



## **Ss Peter and Paul**

### **Impact of 2016 – 2017 Pupil Premium Funding**

#### **Pupil Premium Impact Report 2016- 2017**

Improvement of the provision for disadvantaged pupils at Ss Peter and Paul continues to be a school priority. There is a whole school approach to ensuring that all pupils will achieve highly as possible a result of high quality teaching and exceptional interventions. Disabled pupils and those who have special educational needs are supported very well by a range of approaches that leaders and staff consistently apply. Well-targeted individual and small group support effectively enables these pupils to make good progress.

Teacher assessment results from all classes are regularly analysed and show improving standards and progress measures.

The impact of this intervention work is clearly evident in outcomes at the end of key year groups (Reception class and Year 1 phonics).

Monitoring and evaluation of lessons shows that teaching strategies used, matches the needs of individual pupils. Teachers are held very accountable for ensuring that their lessons are differentiated and pupils are given the correct support and scaffolding to improve their learning so that they make at least expected progress. Cooperative learning strategies inspire children to fully engage in lessons whilst a focus on peer support encourages deeper thinking and a supportive classroom environment.

As well as supporting less able children to achieve, a focus has been placed on challenging the most able to ensure they are inspired and are working at their potential.

All pupils have access to school activities and pupils identified as pupil premium or special needs are supported to access this provision and their progress is regularly reviewed to ensure that their individual spend is monitored.

The emotional support we give to our children on a daily and weekly basis is strong. Our Inclusion coordinator is working successfully with some of our most vulnerable pupils; it is proving to be invaluable to these children.

Year Group	Number of Pupils	% = ARE+	% > ARE	ADDITIONAL RESOURCES PROVIDED	IMPACT AND NEXT STEPS
		% = EXP Pro +			
N	6 SEN 33.3%	67%	33%	One to one support X 2 Full time Teacher assistant in class BLAST speech and Language Programme Educational Psychologist support	Ensure baseline is accurate Closely monitor progress into YR Implement Ed Psych recommendations and closely monitor progress
R	9 SEN 33.3%	45%	11%	1 full time teaching assistant Talk Boost Language Programme Educational Psychologist support Educational visits	Early support and intervention identified quickly Closely monitor progress into Y1 Implement Ed Psych recommendations and closely monitor progress
Y1	15 SEN 66.7%	67%	7%	Two TA in class during English to create small learning groups 1x TA support in maths Educational visits Educational Psychologist support	Closely monitor progress into Y2 Implement Ed Psych recommendations and closely monitor progress
		66.67%			
		Phonics Pass	93%		
Y2	15 SEN 46.7%	60%	7%	TA support in English and maths Educational visits Educational Psychologist support Specialist behaviour support	Closely monitor progress into Y3 Implement Ed Psych recommendations and closely monitor progress
		80%			
Y3	9 33.3%	44%		TA support in English and maths Music tuition Education visits Educational Psychologist support Emotional resilience and individual counselling	Closely monitor progress into Y4 Implement Ed Psych recommendations and closely monitor progress
		55.56%			
Y4	9 55.6%	56%	33%	TA support in English and maths Educational visits to develop writing Music tuition Emotional resilience Individual Counselling Specialist behaviour support Educational Psychologist support	Closely monitor progress into Y5 Implement Ed Psych recommendations and closely monitor progress
		55.56%			
Y5	16 68.7%	44%	6%	TA support in English and maths Emotional resilience Individual counselling Music tuition Education visits Educational Psychologist support STEM and 'real life' skills experience	Closely monitor progress into Y6 and transition for SATS Implement Ed Psych recommendations and closely monitor progress
		43.75%			
Y6	15 60%	27%		0.5 Teacher booster and small group support Emotional resilience Educational Psychologist support Maths and English booster sessions Thurston Residential Trip/ Education visits Music tuition	Transition plans for KS3 Secondary ready children emotional support around SATS Experiences to develop real life skills within core and foundation subjects.
		26.67%			

