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

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| 1. **Summary information**
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| **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** | FebruaryMay 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)**
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| **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 tripsAnalysis of attendance trips, positive behaviour rewards and after school club provision. |

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| 1. **Planned expenditure**
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| * **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**
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| **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 goalsMeasurement 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 interventionReview of pupil groups to ensure consistency  | LW | Dec 16, Mar 17, Jul 17£ 15,449.24 |
| **Total budgeted cost** | **£17449.24** |
| 1. **Targeted support**
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| **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 challengingTo 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 reading1:1 tutoring by TA/HLTA in mathsDHT 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**
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| **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£3860Education city homework subscription £400 |
| **Total budgeted cost** | **£4260** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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 situationsExplored 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**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |