Pupil Premium strategy statement: St Peter's Primary school completed April 2017

1. Summary information					
School	St Peter's Catholic Primary School				
Academic year	2016/ 2017	**Total PP budget**	£ 86,400	**Date of most recent PP review**	April 2017
Total number of pupils	October 2016 census we had 410 on roll (excluding Nursery) January 2017 census we had 411 on roll (excluding Nursery)	**Number of pupils eligible for PP**	65 children	**Date for next PP review**	April 2018

Attainment 2015-2016				
	Pupils eligible for PP – 2015 – 2016	Pupils not eligible for PP – 2015 – 2016	National data - Pupils eligible for PP 2016	National data - Pupils not eligible for PP 2016
KS2 results				
Reading progress scores	43%	68%	53%	72%
Writing progress scores	64%	87%	64%	79%
Maths progress scores	64%	88%	58%	76%
KS1 results				
Reading progress scores	83%	78%	62%	78%
Writing progress scores	83%	73%	53%	70%
Maths progress scores	83%	82%	60%	70%
Phonics	75%	87%	69%	83%
EYFS				
GLD	86%	54%	55%	72%
Communication and language	95%	74%	78%	87%
Reading	100%	56%	63%	80%
Writing	100%	60%	58%	75%
Maths: Numbers Shape, space and measures	100%	59%	68%	82%

Progress 2016- 2017		
	Pupils eligible for PP – St Peter's Sept 2016 – April 2017 Children who have made at least good progress (4 steps progress)	**Pupils not eligible for PP – St Peter's Sept 2016 – April 2017 Children who have made at least good progress (4 steps progress)**
KS2		
Reading progress scores	69%	79%
Writing progress scores	80%	89%
Maths progress scores	71%	85%
KS1		
Reading progress scores	74%	82%
Writing progress scores	63%	82%
Maths progress scores	74%	85%
EYFS		
Communication and language	89%	91%
Literacy: Reading and writing	89%	84%
Maths: Numbers Shape, space and measures	89%	86%

Attainment 2016-2017				
	Pupils eligible for PP 2016 – 2017	Pupils not eligible for PP 2016 – 2017	National data - Pupils eligible for PP 2016 – 2017	National data - Pupils not eligible for PP 2016 – 2017
KS2 results				
Reading progress scores	EXS – 63% GD – 27%	EXS – 91% GD – 32%	EXS – 72% GD – 23%	EXS – 72% GD – 23%
Writing progress scores	EXS -54% GD – 0%	EXS – 96% GD – 17%	EXS – 79% GD – 18%	EXS – 79% GD – 18%
Maths progress scores	EXS – 72% GD – 27%	EXS – 96% GD – 45%	EXS – 76% GD – 20%	EXS – 76% GD – 20%
KS1 results				
Reading progress scores	EXS - 57% GD – 14%	EXS – 84% GD – 30%	EXS – 78% GD – 27%	EXS – 78% GD – 27%
Writing progress scores	EXS – 57% GD – 14%	EXS – 80% GD – 14%	EXS – 70% GD – 15%	EXS – 70% GD – 15%
Maths progress scores	EXS – 57% GD – 14%	EXS – 88% GD – 28%	EXS – 77% GD – 20%	EXS – 77% GD – 20%
Phonics	90%	85%	75%	87%
EYFS				
GLD	44%	66%		
Reading	56%	65%		
Writing	56%	65%		
Maths:	44%	67%		

1. **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)	
A.	Many pupils eligible for pupil premium also have other factors such as SEN, ethnicity.
B.	There is a higher than national average amount of children with Speech and Language difficulties.
C.	Children present a poor vocabulary and understanding compared to their age-related expectation.
External barriers (issues which also require action outside school, such as low attendance rates).	
A.	Children present poor punctuality.
B.	Lack of parental engagement.
C.	Children's socio-economical back-ground of children.
D.	Not all children speak English at home.

2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria:
A.	Higher rates of attainment and a higher rate of children achieving above expected progress.	Pupils eligible for PP in Foundation Stage make rapid progress from their low starting points to meet the Communication, Language and Speaking targets as part of their Early Learning Goals. Children to make at least six steps progress per year in line with Target Tracker assessment.
B.	Higher rate of children achieving greater depth at KS1.	At least 17% of children to reach greater depth in maths at KS1. At least 23% of children to reach greater depth in reading at KS1.

		At least 5% of children to reach greater depth in writing at KS1. Children who are identified as PP to make progress in line with their peers and at least 6 points progress across the year (according to Target Tracker assessment).
C.	Improved opportunities for extracurricular learning.	Higher rates of attendance at extra-curricular activities. Increased engagement in school life Increased parental engagement Improvement of social interaction among children
D.	Improved speech and language.	Children to be monitored by SENCO in their Speech and Language programme. Teachers to gain a better understanding of speech and language needs. Speech and language groups to demonstrate accelerated progress. Classrooms to be visually accessible for speech and language children.

3. Planned expenditure					
Academic year	2016/2017				
i Quality of teaching for all					
Desired outcomes	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?
Higher rates of attainment and a higher rate of children achieving above expected progress. (Year 5)	Intervention lessons for year 5 four times per week for maths and English (Autumn term 2016).	Some students require targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.	High quality and experienced staff to lead interventions. Monitored by SLT	SLT CM, MA	Half- termly.
Higher rates of attainment and a higher rate of children achieving	English groups and interventions 4 mornings per week. (Spring term 2017)	Some students require targeted support to catch up. This is a methodology which	High quality and experienced staff to lead interventions.	SLT CM, MA	

above expected progress. (Year 2)		ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.	Monitored by KS1 phase lead and SLT.		
Higher rate of children achieving greater depth at KS1.	Year 2 interventions for Greater Depth. To happen three mornings per week for 20 minutes with Key Stage 1 teaching assistants. Autumn 2 – maths.	Some of the students need targeted support to make accelerated progress. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.	Year 2 teachers to plan and monitor. Teachers to liaise with maths and English lead and SENCO to ensure that support is suitable.	SLT Phase leader (KS1) KS1 teachers. KS1 teaching assistants.	Half-termly.
Higher rates of attainment and a higher rate of children achieving	Children taken out for targeted reading groups with experienced teachers.	Some of the students need targeted support to catch up. This is a methodology which	High quality, experienced teachers to lead.	SLT Phase leader. MA CM	Half-termly.

above expected progress.		ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.			
				Budget	£21,806.00

ii Targeted support					
Desired outcomes	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?
Improved speech and language for PP children.	Speech and language therapist to visit school weekly. Therapist to work with SENCO and Helena Brooks to target areas of need. Therapist to support teachers by	PP children represent a higher that national Speech and Language demand. Additional support required since reduced LA services.	SENCO and Helena Brooks to monitor.	HB MH	Half-termly.

	providing teaching strategies.				
Improved progress in English	Year 5: Targeted children to attend English lessons in a smaller group with experienced class teachers. (autumn term 2016) Year 4: targeted children to attend reading interventions (Autumn term 2016). Year 2: targeted children to attend reading interventions (Spring term 2017).	Children are receiving high quality teaching in a smaller group so they are able to receive more personalised learning.	High-quality teachers to lead groups and adapt planning from year 5. Year 5 teachers to monitor and track children's progress.	KS2 Phase leaders.	
Improved progress in English.	Year 2 and 6 to run weekly English booster clubs. (Autumn term 2016 and Spring term 2017).	Children to receive targeted support to build and extend their knowledge.	Year group leads will ensure that lessons are planned and carried out appropriately.	LF (Year 2) GM (Year 6) SLT	Half-termly.

	Year 1: Teachers to run English Greater Depth club after school (Spring 1, 2017) Teachers to run daily phonics club before school (spring term 2017).		Teachers to track children's progress across the terms.		
Improved progress in Maths. (Year 5 and 6)	Targeted children to attend maths lessons in a smaller group with experienced class teachers. Year 5 (Autumn 2016). Year 6: Autumn 2016 and Spring 2017.	Children are receiving high quality teaching in a smaller group so they are able to receive more personalised learning.	High-quality teachers to lead groups and adapt planning from year 5. Year 5 teachers to monitor and track children's progress.	GM (Upper KS2 Phase leader). SLT	
				Budget:	£22, 556.00

iii Other approaches.					
Desired outcomes	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?
PP parents to have higher levels of engagement with the school.	PP lead and Helena Brookes to run parent workshops with a PP focus as well as workshops on SEN and ethical integration (black African parent workshop).	Parents to be more aware of the support and opportunities available to them.	Pupil premium lead to monitor the amount of parents who attend each workshop and provide feedback forms for the parents to complete. Feedback from parents and attendance numbers to be recorded and fed back to SLT.	LC (PP lead) HB.	Half termly
PP parents to have higher levels of engagement with the school.	Parents will be encouraged to attend free creative workshops with their children.	This will encourage parents to engage with teachers and adults within the school in a friendly environment.	Pupil premium lead to monitor the amount of parents who attend each workshop and provide feedback forms for the parents to complete. Feedback from parents and attendance numbers	LC (PP lead) HB.	Half termly

			to be recorded and fed back to SLT.		
Children to make higher rates of attainment in maths.	Mathletics club. Targeted support for PP children who have little or no use of the computer at home.	Children will have allocated time in school to access the computers and engaging maths activities which they may not have access to at home. Which will support them to make progress in maths.	Maths lead - monitor attendance and impact of learning. Class teachers to monitor children's progress and send targeted children to the club.	JK (Maths co-ordinator)	Half termly
Ensure targeted children have a good start to their learning day at school.	Providing free places at Breakfast club so that children have a positive start to the morning and are able to access breakfast before they go to class.	Providing the children with a balanced breakfast provides them with a healthy start to the day. It provides them with a positive start to the day as it has been suggested to positively affect learning in children in terms of behaviour, cognitive, and school performance.	PP lead to provide a register and record the weekly attendance. Class teachers to feedback on the impact.	DC LC	Half termly
Improve punctuality.	Children to attend a free breakfast club.	PP have a poor punctuality and	PP lead to provide a register and record	LC (PP lead) DC	Half termly

		attendance resulting in them losing up to an hour of learning per week (see attendance tracking sheet). If children attend breakfast club they are already in school and can therefore not be late.	the weekly attendance. Class teachers on the punctuality of these children.	Class teachers	
Children to be given the same life opportunities as their peers.	Where appropriate fund and subsidise school trips and year 6 residential trips to allow all children the opportunity to attend.	Children are provided with the same opportunities as their peers to go on school trips and residential stays due to their deprivation levels and socio- economic background. This provides these children with the opportunity to have the same cultured and learning experiences as their peers.	Office to monitor which children have been funded on trips. HT to allocate funding where necessary.	SLT	Half termly
Children to be given the same life	PP children to be given free milk, bike	Children are provided with the same	PP lead to monitor which children have	SLT LC (PP lead)	Half termly

opportunities as their peers.	club, judo, music lessons, drumming lessons, football club and craft evenings, free film night to ensure that they are able to excel in a creative way.	opportunities as their peers which they may not have access to without this funding due to deprivation levels and socio-economic background. This funding allows children to grow creatively.	been funded for different opportunities.		
Children to be given the same life opportunities as their peers.	Children to have emotional demands to be provided with counselling.	Identified children with specific emotional needs to attend weekly counselling.	Professional counsellor employed and meets with targeted children weekly. Mr Craft liaises with counsellor and feeds back relevant information to staff.	DC (Head teacher)	
Children to be given the same life opportunities as their peers.	Children to be provided with the opportunity to explore the world around them. Year 4, 5 and 6 pupils invited to an opera in London.	Children were able to travel on public transport and become more familiar with the safety implications. Children were able to broaden their horizons and experience a cultural event. This will	PP lead and HB.	LC (PP lead) HB.	

		support children grow creatively.			
				Budget	£55, 668.00