappointing in all areas. SEND and EAL weakest in reading and writing Send weakest in maths  Y2: Attainment in reading is 65% which is pleasing with a lockdown, writing and maths not as strong. SEND lowest in reading, writing and Maths  Y3: Attainment in 60%s for reading and maths which is pleasing with a lockdown, writing as a class needs targeting. SEND and EAL lowest in reading and writing SEND lowest in maths  Y4:Progress weakest in school. 56% attainment in reading and maths but very low 19% in writing. SEND, girls and PP lowest in reading, writing and maths.  Y5: 65% in reading, 55% in maths and 50% in writing at expected standard which is acceptable with a terms lockdown SEND and PP lowest in Reading, writing and maths.  Y6:71% reading 50% writing 64% maths at expected standard, of these 21% in reading, 7% in writing and 21% in maths gained greater depth. . | Continue to support all PP children where needed in RWM especially in Year groups 5 and 6 this year | 8,000 |
| 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 – some children made good progress against ISP’s, but this was affected by the lockdown in the spring term | To try and ensure a full year of support for the weakest children to help them make progress against IEP and EHCP targets. | 12,000 |
| EAL support to standards in English and maths | Intervention – small group and 1:1 | SENCo monitored and evaluated impact of interventions. Interventions again effected by the lockdown in the spring term, children playing catch up in the summer term | To take children out for pre-learning and or extra support if they are struggling to understand concepts | 2,500 |
| 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. | Having two members of staff on the school gate in the morning to support those children who find coming into school difficult in the morning made transition into school easier to manage. | We will continue with this approach as it is working and the parents and children have a routine to follow |  |
| Provide enrichment opportunities for all children. | Trips | When lockdown restrictions started to ease, all classes were encouraged to have at least one trip out of school, we also had a fun day with inflatables and an ice cream van for wellbeing for the children | We will repeat this next year as the children loved the day and it lifted their wellbeing | £1500 |
| Increase the number of After School clubs so as to cater for all children at all Key stages. | After school clubs | Clubs were not able to run again due to covid restrictions | Re-start some after school clubs to allow the children to engage in a range of activities outside the curriculum | £2,000 |
| To improve attendance of our most vulnerable pupils | Attendance monitoring | Attendance meetings held for persistent absentees up until December 20 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. | 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. |