

St Peter's Catholic Primary School

Pupil Premium



2018 – 2019

In 2018-19 we received £21,120 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 and the outcomes of the impact on this additional provision:

Intervention	Cost	Intended Impact	Outcomes
Whole class: Targeted First Quality Teach	£15,000	<ul style="list-style-type: none">• Outstanding deployment of TA within lessons (MITA) insuring increased resilience and independence• AFL embedded in teaching resulting in ambitious targets met including accelerated rates of progress• Tracking of pupils to ensure children meet or exceed ARE, make at least expected progress• Scaffolds ensure independent learning and growth mind-set	<ul style="list-style-type: none">• By the end of each Key Stage, gaps in prior attainment were diminished allowing accelerated progress in many cases.• 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, 4 children made good progress in either reading, writing or maths from a below national starting point.

<p>Intervention:</p> <p>EYFS</p> <p>Daily reading and maths support (inc letter and number recognition and formation)</p>	<p>£5,120</p>	<ul style="list-style-type: none"> • Deep understanding of number showing fluency, variation and reasoning • Accelerated progress from starting point • Application of skills 	<ul style="list-style-type: none"> • By the end of KS1, 5 out of 7 children met ARE in reading, writing and maths and 100% of the children made good progress. • By the end of KS2, all pupils met ARE or above and all of the children made exceptional progress (KS2 progress measures for disadvantaged pupils: Reading- + 5.88, Writing- +5.13, Maths + 4.09) • Afternoon, high quality, intervention sessions, significantly impacted on progress within maths (particularly number) and letter and sound recognition which resulted in accelerated progress for all PP children in EYFS.
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<p>Targeted support for children with specific needs in managing feelings and self confidence</p> <p>KS1</p> <p>Mental Arithmetic and Place Value and Number Support</p> <p>Letters and Sounds group intervention and 1:1 precision teaching</p>		<ul style="list-style-type: none"> • Independent learning and self confidence • Expected level in the Prime areas by the end of EYFS • Confidence in the characteristics of effective learning <ul style="list-style-type: none"> • ARE in Place Value and Number met, evidenced through termly outcomes • Understanding of maths LI and SC evidenced in books in Fluency, Variation and Reasoning • Children make links between concrete and visual and use this when recording answers <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • PP children with this as an area of focus made significant developments in their independence and self-confidence. • 4 out of the 5 PP children in EYFS reached at least the expected level in all of the prime areas by the end of the year. <ul style="list-style-type: none"> • 100% of children made at least expected progress in their mental arithmetic and number understanding. • 7 out of the 8 children are working at ARE in maths. • Books show evidence of the children choosing to use different methods of recording (CPA approach). <ul style="list-style-type: none"> • 100% of PP pupils were working at the expected level for their Phonics Screening in Yr 1 as a result of Letters and Sounds Intervention .
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<p>Daily reading and Reading Skills</p> <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>		<ul style="list-style-type: none"> • Fluent readers meeting end of year individual targets with an ambition to meet ARE by the end of the year • Individual needs are 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 the Concrete, Pictorial, Abstract • 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 	<ul style="list-style-type: none"> • Daily reading continues to be one of the most effective intervention programmes across the school and has a very positive impact on achievement • Progress of PP pupils is evident through individual on-entry and exit data <ul style="list-style-type: none"> • Boosters provided twice weekly from the Leadership Team had a significant impact on Pupil Progress, particularly in Mental Arithmetic in Y6. • By the end of KS2 all PP pupils met at least ARE, with one child attaining the Higher Standard for writing and maths. The scaled scores for our disadvantaged pupils were above those for the rest of the cohort, evidencing the impact of interventions provided (KS2 progress measures for disadvantaged pupils: Reading- + 5.88, Writing- +5.13, Maths + 4.09).
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<p>Speech and language support - Phonic intervention, social communication and Inference through pictures</p> <p>Daily Reading – Fluency and pace in reading</p> <p>Spell Check – Spelling programme focusing on Y5/6 spelling patterns</p>		<p>of Maths evidenced through books showing variation and reasoning, proving the children have mastered the focused area of maths before moving on</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 • Fluent readers meeting end of year individual targets (in tests as well as verbally) 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"> • Speech and language support with identified pupils has made improvements to their oral language work and impacted on their reading and writing progress in KS2 • Daily reading impacted positively on a number of children identified in KS2 and teachers had a close communication with parents to support with reading follow-ups to have the greatest impact. • 12 out of the 14 PP identified met ARE by the end of the academic year. • Spelling focus in years 5 and 6 linked to the spelling rules for the phase focused the children on expectations. This positively impacted on writing across Years 5 and 6.
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Counselling	£1000	<ul style="list-style-type: none">• Increased resilience and ability to cope• Increased confidence and academic achievement	<ul style="list-style-type: none">• Counselling has had a very positive effect on the mental health/well-being of our PP children, helping to build their resilience so that they are 'learning ready' resulting in high academic achievement and accelerated progress for a group of children.
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