

## St Peter's Catholic Primary School

### Pupil Premium



2017 – 2018

In **2017-18** we received £17,160 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 our expenditure and outcomes:

Intervention	Cost	Intended Impact	Outcomes
Whole class: Targeted First Quality Teach	£11,200	<ul style="list-style-type: none"><li>• Outstanding deployment of TA within lessons (MITA) insuring increased resilience and independence</li><li>• AFL embedded in teaching resulting in ambitious targets met including accelerated rates of progress</li><li>• Tracking of pupils to ensure children meet or exceed ARE, make at least expected progress</li><li>• Scaffolds ensure independent learning and growth mindset</li></ul>	<ul style="list-style-type: none"><li>• By the end of the Key Stage, gaps in prior attainment were diminished allowing accelerated progress in many cases.</li><li>• The effective deployment of other adults in the classroom resulted accelerated progress within lessons, promptly noticing misconceptions and providing instant feedback and support or challenge.</li><li>• By the end of EYFS 1 child made good progress from a below national starting point. By the end of KS1 all</li></ul>

			pupils met ARE and made at least expected progress. By the end of KS2, all pupils met ARE and made at least expected progress in Writing and Maths.
Group: Letters and Sounds		<ul style="list-style-type: none"> <li>Secure knowledge and understanding of letters and sounds and children meeting phonic screening expectation</li> </ul>	<ul style="list-style-type: none"> <li>Afternoon, high quality, intervention sessions, including precision monitoring, significantly impacted on progress within phonics</li> <li>100% of pupils (5 out of 5) were working at the expected level for their Phonics Screening as a result of Letters and Sounds Intervention</li> </ul>
Maths Recall		<ul style="list-style-type: none"> <li>Fluency in Maths to be secure and at ARE and applied in different learning situations</li> </ul>	<ul style="list-style-type: none"> <li>Daily ten minute Maths, links to our seven mental strategies, afternoon intervention for identified groups ensured Fluency was secure and outcomes in Mental Arithmetic at the end of the year were outstanding.</li> <li>By the end of EYFS 1 child made good progress from a below national starting point. By the end of KS1 all pupils met ARE and made at least expected progress. By the end of KS2 all pupils met ARE and made at least expected progress.</li> </ul>

Writing booster		<ul style="list-style-type: none"> <li>Improved handwriting, sentence structure and punctuation in writing and children meeting their individual targets</li> </ul>	<ul style="list-style-type: none"> <li>CPD on daily handwriting and challenge and expectation in lessons, particularly re-drafting and editing writing ensured excellent outcomes for our more able PP pupils in KS2.</li> <li>By the end of EYFS 1 child made good progress from a below national starting point. By the end of KS1 all pupils met ARE and made at least expected progress. By the end of KS2 all pupils met ARE and made at least expected progress.</li> </ul>
1:1 Daily reading		<ul style="list-style-type: none"> <li>Increased fluency in Reading, independence in Reading and enjoyment so children are at ARE and make at least expected progress</li> </ul>	<ul style="list-style-type: none"> <li>Daily reading continues to be one of the most effective intervention programmes across the school and continues to have a very positive effect on achievement</li> </ul>
Counselling		<ul style="list-style-type: none"> <li>Improved confidence and self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Counselling has had a very positive effect on the attendance and mental health/well-being of our PP children resulting in high academic achievement.</li> </ul>
Maths Booster	£5,960	<ul style="list-style-type: none"> <li>Outstanding teachers leading intervention and booster groups to ensure acceleration, raised expectation and data well above national averages in the core subjects</li> </ul>	<ul style="list-style-type: none"> <li>Morning and After School Booster from the Leadership Team had a significant effect on Pupil Progress, particularly in Mental Arithmetic in Y6.</li> <li>By the end of EYFS 1 child made good progress from a below national starting point. By the end of KS1 all</li> </ul>

			pupils met ARE and made at least expected progress. By the end of KS2 all pupils met ARE and made at least expected progress
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