



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
Whole class: Targeted First Quality Teach	£24,900	<ul style="list-style-type: none"> ○ Outstanding deployment of TA within lessons (MITA) insuring increased resilience and independence (linked to SDP)



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		<ul style="list-style-type: none"> ○ Effective AFL strategies adopted in lessons (e.g. sweep interventions) 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 ○ Continued tracking of pupils to ensure children meet or exceed ARE and make at least expected progress
<p>Interventions</p> <p>EYFS Daily reading, phonics support, maths support (number formation, ordering numbers)</p> <p>KS1 Daily reading, reading skills</p> <p>Phonics intervention</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) ○ Readers meeting or exceeding end of year individual targets with an ambition to meet ARE by the end of the year ○ Effective target setting linked to Phonic Phase and end of intervention target met, evidenced by assessment ○ Accelerated progress in Phonics, meeting or exceeding expected score by Autumn assessment (Year 2), Summer term (Year 1)



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<p>Mental arithmetic, place value, number support</p> <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">○ At least 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 pictorial representations and demonstrate their understanding in a number of different contexts (variation) ○ Fluent readers meeting end of year individual targets (in tests as well as orally) with an ambition to meet at least 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 in varied contexts (variation)○ 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
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		variation and reasoning, proving the children have mastered the focused area of maths before moving on
Counselling & Therapy	£3,600	<ul style="list-style-type: none">○ Increased resilience○ Increased independence, confidence and as a result, improved academic achievement