



Pupil Premium strategy statement 2019 - 2020

Summary information					
School	St Mary and St Peter Catholic Primary School				
Academic Year	2019 - 2020	Total PP budget	£84,480	Date of most recent PP Review	July 2019
Total number of pupils	217	Number of pupils eligible for PP	58	Date for next internal review of this strategy	September 2020

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor standards of speech and language well-below age expectations including: <i>specific SEN issues, EAL, poor general oracy skills and experience</i>
B.	Poor standards of cultural literacy well-below age expectations including: <i>knowledge and enjoyment of a broad range of out-of-school experiences such as visiting a museum, learning to play a musical instrument, having access to quality texts that inspire and motivate differing interests, hearing and seeing live music, theatre, dance and other genres of performance or sporting events, low standards of self-initiated aspiration</i>
C.	Poor levels of social skill, knowledge and understanding; general welfare, mental health and emotional well-being including: <i>inability to work and learn co-operatively with others in simple low-threshold activities as well as more challenging tasks, low self-esteem and value of oneself, little understanding and knowledge of life beyond immediate local vicinity</i>
D.	Low start points in Number and SSM create a gap in Maths including: <i>enjoyment and participation in maths, poor response and understanding of maths</i>
E.	Learning can be negatively affected by social and emotional barriers and resulting behavioural issues including: <i>breakdown in communication between families, poor mental health</i>

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	<ul style="list-style-type: none"> i. PP children have varying attendance rates across different cohorts. PP cohorts typically have lower attendance rates than other SMSP children. All in school Fast Track referrals are for PP children. ii. Our school serves a wide range of community groups many of whom receive the majority of their annual household income through employment in roles relating to the tourism industry or agricultural/farming industries. This has a negative impact on children's attendance. There is also a much-reduced capacity for parents to be able to spend time supporting their child's learning as they have long work hours and time at home with their children is very limited.

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| iii. | The locality that the school is situated in has poor transport links reaching beyond the immediate town which itself only has approximately 50% |
| iv. | Some pupil premium children cannot access the curriculum in the same way as other children because of a lack of social experiences. |

Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1. Learning behaviour improves and negative behaviour decreases.	Tailored provision for pupils who require additional social and emotional support. Staff and pupils have an agreed expectation of all learning behaviours.
2. To improve standards of achievement for PP children at KS1 and KS2.	Improved outcomes in learning for PP children so that the gaps between PP and non-PP children are greatly reduced. Personal intervention tracking records evidence the impact of the approaches taken and the steps of progress that children have made.
3. To improve standards of cultural literacy across all year groups.	Improved levels of cultural literacy as evidenced in children's learning, their engagement in curriculum enrichment and after-school learning provision.
4. To rapidly close gaps in learning for PP children who lack 'school-readiness' by offering high quality teaching for all.	Personal intervention tracking evidences the progress achieved and impact of the teaching strategies taken. PP children accessing learning that is well pitched to their individual needs. As a result, they are making expected or better progress.
5. To rapidly close gaps in in speech and language skills and understanding for PP children in EYFS and KS1.	Improved GLD outcomes for PP children at the end of YR. SALT screening and tracking records will evidence the impact of targeted interventions
6. To improve the engagement families and punctuality of pupils so that absences decrease.	Improved attendance for all PP children. PP children are punctual and attending school well.
7. Increase PP children participation in in extra-curricular activities and raise aspirations for their future	Improved participation in extended learning events. PP children experience a variety of quality opportunities to increase confidence, communication skills and experience success in an area they enjoy.

Planned expenditure

Academic year

2019 - 2020

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

Desired outcome	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?
1. Learning behaviour improves and negative behaviour decreases.	Social, Emotional, Mental Support practitioner role. Participation in G8 AS U R.	EEF research shows on average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Disruptions to learning during the school day reduced. Numbers of FEX and isolations reduced during the academic year. Levels of FSP case load reduced during the academic year.	Review and continue to develop Thrive practitioners. Allocate sufficient time - Use Thrive resources and assessment to keep fidelity to the approach. Revisit whole staff training for new members of staff to ensure a wider understanding of the approach and help teachers target individuals who would benefit from the intervention	Inclusion Leader PP Governor HoS	Review on-going anecdotal evidence of progress made by individuals Thrive assessments completed. SLT to monitor provision through planning scrutiny and lesson observation. £20,000 Training/resources = £500 G8 AS U R = £2000

<p>2. To improve standards of achievement for PP children at KS1 and KS2.</p>	<p>Teaching assistants are strategically used to enhance provision for personal support and targeted interventions across KS1/2.</p>	<p>Increased adult capacity will ensure that closer and more forensic approaches to teaching and tracking progress can be embedded. As a result, gaps in learning can be better tackled and more swiftly.</p> <p>EEF: improving teaching quality generally leads to greater improvements at lower cost than structural changes. Support in class to enable quality and immediate support results in improved learning.</p>	<p>Children will be able to access their learning more easily and their standards of learning will be improved.</p> <p>Gaps in learning will be closing rapidly because these have been strategically identified for each individual and then used for targeted support to improve to at least age-related expectations.</p>	<p>Inclusion Leader</p> <p>Raising Standards Leader</p>	<p>Review on-going anecdotal evidence of progress made by individuals</p> <p>Termly Pupil Progress meetings with personal Intervention Plans</p> <p>£30,000</p>
<p>3. To improve standards of cultural literacy across all year groups.</p>	<p>Use funding to specifically support access to activities that will provide rich quality experiences such as external visitors, planned curriculum opportunities.</p>	<p>EEF: A knowledge rich curriculum with teacher development opportunities between both schools can transform pupil outcomes.</p>	<p>Children will have a much broader vocabulary of and about the world around them together with an improved understanding of a range of cultural experiences. These support improvements in their learning outcomes.</p>	<p>English Leader</p> <p>Arts Leader</p>	<p>Termly</p> <p>£5,000</p>
<p>Total budgeted cost</p>					<p>£57,500</p>

ii. Targeted support

Desired outcome	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?
<p>4. To rapidly close gaps in learning for PP children who lack 'school-readiness' by offering high quality teaching for all.</p>	<p>Access to frequent high-quality school-based intervention directed by the class teacher.</p> <p>Increase the high quality of all teaching so that it is consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice.</p> <p>One to one coaching.</p>	<p>The extensive range of research available indicates with considerable security, that this type of approach and intervention is of mid-range cost per pupil and can have an effect size of +4.</p>	<p>Children will be able to access their learning more easily and their standards of learning will be improved.</p> <p>Gaps in learning will be closely monitored and closing rapidly because learning will be tailored to meet their needs.</p> <p>Gaps in learning will be closing rapidly because their social and emotional barriers to learning have been well supported so that they have improved to be closer to or in line with age expectations.</p>	<p>EHT</p> <p>Inclusion Leader</p>	<p>Termly Pupil Progress meetings with personal Intervention Plans</p> <p>£20,000</p>

<p>5. To rapidly close gaps in in speech and language skills and understanding for PP children in EYFS, KS1.</p>	<p>Additional Teaching assistant directed to specifically target the individual S&L needs of all PP children in EYFS.</p>	<p>EEF research recognises the impact of early intervention in the Early Years. Increased adult capacity will ensure that closer and more forensic approaches to teaching and tracking progress can be embedded. As a result, gaps in learning can be better tackled and more swiftly.</p>	<p>Children will be able to access their learning more easily and their standards of learning will be improved.</p> <p>Gaps in learning will be closing rapidly because their speech and language knowledge and skills have improved to be in line with age expectations.</p>	<p>Inclusion Leader</p> <p>EYFS Leader</p>	<p>Termly</p> <p>£10,000</p>
<p>Total budgeted cost</p>					<p>£30,000</p>

i. Other approaches					
Desired outcome	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?
6. To improve children's attendance, mental, social and emotional health and wellbeing through a breakfast club subsidiary.	Breakfast club subsidiary – identified pupils are targeted to attend.	EEF research found that pupils made an extra 2 months progress. Improved attendance for individual children.	Attendance monitored each fortnight with the attendance officer. Families targeted to access Breakfast club who are persistently late or absent.	HoS	£700
7. Increase PP children participation in extra-curricular activities and raise aspirations for their future.	After school clubs and enrichment opportunities.	Securing inclusion and quality of access has a positive impact on pupil's well-being and desire to learn in all aspects of the curriculum.	Attendance at clubs monitored. Review clubs on offer with pupils. Attainment, motivation and behaviour of PP children is monitored.	HoS	£1000
Total budgeted cost					£1700
Total plan costs					£89,200