

2020 – 2021 – With Impact



St Peter's Catholic Primary School Pupil Premium Strategy and Statement 2020 - 2021



St Peter's Catholic Primary School		
Academic Year: 2020 - 2021	Total PP budget: £33,120	Date of most recent PP review: September 2020
Total number of pupils: 420	Number of pupils eligible for PP: 24	Date for next internal review of PP strategy: December 2020
Main Barriers to Educational Achievement that Disadvantaged Pupils Face:		
A	The majority of PP eligible children are not working at ARE on entry to the school (baseline assessments)	
B	A minority of PP eligible children have Special Educational Needs	
C	Some PP eligible children have little or no support for their learning at home	
D	A minority of PP eligible children have emotional needs	
Desired outcomes (and how they will be measured)		Success criteria
A. All PP eligible pupils achieve at least ARE by the time they leave the school		100% PP eligible pupils who are below ARE, make accelerated progress each year 100% of PP eligible pupils to achieve at least ARE in Year 6
B. PP eligible pupils with SEND to make progress, relative to their starting points		100% PP eligible pupils with SEND make (AT LEAST 2 steps progress) good progress
C. PP eligible children who receive little or no support for their learning at home receive regular support in school and class teachers engage regularly with these families to support learning from home		100% of PP eligible pupils who receive little or no support for their learning from home receive regular support in school from an adult (e.g. Daily reading) Class teachers engage with families of PP eligible pupils who receive little or no support for their learning at home, to support learning further (e.g. providing educational packs)
D. PP eligible children with emotional issues are able to access support from the school and from external agencies, where appropriate		PP eligible children can access counselling support via BCCS, where appropriate
We have considered findings from the Sutton Trust and based our Pupil Premium Spend on these findings and previous, proven effective intervention or whole school initiatives.		
Planned expenditure		

Intervention	Cost	Intended Impact	Outcomes
<p>Whole school/class</p> <p>Whole class strategies and professional development in line with EEF and evidence led research</p>	<p>£24,900</p>	<ul style="list-style-type: none"> • Outstanding deployment of TA within lessons (MITA) insuring increased resilience and independence (linked to SDP) • Effective AFL strategies adopted in lessons during mini surgeries resulting in ambitious targets met including accelerated rates of progress • Instant feedback to support or extend learning resulting in greater rates of progress • Scaffolds used to support children allowing independent learning and a growth mind-set approach • Tracking of pupils to ensure children meet or exceed ARE, make at least expected progress 	<p>By the end of each Key Stage, gaps in prior attainment were diminished allowing accelerated progress in many cases.</p> <ul style="list-style-type: none"> • The effective deployment of other adults in the classroom resulted in accelerated progress within lessons, promptly noticing misconceptions and providing instant feedback and support or challenge. • By the end of EYFS, the 3 PP children achieved GLD and in some areas, exceeded. • By the end of KS1, 5 out of 7 children met at least ARE in reading, writing and maths and 100% of the children made good progress. • In KS2, 12 out of 18 pupils reached at least ARE in all areas, with many exceeding this. The 6 pupils who have not met ARE have made good progress from their starting points. They were targeted as part of the catch up funding to support acceleration in their progress and they had additional support during lockdowns.

<p>Interventions</p> <p>EYFS Daily reading, phonics support, maths support (number formation, ordering numbers)</p> <p>KS1 Daily reading, reading skills Phonics intervention</p> <p>Daily reading and Reading Skills</p> <p>Mental arithmetic, place value, number support</p>	<p>£4,620</p>	<ul style="list-style-type: none"> • Deep understanding of number showing fluency, variation and reasoning • Accelerated progress from starting point • Application of skills within different contexts (variation) • ARE in Place Value and Number met, evidenced through termly outcomes • Children’s progress in Place Value is accelerated evidenced in books (Fluency, Variation and Reasoning) • Children make links between concrete and visual and can use both representatives to demonstrate their understanding • Effective target setting linked to Phonic Phase and end of intervention target met evidenced by assessment • Accelerated progress in Phonics, meeting expected score by the end of the year Secure knowledge and understanding of letters and sounds and children meeting phonic screening expectation • Fluent readers meeting end of year individual targets with an ambition to meet ARE by the end of the year 	<ul style="list-style-type: none"> • Daily reading, including virtually during lockdown, supported identified PP pupils in their reading progress. • Maths support impacted on progress of identified pupil, ensuring application of mathematical knowledge was secure in order to reach GLD. • Place value a focus for identified group of pupils. Focused learning, making links with concrete and visual representations. Children secure in showing their understanding in varied forms. • Learning set for targeted pupils focus on CPA approach. • Place value focus demonstrated impact across all other maths topics (e.g. measure). • 100% of PPG pupils passed the phonics screening in Yr 1.
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<p>KS2 Daily Reading – Fluency and pace in reading</p> <p>Maths Intervention focusing on Fluency in Timetables and Number Bonds, place value and mathematical vocabulary</p> <p>Maths Sweep - Variation and reasoning in place value and number</p>		<ul style="list-style-type: none"> • Fluent readers meeting end of year individual targets (in tests as well as orally) with an ambition to meet ARE by the end of the year • Fluency in Maths to be secure and at ARE and applied in different learning situations • Accelerated progress in Maths, specifically Mental Arithmetic, Place Value and • Number with a focus on children using Concrete, Pictorial, Abstract approaches Deeper understanding and application of key mathematical concepts, evidenced in books and termly Maths Tests • Effective AFL in lessons followed by instant targeted intervention • Progress in Mathematics and depth of learning in Place Value and Number applied to other areas of Maths evidenced through books showing variation and reasoning, proving the children have mastered the focused area of maths before moving on 	<ul style="list-style-type: none"> • Daily reading significantly impacted in identified groups for both fluency and comprehension. 1:1 daily reading continued for these children during lockdown. • Maths focus on Place value and Number significantly impacted on all areas of maths. • Accelerated progress for identified groups of children across KS2 (see outcomes above). • Variation methods evident in all books and in online learning submitted, enabling children’s confidence in applying maths to different contexts. • AFL in lessons a strength, particularly mini surgeries in lessons followed by sweep interventions for identified individuals, daily. This was replicated when children were learning virtually during lockdowns (targeted virtual group support, individualised learning set, feedback sessions in small groups or 1:1).
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Counselling and Therapy	£3,600	<ul style="list-style-type: none">• Increased resilience and ability to cope • Increased independence, confidence and as a result, improved academic achievement	<ul style="list-style-type: none">• Counselling significantly impacted on identified pupils. Sessions continued to take place during lockdown via Zoom.