



## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ss Peter and Paul RC Primary				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£124,840	<b>Date of most recent PP Review</b>	Feb2016
<b>Total number of pupils</b>	197(223 with nursery)	<b>Number of pupils eligible for PP</b>	87(94 with nursery)	<b>Date for next internal review of this strategy</b>	Feb2017

2. Current attainment		
The Year 6 cohort consisted of 27 children, 33% were pupil premium (9 children).	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Number of children attaining the expected standard in reading</b>	<b>73</b>	<b>78</b>
<b>Reading Progress Measure</b>	<b>0.49</b>	<b>0.3</b>
<b>Reading Scaled Score</b>	<b>102.8</b>	<b>103.6</b>
<b>Number of children attaining the expected standard in writing</b>	<b>73</b>	<b>85</b>
<b>Writing Progress Measure</b>	<b>0.02</b>	<b>0.9</b>
<b>Writing Scaled Score</b>	<b>101.2</b>	<b>103.1</b>
<b>Number of children attaining the expected standard in maths</b>	<b>64</b>	<b>81</b>
<b>Maths Progress Measure</b>	<b>-2.52</b>	<b>-2.1</b>
<b>Maths Scaled Score</b>	<b>100.3</b>	<b>101.6</b>
<b>Number of children attaining the expected standard in SPAG</b>	<b>82</b>	<b>81</b>
<b>SPAG scaled score</b>	<b>101.9</b>	<b>102.4</b>

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	The children have a limited range of vocabulary due to lack of experiences- this impacts on writing and reasoning skills.	
B.	Some children have an 'I can't attitude' and anxiety around maths.	
C.	Children don't always have a concrete understanding or ability to visualise concepts before they move onto abstract work.	
D.	There are pockets of behaviour issues across school which are barriers to learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Parents often have limited numeracy skills, understanding of methods used and some anxiety themselves around maths so supporting their children can be difficult without receiving support themselves.	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve the percentage of children attaining expected level in maths.	2017 – 80% PP children achieving expected level in maths
B.	Improve the percentage of children attaining expected level in writing.	2017 – 73% PP children achieving expected standard in writing.
C.	Improve reasoning, concrete understanding and application skills by direct teaching from EYFS to Y6.	Arithmetic, fluency and reasoning skills improved across school- impact seen in end of key stage assessments.
D.	Support parents with strategies on how they can help their children through parent meetings, online tutorials and bespoke parental workshops.	Attendance at workshops indicate parental engagement. Outcomes for their children increase.

## 5. Planned expenditure

Academic year

2016- 2017

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?
80% children achieving expected level in maths in 2017.	<p>Increase adult support in each class.</p> <p>Reduce class size in Year 6- 2 teachers teach English and Maths every morning.</p> <p>Additional one to one maths support through same day intervention, Plus 1, Power of 2, Number Shark.</p> <p>Small group intervention support- TA trained in First Class Number.</p> <p>Weekly booster sessions in ability groups in Y2 and Y6.</p> <p>Half termly/ termly tracking of data and impact of interventions and support.</p>	<p>NFER report supporting the attainment of disadvantaged pupils showed a:</p> <ul style="list-style-type: none"> <li>• 18.8% increase in outcomes using paired or small group teaching.</li> <li>• 15.6 increase in outcomes using one to one tuition.</li> <li>• Personalised learning plans enhanced outcomes by 2.0%</li> </ul>	<p>Sandwell Maths assessments show a 10/12 month increase after First Class Number intervention.</p> <p>Sandwell Maths assessments show increase in months progress individuals make.</p> <p>Intervention trackers completed.</p> <p>Fortnightly support team meetings.</p> <p>Half termly/ termly data analysis/ progress meetings.</p>	<p>C Cooke A Kennedy D Carter</p> <p>M Butt</p>	<p>Half termly</p> <p>Half termly/ Termly progress meetings.</p>
To narrow the gaps in performance of PP children in writing and maths across the school.	<p>Data tracking / progress meetings analyse performance of groups Half termly/ termly. Assessments used to monitor progress and from this interventions are planned.</p> <p>Performance Management targets relate to an improvement in writing and maths and to narrow the gap between PP and non PP pupils.</p> <p>Pupil Premium used to fund Wow events in school and trips to develop literacy/ writing skills.</p>	<p>NFER report identified 'being data driven and responding to evidence'- (use data to identify pupils' learning needs, review progress regularly and address underperformance quickly) as one of the seven building blocks used in schools which were successful in raising disadvantaged pupil attainment.</p>	<p>Reading/ maths ages and level of children monitored half termly/ termly.</p>	<p>All staff Maths/ English Lead A Kennedy M Butt</p>	<p>Half termly/ Termly</p> <p>Bi-annual performance Management meetings.</p>

<p>To extend the more able to achieve more than expected levels in Reading, Writing and Maths.</p> <p><b>Target – PP children at Greater Depth</b>  Reading – 20%  Writing – 20%  Maths – 20%</p>	<p>Targeted differentiation, high quality marking and feedback.</p> <p>Two teachers teach smaller groups in Y6.</p> <p>TA support in all maths in all year groups.</p> <p>Focus of direct teaching of reasoning skills and a concrete/ visual/abstract approach to teaching from EYFS to Y6.</p> <p>Booster extension groups for more able pupils in Y2 and Y6.</p> <p>More Able mathematicians attend weekly maths sessions at St Wilfrid's.</p>		<p>Regular monitoring through planning, book scrutiny, lesson observation and intervention impact.</p>	<p>M Butt  A Kennedy  C Cooke</p>	<p>Half termly/ termly data analysis.</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
<p>To ensure quality first teaching for all by ensuring quality focussed CPD and lesson study.</p>	<p>Staff training:</p> <p>Whole staff- mastery in maths and reasoning led by LA lead, including CPA approach. Maths lead- NCTEM training materials.</p> <p>Maths lead from Marine Park Primary to work with maths lead and PP lead to develop lesson study approach in Maths. Staff have an opportunity to observe learning and reflect on practice.</p>	<p>The NFER report reiterates that this can lead to an improvement of 18.7%</p> <p>Success of this strategy seen in partner school (HT led PP review in our school).</p> <p>The National Strategies- Improving practice and progression through Lesson Study.</p>	<p>Staff will follow The National Strategies- Improving practice and progression through Lesson study. Two key staff (maths lead and PP lead) will work with member of staff from Marine Park who has implemented this strategy successfully in their school. Focus on maths (area of focus across school) and Y6 (50% PP).</p> <p>Impact seen in lesson observations, children's books, progress and attainment.</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning.</p>	<p>A Kennedy  C Cooke  G Maddock  (Marine Park)</p>	<p>First trio work together from January 11<sup>th</sup> for 5 consecutive weeks.</p> <p>The trios can then extend across school.</p> <p>PM reviews.</p> <p>Lesson observations, book scrutinies, data tracking.</p>
<p><b>Total budgeted cost</b></p>					<p>Additional teacher Y6 - £10,000  Additional support - £57,904  Lesson study- £600</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions .	Plus 1 Power of 2 Number shark First Class Number Maths boosters Same day maths intervention  Catch up literacy Y4/5 e.g. Word Shark Lexia Nessy One to one/ small group phonics. Additional one to one reading.	NFER report identified 'Deploying Staff effectively' as one of the seven building blocks used in schools which were successful in raising disadvantaged pupil attainment.  NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	A Kennedy oversee interventions  TAs in liaison with teachers	Fortnightly intervention meetings
To improve the percentage of children attaining expected standard in maths.	<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>CPD for teaching of mastery and reasoning skills.</li> <li>Two teachers in Y6 each morning- smaller groups</li> <li>Parental workshops to continue throughout school.</li> <li>Targeted interventions as above.</li> </ul>	Data shows maths is main school focus.  Whole school focus on mastery C/V/A approach to develop arithmetic, fluency and reasoning skills.  Gap in Y6 between PP and non PP (56% and 81%)	Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis  Interventions will be monitored through intervention tracking sheets.	Maths lead- C Cooke M Butt	Half termly- and as part of the monitoring cycle  Data reviews
To improve writing skills needed to attain expected standards across the school, especially in Y2 and 6.	<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Experiences so writing has a stimulus and purpose.</li> <li>Whole school writing weeks.</li> <li>CPD to ensure staff have greater understanding of criteria needed to meet expected standard.</li> </ul>	Gap in Y6 between PP and Non PP (67% and 85% )	Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis	English Lead- J Parker  M Butt	Half termly- and as part of the monitoring cycle  Data reviews
<b>Total budgeted cost</b>					Additional teacher Y6 - £10,000 Additional support - £57,904 School Learning equipment and intervention programmes- £10,000 Educational visits- £5,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to develop the whole child and overcome barriers to learning around behaviour and emotional or mental health.	<p>Inclusion coordinator (who is trained in counselling and emotional resilience) role encompasses:</p> <ul style="list-style-type: none"> <li>Attendance (Daily checks/ phone calls home, fortnightly meetings with attendance officer, awards, traffic light letters)</li> <li>One to one counselling</li> <li>Small group / one to one emotional resilience</li> <li>Work with small friendship groups.</li> <li>Oversee Playground Pals.</li> <li>Working with families through Early Help Process.</li> <li>Oversee behaviour and positive handling plans- engagement of children during lunchtimes.</li> </ul>	NFER report addressing behaviour and attendance is one of seven building blocks essential in raising disadvantaged pupils' attainment.( Schools ensure effective behaviour strategies, respond quickly to poor attendance, provide strong social and emotional support, working with families)	<p>Inclusion coordinator and TA attend mental health champion training.</p> <p>Inclusion coordinator update counselling skills through CPD/ Training course.</p> <p>All staff attended Early Help training.</p> <p>All teachers and TAs attended Team Teach Training.</p>	<p>P Wetherelt</p> <p>D Carter</p> <p>A Kennedy</p>	<p>Performance Management</p> <p>Fewer recorded incidents of negative behaviour.</p> <p>Engagement of children in class through lesson observations.</p> <p>Individual data shows improved attainment and progress.</p> <p>Records show attendance in line with National percentages- 95% or above and a decrease in persistent absenteeism.</p>
To develop cooperative learning across school to ensure a consistent approach to development of effective learning strategies and behaviour management.	<p>All staff trained in Cooperative Learning behaviours (including teachers, TAs and SAs):</p> <ul style="list-style-type: none"> <li>Consistent behaviour management strategies used across school (zero noise, 1,2,3 move transitions, cheers/ reward points and assemblies)</li> <li>Active Listening, Job done, Help and Support (peer to peer support/ mastery/ group and paired work), Explain and Elaborate (reasoning/ mastery).</li> <li>Modelling/ Think Alouds, guided practice, partner practice then independent work.</li> </ul>	Education Endowment organisation- identified peer to peer tutoring as highly effective tool to increase pupil progress.	Training update twilight to ensure correct use of tools/ strategies.	<p>M Butt</p> <p>J Parker</p>	<p>Lesson observations.</p> <p>Data shows impact on attainment and progress.</p>
<b>Total budgeted cost</b>					<p><b>£22,350 Inclusion Coordinator</b></p> <p><b>Training £3,000</b></p>

6. Review of expenditure				
Previous Academic Year		2015- 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support underachieving Reception children to achieve an expected level / ELG in Reading, Writing and Maths.	<p>Smaller personalised sessions to support and extend learning. Reduced group sizes by directing additional staff.</p> <p>Develop cooperative learning and a structured approach to daily phonics, paired reading and daily writing.</p> <p>Audit EYFS provision and planning to create real opportunities to develop writing and maths.</p>	<p>GLD was 72%, higher than local and national.</p> <p>Gap between disadvantaged and other pupils narrowed- 75% of PP children gained GLD</p> <p>63.6% FSM children achieved GLD. FSM children outperformed other children in reading, slightly below in writing (-5.9) and outperformed in both aspects of maths (Numbers, Shape, Space and Measure)</p> <p>Gender gap narrowed 70% girls achieved GLD, 69% boys achieved GLD.</p> <p>100% EAL children achieved GLD.</p> <p>Gender gap narrowed in reading (girls 88.9%, boys 87.5%) writing (girls 77.5%, boys 75%)and maths- numbers (girls 88.9%, boys 87.5%)- shape, space and measures (girls 88.9%, boys 87.5).</p>	<ul style="list-style-type: none"> <li>Continued focus on Reading, writing and maths</li> <li>Focus on all aspects of PSED and Understanding the World</li> <li>Continued whole school focus on maths- raising achievement of PP, More Able and accelerating progress across school.</li> </ul>	
To support underachieving Year 1 and 2 children to develop phonics skills and pass screening.	<p>Smaller personalised sessions to support and extend learning. Reduced group sizes by directing additional staff.</p> <p>Develop cooperative learning and a structured approach to daily phonics, paired reading and daily writing.</p>	<p>83% children passed phonics screening, slightly higher than LA and national averages.. 73% PP children passed phonics.</p> <p>90% children passed phonics re-test in Year 2. 75% of PP passed phonics re-test in Year 2.</p>	<ul style="list-style-type: none"> <li>Continued small group approach when teaching phonics</li> <li>Close monitoring with gap finder and tracking</li> <li>Ensure all sounds taught, including ph, au</li> </ul>	

<p>To support underachieving Y2 children to achieve an expected level in Reading, Writing and Maths.</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>Smaller personalised sessions to support and extend learning. Reduced group sizes by employing additional staff.</p> <p>Develop cooperative learning and a structured approach to daily phonics, paired reading and daily writing.</p>	<p>The percentage of children attaining the expected standard in maths was above the National expectation and in reading and writing was roughly in line with national expectation.</p> <p>Reading 73.3% writing 70%, maths 83.3%</p> <p>62.5% children eligible for PP achieved EXS in reading and 50% in writing and maths. (50% of PP are also on SEN register).</p> <p>90% children achieved phonics screening , 75% of PP achieved phonics.</p>	<p>Modify booster sessions to address individual needs of PP children.</p> <p>Continued focus on reading but specific focus on maths and writing.</p> <p>Same day maths intervention to be used to address misconceptions and ensure children are equipped for the next lesson.</p> <p>Continued whole school focus on maths- raising achievement of PP, More Able and accelerating progress across school.</p>	
<p>To support underachieving Y6 children to achieve an expected level in Reading, Writing and Maths</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>Smaller personalised sessions to support and extend learning.</p> <p>Reduced group sizes by employing additional staff. 2 teachers in Year 6 each morning. The intervention during literacy and numeracy to be bespoke to meet the children varying needs</p> <p>Develop cooperative learning and a structured approach to daily phonics, paired reading and daily writing.</p>	<p>The percentage of children attaining the expected standard in reading, maths and writing was above the National expectation</p> <p>Reading 78%, Writing 85%, maths 81%, SPAG 81%.</p> <p>78% PP achieved EXS in reading, 67% in writing, 56% in maths and 89% in SPAG.</p> <p>Teacher intervention support was used effectively to support children in English and maths lessons.</p> <p>Results above evidence the impact of this.</p>	<p>Supported reading activities increased the children's confidence when approaching the test however the texts needed to be longer at shorter timed intervals to ensure the children were able to complete the test to time. This approach will be amended in booster sessions and guided reading sessions in 2016-2017.</p> <p>Continued whole school focus on maths- raising achievement of PP, More Able and accelerating progress across school.</p> <p>Intervention sessions were most effective when teachers worked collaboratively to plan and teach bespoke lessons to meet the children's needs.</p>	
<p>To provide quality teaching assistants to ensure intervention is timely and appropriate to meet the children's needs and show impact on learning.</p>	<p>TA support in each class in the morning then used for targeted intervention in the afternoons.</p>	<p>TA support was used effectively to support children in English and maths lessons. TA's were also able to deliver interventions in the afternoons to provide additional support.</p> <p>Results above in EYFS, Y1, KS1 and 2 evidence impact.</p>	<p>Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions form earlier learning in the day.</p>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Undertake a Pupil Premium audit.	Work with A Burden (HT) from Marine Park Primary School.	Created an action plan to develop provision and ensure impact of PP funding.	Action plan identified : <ul style="list-style-type: none"> <li>• Appointing PP lead</li> <li>• Audit interventions and identify who delivers them.</li> <li>• Monitor intervention weekly/ monthly/ half termly with staff- impact.</li> <li>• Monitor delivery of interventions.</li> <li>• Liaise with support and teaching staff regularly to monitor impact.</li> <li>• English and maths lead establish clear monitoring system.</li> </ul> Link governor to meet with lead to monitor impact of Pupil Premium.	Part of SSMG funding
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Have a PP lead who has: <ul style="list-style-type: none"> <li>• clear role and responsibilities</li> <li>• clear understanding of all information and data regarding disadvantaged children so they can make and support decisions to ensure appropriate interventions, progress and achievement.</li> </ul>	Appoint a SENDCo with responsibility for More Able and Pupil Premium pupils.  Began role June 2016	Role established and lead gaining understanding of pupils and responsibilities.	Lead will continue to develop clarity of role and responsibilities: <ul style="list-style-type: none"> <li>• Audit of interventions</li> <li>• Tracking progress half termly of pupils.</li> <li>• Using data to target children and support.</li> <li>• Regular liaison with support and teaching staff to monitor impact of interventions.</li> <li>• Monitor delivery of interventions.</li> <li>• Liaise with Link governor.</li> </ul>	TLR2a £2535

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.