

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
Whole class: Targeted First Quality Teach	£24,900	<ul style="list-style-type: none"><li>• Outstanding deployment of TA within lessons (MITA) insuring increased resilience and independence (linked to SDP)</li><li>• Effective AFL strategies adopted in lessons are during sweep interventions resulting in ambitious targets met including accelerated rates of progress</li><li>• Instant feedback to support or extend learning resulting in greater rates of progress</li><li>• Scaffolds used to support children allowing independent learning and a growth mind-set approach</li><li>• Tracking of pupils to ensure children meet or exceed ARE, make at least expected progress</li></ul>

<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"> <li>• Deep understanding of number showing fluency, variation and reasoning</li> <li>• Accelerated progress from starting point</li> <li>• Application of skills within different contexts (variation)</li> </ul> <ul style="list-style-type: none"> <li>• ARE in Place Value and Number met, evidenced through termly outcomes</li> <li>• Children’s progress in Place Value is accelerated evidenced in books (Fluency, Variation and Reasoning)</li> <li>• Children make links between concrete and visual and can use both representatives to demonstrate their understanding</li> </ul> <ul style="list-style-type: none"> <li>• Effective target setting linked to Phonic Phase and end of intervention target met evidenced by assessment</li> <li>• Accelerated progress in Phonics, meeting expected score by the end of the year</li> <li>• Secure knowledge and understanding of letters and sounds and children meeting phonic screening expectation</li> </ul> <ul style="list-style-type: none"> <li>• Fluent readers meeting end of year individual targets with an ambition to meet ARE by the end of the year</li> </ul>
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<p>Speech and Language Support – Intervention from specialist S&amp;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 from specialist S&amp;L teacher (Phonic intervention, social communication and Inference through pictures)</p>		<ul style="list-style-type: none"> <li>• Individual needs are identified targeted and progress is evident through on entry and exit data</li> <li>• Children give their attention to what others say and respond appropriately</li> <li>• Children follow instructions involving several ideas or actions</li> <li>• Children express themselves effectively, showing awareness of listeners’ needs</li> </ul> <ul style="list-style-type: none"> <li>• Fluency in Maths to be secure and at ARE and applied in different learning situations</li> <li>• Accelerated progress in Maths, specifically Mental Arithmetic, Place Value and Number with a focus on children using Concrete, Pictorial, Abstract approaches</li> <li>• Deeper understanding and application of key mathematical concepts, evidenced in books and termly Maths Tests</li> </ul> <ul style="list-style-type: none"> <li>• Effective AFL in lessons followed by instant targeted intervention</li> <li>• 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</li> </ul> <ul style="list-style-type: none"> <li>• 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</li> <li>• Children pronounce words correctly, breaking down syllables and applying this to their writing</li> </ul>
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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"> <li>• 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</li> <li>• Effective target setting linked to spelling patterns/HFW and end of intervention target met evidenced by assessment</li> <li>• Correct application of spellings in all written words, evidenced in books</li> </ul>
<p>Nurture group / Forest School</p> <p>Counselling</p>	<p>£8,100</p>	<ul style="list-style-type: none"> <li>• Identify children who require social, emotional or behavioural support</li> <li>• Provide targeted, individualised support based on needs</li> <li>• Improved emotional wellbeing and increased self-esteem for individuals, impacting positively on their personal and academic progress</li> <li>• Increased resilience and ability to cope</li> <li>• Increased independence, confidence and as a result, improved academic achievement</li> </ul>