

Ss Peter & Paul Catholic Primary School

Pupil Premium Strategy

2019 – 2020



On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding
2016-17	£ 63,360 - 48 children
2017-18	£ 60,360 - 44 children
2018 -19	£ 59,400 - 41 children
2019 -20	£ 56,024 - 26 children

	2016-17	2017-18	2018 - 19	2019 - 20
Percentage of FSM pupils	24%	21%	22%	14%
Number of FSM pupils eligible for the Pupil Premium	48	44	41	26
Number of looked after pupils eligible for the Pupil Premium	0	0	2	3
Number of service children eligible for the Pupil Premium	0	0	0	0
Total	£65,260	£60,360	£59,400	£56,024

Strategy outline for Pupil Premium spend (2019/20)

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
<p>Growing number of vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.</p>	<p>Year round Learning Mentor £11,338</p> <p>Thrive Practitioner £6,377</p>	<p>Mentee sessions to support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide on-going support for families and pupils.</p> <p>Tailored packages for individual children to include 1:1 support, group work both in and out of the classroom. Regular contact and support provided for vulnerable families.</p>	<p>Pupil's confidence and well-being grows which will have a direct impact on their progress within school which will be evident in data analysis and pupil voice.</p> <p>Improved parental engagement with parents feeling more supported.</p>	<p>Pupils were contacted weekly by Learning Mentor or Thrive Practitioner to ensure children were safe and supported.</p> <p>Positive feedback was received from parents in parent survey regarding the support during this time.</p> <p>Pupil voice from September 2020 identified that the children felt supported during lockdown, but they were glad to be back in school.</p>	<p>£17,715</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	Time for You (Relate) £2,730	To support children and young people who are facing a range of problems and emotional challenges.	Pupil voice and parent/carer feedback. The need for additional sessions monitored as well as re-referrals.	6 children accessed this service. They agreed Time for You helped. They felt they had an opportunity to talk/discuss their feelings in the sessions and they felt others would benefit from the service.	£2,730
	TA dedicated to facilitating those whose emotional and developmental difficulties impact upon learning. £9,172	<u>Thrive Approach</u> 1:1 or small group work to support early development.	Thrive assessment tool used to see the gaps that have been identified and subsequently close. Pupil voice and parental feedback.	44% accessed support through Thrive Practitioner, 42% by the Learning Mentor. Children were supported to access learning in a bespoke setting to meet their needs and avoid permanent exclusion.	£4,586

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
<p>All Pupil Premium children are entitled to additional support that will close any learning gaps and diminish the difference.</p>	<p>Teachers and TA's to provide 1:1 session, booster classes and small group support. £4,086</p>	<p>Children to reach their full potential in Mathematics and English to maximise progress. Before and after school booster sessions provided. Effective use of teaching assistant skill set to target PP children for Maths and English.</p> <p>PP children receiving 1:1 pupil conferencing session throughout the year.</p>	<p>Pupil gaps are identified and addressed to help secure better than expected progress. The majority of children targeted will achieve this. Data analysis at each data drop will determine the impact.</p>	<p>What did take place: Additional time during assembly. 1:1 pupil conferencing (Autumn term). Quality First Teaching for all. Therapies provided in the Autumn term. Support provided throughout lockdown.</p> <p>Year 6 extra sessions – no data to support achievements.</p> <p>Time during assembly – impact shows in pupil voice data.</p>	<p>£4,086</p>
	<p>Home school resource books £408</p>	<p>All PP children receive additional support and homework through home school resource books being provided during the Spring term.</p>	<p>All pupils in Year 6 to make better than expected progress in maths across the year. Assessment of children's learning, data, pupil voice.</p>	<p>CGP books were purchased and sent home with pupils but no data is available to measure the impact.</p>	<p>£408</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
All Staff are provided with training and support to enable all pupils to make the most possible progress.	£2,814	To provide opportunities for staff (teachers & support staff) to develop further skills that will enable pupils to make the most possible progress through quality first teach. Leadership time for PP lead to review impact of spending and provision and coaching staff and working with PP children.	Staff confident to deliver an engaging curriculum; the majority of Teaching and Learning judged good/outstanding over time. Data in core subjects will demonstrate that gaps are diminishing.	Selective mutism training was provided to all Teaching Assistants, however, due to lockdown, no actions were implemented.	£2,814
Children's diet and well-being.	£1.50 per week per child	Cookery classes for PP children Children learn basic cooking skills and about healthy diet.	Children demonstrate good knowledge and understanding of a healthy diet and have learnt practical cooking skills to make a meal. Assessment within lessons and pupil voice.	8 children took part in Cookery sessions and developed skills as well as enjoying social interaction within the club.	£30
Increasing number of vulnerable families and children are facing financial constraints.	£896	<u>Subsidise residential trips – Alton Castle + Plas Dol-y-Moch -</u> Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences.	Improved social interaction with others. Develop greater independence, life skills and raised aspirations. Pupil voice Parental feedback	11+ accessed trips in the Autumn and Spring Term. They had positive experiences and memories.	£380.50

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
Increasing number of vulnerable families and children requiring help with attendance and punctuality.	£2,523 FSW	<u>Employment of:</u> <u>Family Support Worker (FSW)</u> <u>Attendance Officer (AO)</u> <u>Through the Romero Partnership Network -</u> To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day. Vulnerable children and families are supported through home visits to ensure children are effectively safeguarded.	Improved attendance percentages across the school so that they are in line with National; children arrive to school on time and families are well supported to provide support for their child.	18/19 PP Attendance 96.7% 19/20 PP Attendance 92.5% Attendance until March 2020 was improving; however, the impact of lockdown/school closures has affected the remaining year.	£2,523
Gap between pupil-premium children in some year groups in reading attainment.	£10,000	<u>Teaching of 1:1 phonics</u>	Teaching over time evaluated teaching to be good or better in delivery of RWI. Good or better progress made from starting points. More rapid progress made across R/Y1/Y2.	No phonics screening took place, the current Year 2 (last year's Year 1) are retaking in the Autumn term. 3 Development Days took place, feedback	£10,000 £450

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	£0	<p>Love of reading initiatives (hide a book, snuggle up with a book, reading competitions).</p> <p>Reading Club in place so all children can access high quality texts and be read to by an adult and share books with others.</p> <p>Reading award given weekly.</p>	Pupil voice shows a love and enthusiasm for reading.	<p>or our staff was “strong practices and accurate judgements”.</p> <p>An increase in parental engagement. Pupil voice highlighted an increase in enjoyment. Increased social media presence. Generous donation of books for both our newly refurbished library and book vending machine.</p>	
Increasing number of vulnerable families and children needing help with speech and language difficulties.	£2,850	<p><u>Employing a Speech and Language Therapist (SALT) -</u> Employment of a SALT – dedicated to our school, working a day each week targeting children with difficulties with speech and language; working with parents to support their children at home.</p>	Improved speech and language interventions for children across the school; early intervention ensures children come off the programme quickly and parents feel supported. All children evaluated throughout the process by Pepper Therapy and rates of discharge monitored. Half termly reports provided as well as discharge reports.	3 PP children received interventions from SALT. 1 discharged (33%).	£2,850

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	£1,200	3 afternoons of S&L TA support for PP children for additional support.		4 PP children supported in Autumn and Spring term.	£1,200
Some children are unable to access a variety of activities outside their home which would provide enriching opportunities where they can develop better skills and understanding.	£651	Offer of free enrichment clubs Opportunities for pupils to develop their own talents and develop greater self-esteem.	Pupils subject and general knowledge and understanding will grow. Improved self-esteem and relationships with others. Pupil voice.	A number of children accessed the enrichment clubs and enjoyed taking part.	£179
Engagement of parents.	£500	Regular meetings with Principal and Vice Principal with parents. Incentives offered e.g. book for Christmas, food vouchers etc.	Improved engagement of parents. Good attendance to meetings offered.	This did not take place during this academic year.	£0
Low aspirations by children and families.	£1,235	Pupils participate in a piece of research alongside a PHD student, complete coursework in order to obtain a degree classification with The Brilliant Club over the summer 2020 programme.	Increased aspirations and opportunities to explore route ways to higher education and identify skill sets required to be successful in the world. Children will complete coursework supported by a PHD student and will graduate with a degree classification. Improved parental engagement as	Launch event attended. Other events did not go ahead due to the lockdown. Limited impact on children – this opportunity is not continuing in 20-21.	£960

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			they will be invited to attend graduation.		
Limited opportunities to learn outdoors and develop new skills.	£2,000	Children have increased opportunity to learn outdoors. EYFS outdoor area is improved to ensure children can learn in different environments, catering for different learning styles.	Monitoring and observation GLD data Pupil voice.	Not completed during lockdown – started and completed in Sept 2020. The PP provision is for now and in the future.	£2000
Limited English language. Restricted vocabulary.	£552	Support for EAL pupils in the school to enable them to grow in confidence with the English language; targeting intervention and translation of school letters and policies in order to support families. Attendance at parents evening to translate where necessary.	Children feel supported with their language; children make improved progress in language, permeating to all curriculum areas. Increased engagement with families.	No PP children supported during this time.	£0
Free School Meals	No allocation	Improve and help tackle health inequalities, as well as removing the poverty trap faced by parents.	Ensure children receive nutritious food and families do not go without during the pandemic.	All PP children were issued FSM vouchers during the lockdown period and school holidays.	£970.50
PSHE	£1,945	PHSE is vitally important for children's welfare.	Provide opportunities to bring the school community together. Build relationships and enhance the positive ethos especially during the pandemic/lockdown periods.	The school purchased JIGSAW and use the resources available.	£911.88

£1,230 carried forward to 2020/2021