

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

1. Summary information					
<b>School</b>	SS Peter and Paul Catholic Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget Financial Year 2017-2018</b>	£58,080	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	120	<b>Number of pupils eligible for PP</b>	44	<b>Date for next internal review of this strategy</b>	February May July

2. Current attainment			
	all pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP – our school (national average)</i>
<b>% achieving expected or above in reading, writing &amp; maths (or equivalent)</b>	67%	20%	100% (s)(%n)
<b>Progress Measure for Reading</b>	-0.49	-0.93	
<b>Progress Measure for Writing</b>	-4.16	-10.78	
<b>Progress Measure for Maths</b>	-2.69	-13.39	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor oral and communication skills in particular within the Early Years
<b>B.</b>	Low starting points
<b>C.</b>	Weak spelling and handwriting
<b>D.</b>	Short term concentration
<b>E.</b>	Weak working memory
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A.</b>	Low attendance by some PP children
<b>B.</b>	Low self-esteem /resilience/ aspiration
<b>C.</b>	Rich diet of reading and mathematical vocabulary outside school

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.
B.	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
C.	Improve spelling ability and handwriting application	Pupils to improve spelling attainment and have neater presentation in work across KS2
D.	Improve concentration over longer periods of time	Children's learning behaviours to be developed to enable children to focus for extended periods of time.
E.	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.

5. Planned expenditure					
Academic year		2017-2018			
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					
i. 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?

<b>A/C</b> 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 2017/18 £2000
<b>B/C.</b> 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 2017) suggests that 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
<b>Total budgeted cost</b>					<b>£17449.24</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. 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
B. 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 2017/18 £35,894.05

C. 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
<b>Total budgeted cost</b>					£41,994.05
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 Education city homework subscription £400
<b>Total budgeted cost</b>					<b>£4260</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

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 writing	Targeted teaching	Whole school focus on writing, INSPIRE workshop to engage parents. Daily reading for pupils needing additional support.	Poor progress measure for writing. Writing attainment is improving through the school but still a gap between reading and writing attainment.	Salary costs

### ii. 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

### iii. 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	To allow the class teacher to focus on the rest of the class  The child who is anxious or struggling to get into the classroom is effectively support to relieve the issue that is preventing smooth classroom entry.	Needs to be every day and sometimes these sessions take time to get to the root of the problem	
Provide enrichment opportunities for all children.	Young voices entry	Positive contribution by all pupils . Less academic children had chance to excel	Fantastic opportunity which the children really enjoyed	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.	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 had improved to 96% which brings us in line with national figures but dropped this year to 95.4% - needs re-addressing	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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

