



Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Ss Peter and Paul RC Primary				
Academic Year	2017/2018	Total PP budget	118,783	Date of most recent PP Review	Feb2017
Total number of pupils	200 (226 with nursery)	Number of pupils eligible for PP	87 44%	Date for next internal review of this strategy	Feb2018

2. Current attainment		
The Year 6 cohort consisted of 30 children, 50% were pupil premium (15 children).	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of children attaining the expected standard in reading	9 Children (60%)	21 children (70%)
Reading Progress Measure	-1.06	-1.3
Reading Scaled Score	103	104
Number of children attaining the expected standard in writing	11 Children (73%)	25 children (83%)
Writing Progress Measure	0.33	0.5
Writing Scaled Score	101	102.3
Number of children attaining the expected standard in maths	4 Children (27%)	15 children (50%)
Maths Progress Measure	-5.16	-3.3
Maths Scaled Score	98.3	102
Number of children attaining the expected standard in SPAG	9 Children (60%)	20 children (67%)
SPAG scaled score	103	104.3

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers to be overcome		
A.	The children have a limited range of vocabulary due to lack of experiences- this has an impact 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 (particularly year 6/year 2)	
External barriers to be overcome		
E.	Parents can 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.	
F.	Regular absence or late arrival to school.	
4. Desired outcomes		Success criteria
A.	Improve the percentage of children attaining expected level in maths.	2018 – 75%+ PP children achieving expected level in maths
B.	Improve the percentage of children attaining expected level in writing.	2018 – 75%+ 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.	Improve behaviour for learning in classrooms and around school for all children.	Behaviour log for 'red time' on traffic light system ('red' instances reduce). Improved engagement in learning and progress in lessons.
E.	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.
F.	Persistent absence decreases. Children arrive on time for school day.	All parents work in line with 'school agreement' Attendance improves. Target children attend breakfast club.

	<p>Opportunities outside of the classroom to work in inspiring environments and encourage new experiences.</p> <p>Head teacher and subject leads to carry out writing opportunities book scrutiny across all subjects.</p>	engagement; wellbeing and personal, social and emotional development.			
<p>To extend the more able to achieve more than expected levels in Reading, Writing and Maths.</p> <p><u>Target – PP children at Greater Depth</u> Reading – 25% Writing – 25% Maths – 25% SPAG – 30%</p>	<p>Targeted differentiation, high quality marking and feedback.</p> <p>Additional teacher employed to provide high quality 'booster' sessions for year 6.</p> <p>Additional teacher employed in year 2 to allow further high quality teaching in smaller groups</p> <p>TA support in all maths and English 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>Interventions designed by class teachers to specifically target PP children and their targets.</p>		<p>Regular monitoring through planning, book scrutiny, lesson observation and intervention impact.</p> <p>Additional twilight training from LA lead – VPA strategies and bar modelling.</p> <p>LA – supportive review with maths focus. October 2017</p> <p>Clear provision maps for PP interventions with regular SMART targets reviewed and impact shown</p>	<p>M Butt L Lawson</p> <p>K Todd J Parker A Kennedy</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: Whole staff- mastery in maths and reasoning led by LA lead, including CPA approach. Maths lead- NCTEM training materials. PP lead to work in Key Phases rolling out a Lesson Study programme throughout school. (follow up from joint work with Marine Park)</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 (62% PP) and Y2 (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</p>	<p>A Kennedy L Lawson K Todd</p>	<p>First trio work together September/October Second Phase October/November</p> <p>The trios can then extend across school.</p> <p>PM reviews.</p> <p>Lesson observations, book scrutinies, data tracking.</p>
Total budgeted cost					<p>Additional teacher Y6 - £10,000 Additional Teacher Y2- £10,000 Additional support - £64,673 Lesson study- £600</p>
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions .</p>	<p>Plus 1 Power of 2 Number shark First Class Number Maths boosters Same day maths intervention</p> <p>Catch up literacy Y4/5 e.g. Word Shark Lexia Nessy One to one/ small group phonics. Additional one to one reading.</p>	<p>NFER report identified 'Deploying Staff effectively' as one of the seven building blocks used in schools which were successful in raising disadvantaged pupil attainment.</p> <p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p>	<p>TA training Regular scrutiny Impact statements based on pupil observations and data analysis</p> <p>Regular reviews of interventions. Ensure accurate baseline assessment used to show areas of progress.</p> <p>Emphasis on communication between teachers and support staff. Provision maps used effectively</p>	<p>A Kennedy oversee interventions</p> <p>DHT continue to line manage support staff / Perf management of TA's</p> <p>TAs in liaison with teachers</p>	<p>Half termly intervention meetings.</p> <p>'Drop in' intervention observations/monitoring</p>

To improve the percentage of children attaining expected standard in maths.	<ul style="list-style-type: none"> Quality first teaching CPD for teaching of mastery and reasoning skills. Two teachers in Y6 each afternoon- smaller groups Two teachers in Y2 each morning- smaller groups Parental workshops to continue throughout school. Targeted interventions as above. 	<p>Data shows maths is main school focus.</p> <p>Whole school focus on mastery C/P/A approach to develop arithmetic, fluency and reasoning skills.</p> <p>Gap in Y6 between PP and non PP (27% and 50%) Gap in Y2 between PP and non PP (67% and 79%)</p>	<p>Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis</p> <p>Interventions will be monitored through intervention tracking sheets.</p>	<p>Maths lead- K Todd M Butt</p>	<p>Half termly- and as part of the monitoring cycle</p> <p>Data reviews</p>
To improve writing skills needed to attain expected standards across the school, especially in Y2 and 6.	<ul style="list-style-type: none"> Quality first teaching Experiences so writing has a stimulus and purpose. Whole school writing weeks. CPD to ensure staff have greater understanding of criteria needed to meet expected standard. 	<p>Gap in Y6 between PP and Non PP (73% and 83%) Gap in Y2 between PP and non PP (67% and 71%)</p>	<p>Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis</p>	<p>English Lead- J Parker M Butt</p>	<p>Half termly- and as part of the monitoring cycle</p> <p>Data reviews</p>
Total budgeted cost					<p>Additional teachers Y6 and Y2- £29,658 Support - £64,673 School Learning equipment and intervention programmes/ resources- £5,000 Educational visits- £5,000</p>
iii. 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?

<p>Continue to develop the whole child and overcome barriers to learning around behaviour and emotional or mental health.</p>	<p>Inclusion coordinator (who is trained in counselling and emotional resilience) role encompasses:</p> <ul style="list-style-type: none"> • Attendance (Daily checks/ phone calls home, fortnightly meetings with attendance officer, awards, traffic light letters) • One to one counselling • Small group / one to one emotional resilience • Work with small friendship groups. • Oversee Playground Pals. • Working with families through Early Help Process. • Oversee behaviour and positive handling plans- engagement of children during lunchtimes. • Whole school approach to raise expectations (uniform, organisation, presentation). 	<p>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>	<p>Inclusion coordinator and TA attend mental health champion training.</p> <p>Inclusion coordinator update counselling skills through CPD/ Training course.</p> <p>Staff attended Early Help training.</p> <p>All teachers and TAs attended Team Teach Training – new staff.</p> <p>Improve ways of showing impact – case studies linked to academic achievement/attendance.</p>	<p>P Wetherelt D Carter A Kennedy SLT / All Staff</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- 95/96% or above and a decrease in persistent absenteeism.</p>
<p>To develop cooperative learning across school to ensure a consistent approach to development of effective learning strategies and behaviour management.</p>	<p>All staff trained in Cooperative Learning behaviours (including teachers, TAs and SAs):</p> <ul style="list-style-type: none"> • Consistent behaviour management strategies used across school (zero noise, 1,2,3 move transitions, cheers/ reward points and assemblies) • Active Listening, Job done, Help and Support (peer to peer support/ mastery/ group and paired work), Explain and Elaborate (reasoning/ mastery). • Modelling/ Think Alouds, guided practice, partner practice then independent work. • Traffic light system used throughout school. 'Green time reward' 	<p>Education Endowment organisation- identified peer to peer tutoring as highly effective tool to increase pupil progress.</p>	<p>Training update twilight to ensure correct use of tools/ strategies.</p>	<p>M Butt J Parker All Staff</p>	<p>Lesson observations.</p> <p>Data shows impact on attainment and progress.</p>
<p>Total budgeted cost</p>					<p>£22,952 Inclusion Coordinator</p>

6. Review of expenditure				
Previous Academic Year		2016- 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact/ measured effect: 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 63%, slightly below local and national.</p> <p>Gap between disadvantaged and other pupils widened- 50% of PP children gained GLD Gender gap widened 100% girls achieved GLD, 41.2% boys achieved GLD. (number of boys were disadvantaged and SEND- two moved to special placements and 1 is being assessed for ASD/ADHD)</p>	<ul style="list-style-type: none"> Continued focus on Reading, writing and maths Focus on all aspects of PSED and Understanding the World Continued whole school focus on maths- raising achievement of PP, More Able and accelerating progress across school. 	
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>89% children passed phonics screening, slightly higher than LA and national averages.. 93% PP children passed phonics (only 1 PP child did not pass phonics).</p> <p>67% children passed phonics re-test in Year 2. (2 out of 3 children) 50% of PP passed phonics re-test in Year 2 (1 out of 2 children)</p>	<ul style="list-style-type: none"> Continued small group approach when teaching phonics Close monitoring with gap finder and tracking Ensure all sounds taught, including ph, au 	

<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 75% writing 71.4%, maths 79%</p> <p>60% children eligible for PP achieved EXS in reading and 67% in writing and maths. (48% of PP are also on SEN register).</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>To improve percentage of children achieving greater depth in reading, writing, maths and SPAG.</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 was in line with national averages, writing was above national but maths and SPAG were below National averages.</p> <p>Reading 71%, writing 83%, maths 50%, SPAG 67%.</p> <p>60% PP achieved EXS in reading, 73% in writing, 27% in maths and 60% in SPAG.</p> <p>Impact seen in reading and writing at expected level.</p> <p>Percentage achieving greater depth in reading (23%) was in line with national (25%)</p> <p>Percentage achieving greater depth in writing (13%) was below national (18%)</p> <p>Percentage achieving greater depth in maths (17%) was below national (23%)</p> <p>Percentage achieving greater depth in SPAG (27%) was slightly below national (31%)</p> <p>Percentage children achieving greater depth was higher in 2017 than 2016, apart from writing. 13% PP achieved GDS in reading, maths and SPAG and 7% in writing.</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>Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions form earlier learning in the day.</p>	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact/ measured effect: 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
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"> • Appointing PP lead • Audit interventions and identify who delivers them. • Monitor intervention weekly/ monthly/ half termly with staff- impact. • Monitor delivery of interventions. • Liaise with support and teaching staff regularly to monitor impact. • English and maths lead establish clear monitoring system. Link governor to meet with lead to monitor impact of Pupil Premium.	Part of SSMG funding
iii. Other approaches				
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
Have a PP lead who has: <ul style="list-style-type: none"> • clear role and responsibilities • clear understanding of all information and data regarding disadvantaged children so they can make and support decisions to ensure appropriate interventions, progress and achievement. 	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"> • Audit of interventions • Tracking progress half termly of pupils. • Using data to target children and support. • Regular liaison with support and teaching staff to monitor impact of interventions. • Monitor delivery of interventions. • Liaise with Link governor. 	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.