



Pupil premium strategy statement:

1. Summary information					
School	St Peter's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£52,720	Date of most recent PP Review	March 2018
Total number of pupils	434	Number of pupils eligible for PP	54 (12.5%) FSM 21 (4.8%)	Date for next internal review of this strategy	June 2019

2. Current Attainment: July 2018								
	FSM/E6 at St Peters Catholic Primary School		Non FSM/E6 at St Peters Catholic Primary School		National FSM/E6		National Non FSM/E6	
	Exp.	GD	Exp.	GD	Exp.	GD	Exp.	GD
% achieving expected or above in reading, writing & maths	71%	0%	70%	14%	44%		64%	
% expected or above in reading	86%	29%	84%	42%			72%	25%
% expected or above in writing	71%	29%	88%	44%			76%	
% expected or above in maths	100%	0%	86%	33%			75%	23%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	"Increase the number of pupil premium pupils reaching ARE in reading, writing and maths to bring in line with non-pupil premium pupils." SIP 2018- 2019: <i>Outcomes for pupils</i>
B.	"Ensure pupils reflect and evaluate their work by proof-reading, editing and refining their work in all areas of the curriculum" Metacognition and Improving Oral language/reading

C.	“Increase pupil voice in school issues, and pupil organisation of school worship, activities and events)” SIP 2018- 2019: <i>Personal development, behaviour and welfare</i> ,	
D.	“Consistent and visible recording of, and effective pupil response to, teacher marking and feedback.” SIP 2018- 2019: <i>Quality Teaching and Learning</i>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance rate for some PP children	
F.	“Continue improvement of communication between school and vulnerable parents” SIP 2018- 2019: <i>Personal development, behaviour and welfare</i> Poor parental engagement with school and lack of positive parenting skills	
G	Lack of ‘real life’ experiences and opportunity for children to explore the wider world	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured –</i>	<i>Success criteria</i>
a)	Improved attainment and secure higher rates of progress so that the proportion of PP children attaining at age related expectations is comparable to non PP children.	<p>Children are making at least good progress in all subjects. The gap between PP children and Non-PP children will have narrowed in all core subjects and in all Year Groups by July 2019.</p> <p>Improved attainment and secure higher rates of progress for PP children.</p> <ul style="list-style-type: none"> • Year 2: Increased % of pupil premium/disadvantaged children reaching ARE in reading and writing in order to close the gap with non-PPD pupils. • Year 3: Increased % of pupil premium/disadvantaged pupils reaching ARE in all 3 subjects in order to close the gap with non-PPD pupils. • Year 4: Increased % of Pupil Premium/disadvantaged pupils reaching ARE in all 3 subjects in order to close the gap with non-PPD pupils. • Year 5: Increased % of Pupil Premium disadvantaged pupils reaching ARE in all 3 subjects in order to close the significant gap with non-PPD pupils.
b)	Increased understanding of metacognition throughout the school as children move further towards becoming ‘self-regulated learners’ who are aware of their strengths and weaknesses and become more motivated to engage in and improve their learning. Children to be ‘thinking about thinking’. (EFF)	<p>Children are expected to respond to feedback marking in all subjects. PP children will complete a pupil overview of provision which will be updated focusing on the strengths and next steps for the children. Children expected to self-review, edit and improve in all subjects and opportunities are evident in planning ‘Learning pit’ analogy is used to help the children understand learning as a process. Children can talk, with enthusiasm about their learning and where they need to go next. Regular and weekly 1:1 meetings with PP children to identify progress that the children are making in class.</p>
c)	Increased ‘Pupil Voice’ in school enables children to develop ability to express themselves in a meaningful way; increased oracy skills; and a greater sense of belonging and worth.	PP Children engage in several groups and clubs throughout the school such as school council, eco-warrior clubs, family forces and gardening club in which they make a positive and meaningful impact on the school community.

d)	High quality feedback (written, verbal or peer-peer feedback) will allow children to make accelerated progress in their learning and enables Class teachers and support staff to identify gaps and misunderstandings in the children learning in order to move them to make further progress.	PP children are given verbal and written feedback regularly that aims to close the gap in learning. Over learning and pre learning opportunities enable children to feel confident about the next learning journey. PP children read at least 4 times per week (school expectation) and complete homework, either at home or within school. PP chn engage with a range of book related activities and show an improvement in comprehension skills and vocabulary when reading.
e)	The attendance and punctuality of PP children will continue to improve.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance is in line with national %, if not better. Punctuality improves and PP children have no more than 3 lates in every 6 week period.
f)	Effective communication with parents which enables parental empowerment and further engagement with the school.	Parents/carers engage more positively/more regularly with school (attendance to parents evening). PP children begin to make progress and parents/carers see the positive results of their efforts and keep up with positive changes. Parents attend family workshops and other family learning events Families have access to adequate home learning resources to enable children to fulfil their full learning potential at home. PEEP programme is being used effectively to empower parents to support their children with communication and learning.
g)	Increased exposure to a wide range of life experiences which expand equity of opportunity in relation to building "cultural capital". The school provide a wide range of extra-curricular activities that develop and nurture children's skills and talents.	CT LTP show multiple opportunities for PP children to have access to a wide range of trips to local facilities. Children's wide range of educational experiences will have a positive impact on their learning ensuring that at least good progress is made across all curriculum areas Children's confidence, social skills, personal development and talent grow and develop through their attendance at a range of extra-curricular activities. Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about heir future at Secondary school and work.

Quality teaching for all

Planned Actions

Academic year: 2018-19

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	When will you review implementation?
<p>A. Improved attainment and higher rates of progress secured so that the proportion of PP/disadvantaged children attaining at age related expectations is</p>	<ul style="list-style-type: none"> • Relentlessly high quality teaching in all year groups, which identify accurate starting points of children to set challenging but achievable targets for PP children. • Within planning, teachers identify opportunities for chn to work at GD. 	<p>Evidence suggests that Quality first teaching has the greatest impact on children's progress.</p>	<ul style="list-style-type: none"> • Regular pupil progress meetings that have identified (through AFL, data drops and monitoring) the PP children who need to make further progress and from this, closely monitor the impact of the strategies that are being used to accelerate their learning. • Planning monitoring and book monitoring to highlight evidence of challenge in the children's learning. • Lesson observation and learning walks to further support evidence of accurate starting points and challenges. 			

comparable to non- PP/ disadvantaged children	<ul style="list-style-type: none"> • To implement the 'HIAS Reading Strategies toolkit' across KS1 and KS2 with the intention to develop PP/disadvantaged reading strategies and skills. • Reading Passports: PP children to regularly take books out of the school library each term and have an increased sense of the value of reading, an improved vocabulary for talking about books and a wider vocabulary. LSA to monitor the PP children with this reading challenge • Librarian to run various competitions throughout the school term to further entice PP children to borrow books to read at home. 	<p>Studies show that reading for pleasure makes a big difference to children's educational performance. Likewise, evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.</p>	<ul style="list-style-type: none"> • Monitor use of the Reading strategies through guided reading sessions initially and identify further needs for CPD. Pupil conferencing – children to reflect on how the reading strategies toolkit is enabling them to develop their independence with reading. • Monitor how many of the children are actively participating in each reading passport challenge. Encourage LSA to take ownership of keeping the profile high so as to engage children further. • Record the number of PP children entering the competitions on offer in the context of the library. Over the course of the year, more children should be expected to be using the library to borrow books and engage in competitions. 			
	<ul style="list-style-type: none"> • Teachers plan personalised learning opportunities within all lessons which engage and motivate pupils and help develop their language skills through discussion, debate and a high focus on speaking and listening. 	<p>Speaking and listening are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication (EFF toolkit)</p>	<ul style="list-style-type: none"> • Monitor the MTP for the Literacy units to ensure there is sufficient evidence of speaking and listening opportunities planned throughout the unit through drama, role play, debates. 			
	<ul style="list-style-type: none"> • To reason, justify and explain fully in Maths. Pre-learning available for children to overcome the language barriers and enable PP children to further access the Maths learning. • Continued use of the CPA, Maths toolkits and the working wall to facilitate further understanding and progress. 		<ul style="list-style-type: none"> • Regular monitoring of teaching and learning through a series of lesson observations, book and planning monitoring and pupil conferencing • Pupil conferencing. Children to show their Maths understanding towards a problem using a variety of concrete resources. 			

<p>D. High quality feedback (written, verbal or peer-peer feedback) will allow children to make accelerated progress in their learning and enables Class teachers and support staff to identify gaps and misunderstandings in the children learning in order to move them to make further progress.</p>	<ul style="list-style-type: none"> Recap current feedback and Marking Policy to ensure it is effective in moving children's learning on, is understood by all staff and confidently and consistently applied by <i>all staff</i> across the school All CT to allow time during the lesson time for children to read and respond to feedback marking across their learning. LSA performance management targets to develop assessment, feedback and lesson planning linked to nominated groups, specifically PP children from each year group 	<p>EFF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback.</p>	<ul style="list-style-type: none"> Monitor feedback through 'work scrutiny' in English and Maths and also for Foundation Subjects. Pupil conferencing to highlight the impact that children feel that feedback is having on their learning. Performance management review meetings to indicate the impact of the target on PP children identified. 			
<p>B. Increased understanding of metacognition throughout the school as children move further towards becoming 'self-regulated learners' who are aware of their strengths and weaknesses and become more motivated to engage in and improve their learning. Children to be 'thinking about thinking'. (EFF)</p>	<ul style="list-style-type: none"> CPD to develop CT and support staff understanding of metacognition and the best practises of promoting the development of metacognition in learners inside the classroom Further coaching and mentoring to improve upon the starting blocks of developing metacognition with the pupils through sharing best practise. Regular 1:1 meeting planned throughout the half term for CT/LSA to discuss with PP/disadvantaged children how they are progressing in their learning and next steps. CT and support staff to model high expectations and ambitions for all children including PP children. Continue to develop children's understanding of the learning pit and 	<p>"More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed." <i>Supporting the attainment of disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> EFF training materials to be used and shared with staff and reviewed regularly through pupil progress meetings. Support staff at all levels through training, coaching and sharing of good practice to ensure that a wide range of opportunities are being planned for which enable children Planning will show high expectation for children and opportunities planned to enable children to close the gap. Dialogue between staff communicates this shared vision. Pupil conferencing – children will talk more confidently about the learning pit 			

	develop resilience and independence strategies so that they can emerge from the learning pit further along in their learning.					
Total Spend: £8200						

Targeted Support

Planned Actions						Academic year: 2018-19
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	When will you review implementation?
1: The attendance and punctuality of	<ul style="list-style-type: none"> The Pastoral Lead will be involved with families whose attendance falls below 90%. A supportive strategy will be 	"Alone we can do so little; together we can do so much." Helen Keller	<ul style="list-style-type: none"> Attendance will be monitored half termly. Any absence will be addressed 	On-going	Tricia Pelling	

<p>PP children improve</p>	<p>adopted; home visits to discuss personal circumstances, offering help with travel short term if needed etc.</p> <ul style="list-style-type: none"> • Pastoral Lead to monitor the Reception area in the morning to catch late arrivals and re-enforce importance of prompt arrival. • Breakfast club enables children the opportunity to get to school on time and access to a healthy meal to start their day. • Set up user defined group on SIMS for Morning homework club and after school homework club for pupil premium provision. 		<p>immediately. As a result attendance will continue to be high.</p> <ul style="list-style-type: none"> • Data analysis of the attendance to sunshine club and breakfast club will further ensure that attendance for PP children stays above 90% 			
<p>A. Improved attainment and higher rates of progress secured so that the proportion of PP/disadvantaged children attaining at age related expectations is comparable to non- PP/ disadvantaged children</p>	<p><u>Maths Targeted support</u></p> <ul style="list-style-type: none"> • Third Space Learning – Maths online 1:1 Tuition for PP/Disadvantaged children in Year 4 and Year 5. Year 6 children identified to achieve GD. • Interventions to be planned for PP/Disadvantaged children identified as needing further support with Maths. Included will be opportunities for overlearning and pre learning which unpicks language needed for the following unit of work. • Homework morning club to run every morning to allow PP children to access online Maths games such as Sumdog to further develop their Maths learning. 	<p>In a trial with Rising Stars, pupils who had a weekly session with third space learning made 7 months progress over 14 weeks.</p>	<ul style="list-style-type: none"> • Impact reviewed regularly at Pupil Progress meetings and alongside the SENDco. • PP passports show the targeted support being arranged for children in Maths. 	<p>On - going</p>		
	<p><u>Reading Targeted Support</u></p> <ul style="list-style-type: none"> • Read Write Inc interventions to be planned for PP/Disadvantaged children identified as needing further support with reading. • Reading Buddies for pupils who do not read regularly at home so that pupils can read aloud at school 4 times a week. 	<p>1 in 5 11 year olds in England can not read well, rising to 1 in 3 among the children from disadvantaged backgrounds. Children who can not read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers.</p>	<ul style="list-style-type: none"> • Impact reviewed regularly at Pupil Progress meetings and alongside the SENDco. • Every child a reader - Monitor how regularly the children are reading weekly and the impact that it is having on the fluency of readers. 			

	<p><u>Writing/Spelling Targeted Support</u></p> <ul style="list-style-type: none"> • 1:1 targeted tuition with Year 5 pupils which will be reviewed termly. • PP children identified in focus groups and planning to show how their needs are being targeted. • Interventions to be planned for PP/Disadvantaged children identified as needing further support with writing for example – hand gym in KS1. 	Read on. Get on - the Power of reading (Gov.)	<ul style="list-style-type: none"> • Children will make accelerated progress and close the gap to achieve ARE in writing. • Impact reviewed regularly at Pupil Progress meetings and alongside the SENDco. • PP passports show the targeted support being arranged for children in writing. 			
Increased 'Pupil Voice' in school enables children to develop ability to express themselves in a meaningful way; increased oracy skills; and a greater sense of belonging and worth.	<ul style="list-style-type: none"> • Some PP children will attend nurture time to talk about their feelings and 1:1 ELSA sessions • Staff will ensure that they are aware of who the PP children are in their class and the particular needs they may have and liaise with the pastoral team accordingly. 	'Nurture' support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.	<ul style="list-style-type: none"> • Nurture support staff to monitor the impact of the nurture support on PP children. • All staff know the PP children in their class and clubs that they run. 			
	<ul style="list-style-type: none"> • PP to be involved in the many 'community groups' running throughout the school which have an impact on the school community such as school council, eco warrior, family forces club, Librarian and gardening club 		<ul style="list-style-type: none"> • Monitor attendance to these clubs and pupil conferencing to get a snapshot of the impact these clubs are having on their sense of self and belonging. 			
			Total Spend: £43,000			

Other Approaches (Whole School/ community)

Planned Actions

Academic year: 2018-19

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	When will you review implementation?
<p>F. Effective communication with parents which enables parental empowerment and further engagement with the school.</p>	<ul style="list-style-type: none"> • PEEP programme will be introduced to parents and children in Reception Class. • Families are supported with adequate resources to assist with home learning where necessary. • Ensure that Families who are entitled to the pupil premium are informed and able to access this support. Families to be offered learning vouchers to buy books, uniforms or stationary for signing up. • Parental empowerment through developing parents voice to implement and make changes. • Develop solutions to barriers for parents which restrict parental engagement with in school activities. • Family Support Liaison Officer to build relationships with pupils/families; to provide/locate support; and to liaise with relevant services. • KS1 reading bags to go home each week for children to explore at home with carers and parents 	<p>The children’s communication environment influences language development. The number of books available to the child, the frequency of visits to the library, parents teaching a range of activities and the number of toys available are all important predictors of the child’s expressive vocabulary at 2 years.”</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf</p> <p>Research tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</p>	<ul style="list-style-type: none"> • Monitor the take up of parents applying for the pupil premium funding. • Utilised opportunities to inform parents about their rights to the PP funding are seen across the school (open days, stay and play, parents evenings.) • Parental questionnaires to identify barriers which impede the engagement with the school to an effective level show changing attitudes over time. • Family Liaison officer to monitor and measure the impact of work completed with families. • Children are regularly taking the bags home and exploring with parents. They report a positive experience when using them. 			

<p>G. Increased exposure to a wide range of life experiences which expand equity of opportunity in relation to building “cultural capital”. The school provide a wide range of extra-curricular activities that develop and nurture children’s skills and talents.</p>	<ul style="list-style-type: none"> • Class teachers to plan a wide range of experiences within class and through educational visits. • School trips to be subsidised by the school to enable all PP children to access trips planned for the year. • Residential School trips planned for Year 5 and Year 6. PP children fees to be subsidised by the school. • Music tuition: Guitar, keyboard, violin lessons available from peripatetic specialist. • Children to be motivated and inspired by any visitors who talk about their jobs, careers or life achievements. • A wide range of extra-curricular activities will be on offer for PP pupils (including Variety of sporting clubs/Forces Club/Homework club/Breakfast and after school club/Drama/Clubs to develop speaking and listening skills). PP children will attend paid clubs free of charge where applicable. • Yearly enterprise projects for PP children to contribute to the wider community and feel a sense of belonging. 		<ul style="list-style-type: none"> • Monitor LTP which document the trip planned across the Primary Phase. Ensure that children are getting a range of visits and visitors throughout their time at St Peter’s. • Monitor how many PP children take up the offer of subsidised trips and attend residential trips. • Children identified through the PP as having a keen interest in Music show development of learning behaviours through this extra tuition and the learning of an instrument. • Monitor the take up of extra-curricular clubs through the PP passports. Children’s impact around the school should be visible and achievements celebrated. • Pupil questionnaire relating to the enterprise project reflects positively on the child’s increase sense of belonging to the wider community. • 			
			<p>Total spend: £1500</p>			