



Pupil Premium Strategy Statement:

1. Summary information					
School	St Peter's Catholic Primary School				
Academic Year	2019-20	Total PP budget	£52,720	Date of most recent PP Review	June 2019
Total number of pupils	436	Number of pupils eligible for PP	57 (13%) FSM 25 (5.7%) provisional	Date for next internal review of this strategy	Nov 2019

2. Current Attainment: KS2 July 2019									
	FSM/E6 at St Peters Catholic Primary School		Non FSM/E6 at St Peters Catholic Primary School		Hampshire 2019		National 2019		
	Exp.	GD	Exp.	GD	Exp.	GD	Exp.	GD	
% achieving expected or above in reading, writing & maths	80%	20%	63%	20%	68%	13%	65%	10%	
% expected or above in reading	80%	40%	68%	31%	76%	30%	73%	30%	
% expected or above in writing	80%	40%	80%	17%	81%	25%	79%	20%	
% expected or above in maths	80%	20%	85%	36%	80%	27%	79%	27%	

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.	Some children have difficulties retaining and applying phonics within their reading and writing
B.	Some pupils are not engaging in reading for pleasure; fluency with reading is a barrier
C.	Some pupils have limited oral language and vocabulary.
D.	Some children have limited strategies for mental health wellbeing

External barriers (issues which also require action outside school, such as low attendance rates)		
E	Low attendance/punctuality rate for some PP children	
F	Positive parent engagement from some vulnerable PPD families is still poor	
G	Lack of 'real life' and cultural experiences	
4. Intention		
	Intentions and how they will be measured	Success criteria
a)	<p><u>Some children have difficulties retaining and applying phonics within their reading and writing</u></p> <p>Pupils will make accelerated progress in reading. Pupils spelling will improve so that it is line with non PP children.</p>	<p>Greater % of PP SEND pupils will be at ARE in reading. Greater % of PP pupils will be at GDS in reading. PP pupils will perform at least as well as non PP children in reading and GPS</p>
b)	<p><u>Some pupils are not engaging in reading for pleasure; fluency with reading is a barrier</u></p> <p>Pupils will secure higher rates of progress in reading. Pupils will be able to read and engage with high quality texts from a range of genres. Pupils will use their reading skills to inform their writing.</p>	<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 2020. Pupils will utilise school library. Pupils will complete the Reading Passports termly.</p>
c)	<p><u>Some pupils have limited oral language and vocabulary.</u></p> <p>Increase 'Pupil Voice' in school enables children to develop ability to express themselves in a meaningful way. Pupils will be able to take on wider responsibilities within the school that increase their sense of belonging and worth.</p>	<p>PP Children engage in several groups and clubs throughout the school such as school council, chaplains, eco-warrior clubs, family forces and gardening club in which they make a positive and meaningful impact on the school community. PP children will be able to use dialogic talk to share their opinions, preferences and ask quality questions.</p>
d)	<p><u>Some children have limited strategies for mental health wellbeing</u></p> <p>PP children will have strategies in place and access to the support they need in order to have good mental health.</p>	<p>Children and pupils eligible for PP have a positive self-image and have developed secure and positive peer friendships/ adult relationships. Children confidently know that they have someone to talk with if they have concerns. To use positive strategies to help with their emotions so they can thrive not just survive.</p>
e)	<p><u>Low attendance/punctuality rate for some PP children</u></p> <p>The attendance and punctuality of PP children will continue to improve.</p>	<p>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.</p>
f)	<p><u>Parental engagement from some vulnerable PPD families is still poor</u></p> <p>Effective communication with parents which enables parental empowerment and further engagement with the school.</p>	<p>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.</p>

		PEEP programme is being used effectively to empower parents to support their children with communication and learning.
g)	<p><u>Lack of 'real life' and cultural experiences</u></p> <p>Increase the exposure to experiences, which provide opportunities to build "cultural capital".</p> <p>The school will provide a wide range of extra-curricular activities that develop and nurture children's skills and talents.</p>	<p>PP children to have multiple opportunities access to a wide range of trips to local facilities.</p> <p>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.</p> <p>Children's confidence, social skills, personal development and talent grow and develop through their attendance at a range of extra-curricular activities.</p> <p>Children talk about their future with enthusiasm</p> <p>Children talk about academic targets with excitement</p> <p>Children set/attempt challenging targets</p> <p>Children speak ambitiously about their future at Secondary school and work.</p>

Quality teaching for all

Planned Actions						Academic year: 2019-20	
Intention	Implementation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	Impact	
<p><u>A & B</u></p> <p>Pupils will make accelerated progress in reading.</p> <p>Pupils spelling will improve so that it is line with non PP children.</p> <p>Pupils will secure higher rates of progress in reading.</p> <p>Pupils will be able to read and engage with high quality texts from a range of genres.</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 chd to work at GD. 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. PP lead/ class teacher 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. Teacher to read to their pupils at the end of every day 	<p>Evidence suggests that Quality first teaching has the greatest impact on children's progress.</p> <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> <p>Improved reading and spelling ability and engagement with high quality texts will impact writing outcomes</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. 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 	Termly	SLT		

	<ul style="list-style-type: none"> • Emma Scibbans to deliver training on Pupil Premium Disadvantaged Writing to all teaching staff • Spelling parent workshops provided in autumn Term 		<p>of keeping the profile high so as to engage children further.</p> <ul style="list-style-type: none"> • 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 expected to be using the library to borrow books and engage in competitions. • Monitor how many PP children are borrowing from the school library. Liaise with librarian to identify and remove factors that hold PP pupils back from regularly borrowing school library books. 			
<p>D</p> <p>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.</p>	<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. • 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. • Philosophy for Children taught in Years 3-6. Pupils get the opportunity to engage with hypothetical questions. Pupil share their views and develop own moral compass. Pupils develop ability to interact with peers of differing opinions. 	<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, and debates. • Ensure that Guided Reading sessions include planned opportunities for dialogic talk • 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. • Monitor pupils with responsibility in school in ensure PP dis pupils have opportunities to have an active role in life of the school. 		<p>English and Maths leader</p>	<p>Termly</p>
<p>E</p> <p>PP children will have strategies in place and access to the support they need in order to</p>	<ul style="list-style-type: none"> • PDL teaching (research and role out new 10:10 resource Autumn 2020) • St Peter's Learning Circle will be implemented throughout Autumn Term with specific teaching on each 	<p>There are things that schools can do for all pupils, as well as those at risk of developing mental health problems, to intervene early to create a safe and calm educational environment and strengthen</p>	<ul style="list-style-type: none"> • CPOMS used to monitor pupil's mental health, CFSW can search and monitor across the school. • Termly monitoring of PDL planning in year groups • CSFW to monitor trends in changes 		<p>CFSW PDL</p>	

have good mental health.	<ul style="list-style-type: none"> learning behaviour RE learning through use of AT2/ AT3 questions will develop pupil's ability to identify positive character traits, role models and overcoming challenges. Pumpkin Room available to all pupils at break and lunch time to discuss concerns 	resilience before serious mental health problems occur. (Mental health and behaviour in schools November 2018 Department for Education)	<ul style="list-style-type: none"> in mental health and liaise with SLT and parents where necessary 2 permanent employed ELSA's 			
Total Spend: £8200 Provisional						

Targeted Support

Planned Actions				Academic year: 2019-20		
Intention	Implementation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	Impact
1: The attendance and punctuality of PP children improve	<ul style="list-style-type: none"> The Pastoral Lead will be involved with families whose attendance falls below 90%. A supportive strategy will be adopted; home visits to discuss personal circumstances, offering help with travel short term if needed etc. 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. 	"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 immediately. As a result, attendance will continue to be high. Data analysis of the attendance to sunshine club and breakfast club will further ensure that attendance for PP children stays above 90% 	On-going	CFSW	Termly
Improved attainment and higher rates of progress secured so that the proportion of PP/disadvantaged children attaining at age related expectations is comparable to	<p>Maths Targeted support</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. 	In a trial with Rising Stars, pupils who had a weekly session with third space learning made 7 months progress over 14 weeks.	<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. 	On – going	P.P. leader SLT	Termly

<p>non- PP/ disadvantaged children</p>	<ul style="list-style-type: none"> After school homework club provided for Y6 and selected Y5 PP pupils. Pupils to be supported by 2 HLTA's twice a week (2x75 mins) Siblings of the PPD pupils that attend are offered free after school care. 				<p>SLT SENDco</p>	
	<p>Reading Targeted Support</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. Adult volunteers to be used to support PP pupils reading weekly. Adults to not only read with the pupils but to read to the pupils as a model. Targeted Year 5+6 reading focus group to work through extended text (The Butterfly Lion Michael Morpurgo) in order to raise their cultural capital. After school homework club provided for Y6 and selected Y5 PP pupils. Pupils to be supported by 2 HLTA's twice a week (2x75 mins) Siblings of the PPD pupils that attend are offered free after school care 	<p>1 in 5 11 year olds in England cannot read well, rising to 1 in 3 among the children from disadvantaged backgrounds. Children who cannot 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> <p>Read on. Get on - the Power of reading (Gov.)</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>Summer</p>	<p>PP Leader</p>	
	<p>Writing/Spelling Targeted Support</p> <ul style="list-style-type: none"> 1:1 targeted tuition with Year 5 pupils that 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. After school homework club provided for Y6 and selected Y5 PP pupils. Pupils to be supported by 2 HLTA's twice a week (2x75 mins) Siblings of the PPD pupils that attend are offered free after school care. 		<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. 			
<p>PP children will have strategies in place and access to the support they need in order to have good mental health.</p>	<ul style="list-style-type: none"> Sunrise Club for early transition, anxiety around transitioning between home/ school Nurture sessions led by ELSA's grouped according to needs Additional emotional support provided for pupils who need more responsive emotional support on a varying needs basis. Pupils having difficulties with mental ill health, to use emotional scale charts/ pictorial representation to articulate and communicate their feelings. 	<p>'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.</p>	<ul style="list-style-type: none"> Nurture support staff alongside class teacher to monitor the impact of the nurture support on PP children. Pastoral Team to monitor use and impact of Sunshine Club Class teacher to monitor and identify recurrent triggers for pupil's emotions changing e.g. break times, learning, PPA days Trial of SDQ form to monitor and assess emotional and social 			

			wellbeing			
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. 		<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. School office to monitor uptake of clubs by PP pupils 	On-going	CFSW PP lead	
	<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: £40,000 Provisional						

Other Approaches (Whole School/ community)

Planned Actions

Academic year: 2019-20

Intention	Implementation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time scale	Staff lead	Impact
Effective communication with parents which enables parental empowerment and further engagement with the school.	<ul style="list-style-type: none"> Ensure that Families who are entitled to the pupil premium are informed and able to access this support. 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. CFSW to build relationships with pupils/families; to provide/locate support; and to liaise with relevant services. CFSW to engage with and direct parents with mental ill health towards additional support Parents to be included in an in-school family learning initiative. Pupils to feedback in assembly, which will raise their 	<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</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, parent's evenings.) Parental questionnaires to identify barriers which impede the engagement with the school to an effective level show changing attitudes over time. CFSW to monitor and measure the impact of work completed with families. 	On-going	CFSW	Half termly

	status among their peers and build confidence.	(1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.				
<p>Increase the exposure to experiences, which provide opportunities to build "cultural capital"</p> <p>The school will provide a wide range of extra-curricular activities that develop and nurture children's skills and talents.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be on offer for PP pupils. • Prioritised allocation and where applicable, free attendance at a range of clubs including variety of sporting clubs/Forces Club/Homework club/Breakfast and after school club and Drama Clubs . • 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. • PP children to be given opportunities to engage in cultural experiences e.g. museums, workshops, care home visits or cooking. Follow-up work based on this to show that it is having an impact in other areas of the curriculum. 		<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>Subject leader</p> <p>PP leader</p>	
			Total spend: £1500 Provisional			