

St Peter's RC Primary School Pupil premium strategy statement 2019 - 20

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
Academic Year	2019 / 20	Total PP budget	£55,440	Date of most recent PP Review	September 2019
Total number of pupils	146	Number of pupils eligible for PP	47 (32.2%)	Date for next internal review of this strategy	December 2019

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
39	47	2	4

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	25	4	8	0	1
Year 5	20	2	2	1	0
Year 4	21	8	8	0	0
Year 3	18	5	7	1	0
Year 2	30	8	8	1	0
Year 1	18	6	6	0	1
Reception	14	6	8	1	0
Total	146	39	47	4	0

1A. Evaluation of previous year 18 - 19

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>
A.	Children make expected or better progress in reading, writing and maths	In year 2-6 the children in receipt of PPG funding will make at least 7 steps progress In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments) Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2.	PP pupils average attainment was higher than non PP pupils in: Ph, R, W & M in Yr 1. R in Yr 2. R, W & M in Yr 6.
B.	PP children's writing and maths improves at least in line with or better than non-pp children at the end of KS2	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.	PP pupils average attainment was higher than non PP pupils in R & M in KS 2.
C.	The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise, in line with or better than the attainment of all children	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least in line with all other children.	PP pupils average attainment was still below non PP pupils at KS 1.
D.	Children will become more resilient, secure and confident	PP children will be targeted to build their resilience and feel more secure and confident (Metacognition / BLP). This will in turn provide a firm foundation for them to be ready to learn. For those PP children with SEND IEPs they will make accelerated academic progress and have increased social and emotional well-being.	SEND pupils in year 4 & 5 still need more interventions and support, particularly in writing.

		(interventions).	
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2. Current achievement			
End of KS1 & 2 Attainment for: 2018-2019	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	33	65	
% achieving expected standard or above in reading	100	83	
% achieving expected standard or above in writing	67	65	
% achieving expected standard or above in maths	100	79	
Progress score in Reading		1.9	
Progress score in Mathematics		-0.5	
Progress score in Writing		0.1	
% achieving expected standard or above in reading at KS1	75	74	
% achieving expected standard or above in writing at KS1	63	63	
% achieving expected standard or above in maths at KS1	75	79	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Gap between PP and non-PP children (need to accelerate progress)

B. Engagement and motivation of PP children

External barriers (issues which also require action outside school, such as low attendance rates)

C. Safeguarding, attendance, social and emotional resilience.

D. Parental engagement and supporting learning outside of school.

4. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress and attainment of PP Pupils to move in line with non PP pupils in all phases and key stages.	Moving within 10% of expected in current R, 1, 4, 5 & 6. More PP Pupils above ARE.
B.	The introduction of a 'Stay and Play' after school club specifically for KS 1 PP pupils to generate a passion for school and learning.	We will be able to chart the progress of these pupils at regular time intervals to close the gap to within 10% of non-PP pupils.
C.	Monthly attendance and safeguarding meetings ensure that no PP pupil can slip through any CP or safeguarding issues.	Attendance of all pupils is above 95.1% barring any serious long-term illness.
D.	Coffee mornings and parent drop in sessions every month will help to target disengaged parents and families. A homework club will support PP pupils after school.	All PP parents and families engaged with school and informed of policies etc.

5. Planned expenditure				
Academic year		2019 / 20		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make expected or better progress in Reading, Writing and Maths across the school	TA time to support independent learning. Personalised learning resources through RWI and Times Tables Rock Stars. Continuous saturation of Metacognition / BLP and the four R's.	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. ECC research shows 12 months progress in 3 months. Children will be able to articulate their progress by showing how they have improved their work. Records of Termly data meetings will review the progress of all children and groups.	TAs
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £10,000
b. 1-1 Intervention - Academic				

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on R, Y1, Y2, Y4, Y5 and Y6. PP children's reading, writing and maths improves in line with or above non-pp children at the end of KS2	interventions with a qualified teacher. Targeted pupils in KS1 and KS2 classes will have intervention aimed to close the gap and maximise their progress.	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress. Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.	JD

Outcomes of Mid-Year Review:

Total Planned Expenditure: £10,000

c. 1-1 Intervention - Social

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more resilient, secure and confident	MAST Intervention (Learning Mentors) MAST provides a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being. Sutton trust: Social and	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the MAST practitioner and the class teacher. The impact will be reported to the SLT at least termly.	MAST

	attainment.	emotional aspects of learning +4 mths individualised instruction +2 months		
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £10,000
d. Group Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on R, Y1, Y4, Y5 and Y6. PP children's writing and maths improves in line with or above non-pp children at the end of KS2	Group interventions with a qualified teacher. Targeted groups in KS1 and KS2 classes will have intervention aimed to close the gap and maximise their progress.	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress. Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.	PM
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £10,000
e. Group Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Boost confidence and self-esteem.	KS1 PP pupils to attend an after school 'Stay and Play' club.	The aim is to make this group of PP pupils feel happy, relaxed and safe in school.	Two teachers have already signed up for this after school club.	LF and VH
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Outcomes of Mid-Year Review:

Total Planned Expenditure:	£440
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f. Learning Resources

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Use handheld and portable digital technologies across the school to support teaching and learning across the curriculum	A set of 15 ipads and 41 new chrome books will ensure that access to digital technologies are more readily available. High quality CPD for using digital technologies has the impact of raising the confidence and increasing the skills of all staff. This in turn increases the level of motivation and engagement for many children with the impact of increased attainment and progress. Sutton trust: Digital technology +4 months, Feedback +8 months, meta-cognition and self-regulation +8 mths, learning styles +2mths	CPD impact analyses will show an increase in staff confidence and expertise. Pupil surveys and conferencing will show the impact of using technology on their learning.	PM

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£3,000
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g. Staff Training				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children make expected or better progress in reading, writing and maths	Frequent CPD and staff training to deliver a high quality approach to metacognition and BLP. PM to deliver CPD	Successful differentiation is in place to maximise pupil achievement and progress. All staff will be confident to use a range of thinking skills and question types to promote higher order thinking. This is evident in planning and children's work. The training in all aspects of metacognition will focus on thinking skills and will have a greater impact on pupils with less knowledge. Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths	TA's attending the training will be asked to reflect on their own practice through CPD impact analyses. The impact will be closely monitoring through observations/drop-ins, with a particular focus on the use of questioning skills. The impact will also be seen through progress in the children's books.	PM AF SP
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3,000
h. Enrichment/Raising Aspirations				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Raise aspirations for education and career paths for families.	Attend Children's University events across the school year and the graduation ceremony at Plymouth University in April 2020.	Pathfinder research project into raising aspirations and expectations in life.	We have been signed up to this project for over 7 years and university staff lead it.	PM
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2,000
i. Home Support (e.g. breakfast club, EWO etc.)				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP Pupils are fed, warm and begin the day calm and ready to learn.	New breakfast club for all pupils launched July 2019.	Pupils who have had their breakfast are in a much better position to concentrate and learn.	This has been operating for the last twelve months.	JD LR All staff
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2,000
j. Other, not captured by any of the above				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Monthly Safeguarding and attendance meeting.	Attendances for all classes and PP Pupils are checked every month to look out for patterns.	KCSIE September 2019	Attendances are checked thoroughly every day, week and month.	PM LP SC
Outcomes of Mid-Year Review:				

Total Planned Expenditure:	£2,000

6. Additional detail
<p>This strategy will be subject to on going monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.</p>