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## **St Peter's RC Primary School Pupil premium strategy statement 2018-19**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> 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					
<b>Academic Year</b>	2018 / 19	<b>Total PP budget</b>	£55,440	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	151	<b>Number of pupils eligible for PP</b>	<b>42 (27.8%)</b>	<b>Date for next internal review of this strategy</b>	September 2019

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
42	42	0	9

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

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	23	3	3	1	0
Year 5	22	8	8	1	0
Year 4	20	2	2	2	0
Year 3	20	8	8	0	0
Year 2	20	7	7	2	0
Year 1	28	8	8	1	0
Reception	18	6	6	0	0
<b>Total</b>	<b>151</b>	<b>42</b>	<b>42</b>	<b>9</b>	<b>0</b>

**1A. Evaluation of previous year 17-18**

	<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>
<b>A.</b>	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 at KS 2.
<b>B.</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 at KS 2.
<b>C.</b>	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.
<b>D.</b>	Children will become more resilient, secure and confident	PP children will be targeted to build their resilience and feel more secure and confident (BLP Superheroes). 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 (MAST interventions).	SEND pupils in year 4 still need more interventions and support, particularly in writing.

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2017-2018</b>	<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	<b>33</b>	<b>33</b>	
% achieving expected standard or above in reading	<b>50</b>	<b>46</b>	
% achieving expected standard or above in writing	<b>67</b>	<b>58</b>	
% achieving expected standard or above in maths	<b>50</b>	<b>42</b>	
Progress score in Reading		<b>-3.5</b>	
Progress score in Mathematics		<b>-0.9</b>	
Progress score in Writing		<b>-4.4</b>	
% achieving expected standard or above in reading at KS1	<b>56</b>	<b>63</b>	
% achieving expected standard or above in writing at KS1	<b>33</b>	<b>56</b>	
% achieving expected standard or above in maths at KS1	<b>67</b>	<b>78</b>	

### **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>
<b>A.</b>	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. More PP Pupils above ARE.
<b>B.</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.
<b>C.</b>	Monthly attendance and safeguarding meetings ensure that no PP pupil can slip through any CP or safeguarding issues.	Attendance of all pupils is above 96% barring any serious long-term illness.
<b>D.</b>	This will be our greatest challenge this year with no parent support adviser. 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.

<b>5. Planned expenditure</b>				
<b>Academic year</b>		<b>2018/19</b>		
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.				
<b>a. Additional Teaching Staff</b>				
<b>Intended 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>
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, Pobble, Every Child Counts and Times Tables Rock Stars. Continuous saturation of 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. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b>	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
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £12,000</b>
<b>b. 1-1 Intervention - Academic</b>				

<b>Intended 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>
Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on R, Y1, Y3, Y5 and Y6. PP children's writing and maths improves in line with or above non-pp children at the end of KS2	<b>interventions with a qualified teacher.</b> 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. <b>Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths</b>	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

<b>Intended 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>
Children will become more resilient, secure and confident	<b>MAST Intervention (Learning Mentors)</b> 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. <b>Sutton trust: Social and</b>	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.	<b>emotional aspects of learning +4 mths individualised instruction +2 months</b>		
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £10,000</b>
<b>d. Group Intervention - Academic</b>				
<b>Intended 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>
Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on R, Y1, Y3, Y5 and Y6. PP children's writing and maths improves in line with or above non-pp children at the end of KS2	<b>Group interventions with a qualified teacher.</b> 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. <b>Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths</b>	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
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £10,000</b>
<b>e. Group Intervention - Social</b>				
<b>Intended 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>

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.	LG and VH
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£440</b>
<b>f. Learning Resources</b>				
<b>Intended 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>
Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Use handheld digital technologies across the school to support teaching and learning across the curriculum	A set of 15 ipads in 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. <b>Sutton trust: Digital technology +4 months, Feedback +8 months, meta-cognition and self-regulation +8 mths, learning styles +2mths</b>	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
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£3,000</b>

<b>g. Staff Training</b>				
<b>Intended 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>
Children make expected or better progress in reading, writing and maths	<p><b>CAST Successful Teaching and Learning Programme</b> We have a trained facilitator for this programme and this year will be extending the programme to include teaching assistants.</p>	<p>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 aspects of successful teaching and learning will have an impact on all children, however the focus on higher order thinking skills will have a greater impact on the more able.</p> <p><b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>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.</p>	PM AF SP
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £3,000</b>
<b>h. Enrichment/Raising Aspirations</b>				

<b>Intended 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>
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 2019.	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 leads it.	PM
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£2,000</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Intended 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>
PP Pupils are fed, warm and begin the day calm and ready to learn.	Breakfast club for PP pupils every Mon and Thu morning. New free 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
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£2,000</b>
<b>j. Other, not captured by any of the above</b>				
<b>Intended 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>
Monthly Safeguarding and attendance meeting.	Attendances for all classes and PP Pupils are checked every	KCSIE September 2018	Attendances are checked thoroughly every day, week and	PM LP SC

	month to look out for patterns.		month.	
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £2,000</b>

## 6. Additional detail

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.