

St Peter's Catholic Primary School

Pupil Premium



2019 – 2020

In 2019-20 we received £33,000 for pupil premium and previously looked after pupils. 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. Below is a summary of the 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 1 PP child achieved GLD. By the end of KS1, 5 out of 8 children met at least ARE in reading, writing and maths and 100% of the children made good progress.

			<ul style="list-style-type: none">• In KS2, 15 out of 19 pupils reached at least ARE, with many exceeding this. The 4 pupils who have not met ARE have made good progress from their starting points.• By the end of KS2, all pupils met ARE or above and all of the children made exceptional progress.
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<p>Interventions</p> <p>EYFS</p> <p>Daily reading and maths support (including letter and number recognition and formation)</p> <p>KS1</p> <p>Mental Arithmetic, Place Value and Number Support</p> <p>Letters and Sounds group intervention and 1:1 precision teaching</p> <p>Daily reading and Reading Skills</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. • Place value focus demonstrated impact across all other maths topics (e.g. measure). • 100% of pupils passed the phonics screening in Yr 1. • 1 out of 2 pupils passed the phonics re-screening in Yr 2. The 1 pupil who did not meet the threshold has additional needs and will continue to be supported in their reading development in KS2.
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<p>Speech and Language Support – Intervention from specialist S&L teacher</p> <p>KS2</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> <p>Speech and language support – Intervention</p>		<ul style="list-style-type: none"> • Individual needs are identified targeted and progress is evident through on entry and exit data • Children give their attention to what others say and respond appropriately • Children follow instructions involving several ideas or actions • Children express themselves effectively, showing awareness of listeners’ needs <ul style="list-style-type: none"> • 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"> • S&L support significantly impacted on identified pupils, particularly from those with very low starting points. <ul style="list-style-type: none"> • 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, 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.
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<p>from specialist S&L teacher (Phonic intervention, social communication and Inference through pictures)</p>		<ul style="list-style-type: none">• Identified children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about things that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events• Children pronounce words correctly, breaking down syllables and applying this to their writing	<ul style="list-style-type: none">• Intensive S&L support for identified pupils impacted positively on pronunciation of words and applying their understanding to both their oral language and writing.
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<p>Daily Reading – Fluency and pace in reading</p> <p>Spell Check – Spelling programme focusing on Y5/6 spelling patterns</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 • Effective target setting linked to spelling patterns/HFW and end of intervention target met evidenced by assessment • Correct application of spellings in all written words, evidenced in books 	<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. • Books evidence application of spelling patterns/HFW.
<p>Nurture group / Forest School</p> <p>Counselling</p>	<p>£8,100</p>	<ul style="list-style-type: none"> • Identify children who require social, emotional or behavioural support • Provide targeted, individualised support based on needs • Improved emotional wellbeing and increased self-esteem for individuals, impacting positively on their personal and academic progress • Increased resilience and ability to cope • Increased independence, confidence and as a result, improved academic achievement 	<ul style="list-style-type: none"> • 100% of pupils benefited from nurture group / forest school provision. Identified improved confidence, independence, social skills, emotional wellbeing and develop strategies to support behaviour. • Counselling significantly impacted on identified pupils. Sessions continued to take place during lockdown via Zoom.

