



# St Peter's Catholic Primary School

## Pupil Premium Strategy



<b>Summary information</b>		
<b>School St Peter's Catholic Primary School</b>		
<b>Academic Year 2018-2019</b>	<b>Total PP budget: £21,120</b>	<b>Date of most recent PP review: July 2018</b>
<b>Total number of pupils 420</b>	<b>Number of pupils eligible for PP 16</b>	<b>Date for next internal review of PP strategy: December 2018</b>
<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b>		
A	The majority of PP eligible children are working below ARE on entry to the school (baseline assessments)	
B	A small 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	Many PP eligible children have emotional needs	
E	Many PP eligible children have poor oral language skills	
<b>External barriers</b>		
F	A small minority of PP eligible children have lower than school average attendance	
<b>Desired outcomes (and how they will be measured)</b>		<b>Success criteria</b>
A. All PP eligible pupils achieve at least ARE by the time they leave the school.		100% of PP eligible pupils to achieve ARE
B. PP eligible pupils with SEND to make progress, relative to their starting points		PP eligible pupils with SEND make (AT LEAST 2 steps progress) good progress 100% PP eligible pupils who are below ARE, make accelerated progress each year
C. PP eligible children who receive little or no support for their learning at home receive regular support in school		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)  More able PP eligible pupils achieve Higher Standard at the end of KS2



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D. PP eligible children (and their families) with emotional issues are able to access support from the school and from external agencies, where appropriate.	PP eligible pupils to have access to mentoring support at school. PP eligible children and their family can access counselling support via BCCS
E. Speech and language with show accelerated progress and PP eligible pupils will meet ARE or beyond	PP eligible pupils will meet ARE or beyond; or make significant progress relative to their starting point
F. Attendance of PP children improves so that it is in line with other children.	Attendance of PP children will be closely monitored and followed up as appropriate (e.g. support strategies, engaging with parents). Attendance Officer will support specific families as required. Attendance will be in line with National Average or show rapid improvement

### Planned expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

- i. Quality of teaching for all
- ii. Targeted support

Action	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure PP children in EYFS meet ELG	Targeted intervention focusing on fluency in the core subjects, particularly Maths and Reading	Enables daily reading, phonics and basic maths fluency building strong foundations in line with Bold Beginnings Smaller group teaching, higher teacher : pupil ratio to target PP eligible children	Termly analysis of data Monitoring of teaching – lesson observations and book looks	SLT	December 2018
Ensure PP children in Key Stage 1 meet ARE	Intervention (within lessons focusing on maximising the effective use of other adults to enable independence and	Targeted support for individuals within the classroom (e.g. questioning, scaffolds, learning behaviours and instant feedback)	Termly analysis of data Monitoring of teaching – lesson observations and book looks	SLT	December 2018



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	learning and, for some, specific intervention outside of the classroom)	Additional interventions to accelerate learning in specific areas (e.g. Daily reading, Talk Boost, Maths Fluency, 'Sweep')			
Ensure PP children in Key Stage 2 meet ARE	<p>Intervention (within lessons focusing on maximising the effective use of other adults to enable independence and learning and, for some, specific intervention outside of the classroom)</p> <p>Weekly additional lessons before and after school from the SLT with excellent subject knowledge and outstanding teaching</p>	<p>Targeted support for individuals within the classroom (e.g. questioning, scaffolds, learning behaviours and instant feedback)</p> <p>Additional interventions to accelerate learning in specific areas (e.g. Daily reading, Talk Boost, Maths Fluency, 'Sweep')</p> <p>Additional lessons ensure personalised teaching, pre-teaching and greater opportunities for Mastery</p>	Termly analysis of data Monitoring of teaching – lesson observations and book looks	SLT	December 2018
Increase pupils working at a higher standard to close the gap between PP and non PP eligible pupils	<p>Mastery approach to teaching across the curriculum</p> <p>Implementation of Growth Mindset/Learning Keys</p>	<p>Research findings</p> <p>Lesson study</p> <p>Past data and positive outcomes from previous year</p>	Termly analysis of data Monitoring of teaching – lesson observations and book looks	SLT	December 2018



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	<p>Challenge in the classroom</p> <p>Weekly additional lessons before and after school from the SLT with excellent subject knowledge and outstanding teaching</p> <p>Academically More Able workshops run in local secondary schools</p>				
iii. Other approaches					
Action	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP eligible children have support for emotional needs to ensure they can fully participate in school life	<p>Lego groups – to develop social understanding</p> <p>Extended services counselling support</p> <p>Inclusion leader provides regular support to these children and their family</p>	Several PP eligible PP children have specific needs in this area	<p>Frequent monitoring</p> <p>Feedback for members of staff, pupils and parents</p> <p>Analysis of pupil progress data (showing that these areas are not negatively impacting on learning)</p>	Inclusion leader	December 2018