



Ss Peter & Paul Catholic Primary School

Pupil Premium Strategy

2020 - 2021

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
2017-18	£ 60,360 - 44 children
2018-19	£ 59,400 - 41 children
2019-20	£ 56,024 - 26 children
2020-21	£ 58,730 - 35 children

	2017-18	2018-19	2019-20	2020-21
Percentage of FSM pupils	21%	22%	14%	19%
Number of FSM pupils eligible for the Pupil Premium	44	41	26	35
Number of looked after pupils eligible for the Pupil Premium	0	2	3	5
Number of service children eligible for the Pupil Premium	0	0	0	0
Total	£60,360	£59,400	£56,024	£58,730

Strategy outline for Pupil Premium spend (2020-2021)

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 and HLTA £20,000</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. 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. Improved parental engagement with parents feeling more supported.</p>	<p>30 pupil premium children and families received support from SG & LW throughout the year to increase self-esteem, improve attitudes to learning and receive ongoing support.</p> <p>29 children received daily / weekly phone calls home during the January lockdown.</p>	<p>£15,386.57</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	TA dedicated to facilitating those whose emotional and developmental difficulties impact upon learning. £10,000	<u>Thrive Approach</u> 1:1 or small group work to support early development. Rainbow – Bereavement Councillor	Thrive assessment tool used to see the gaps that have been identified and subsequently closed. Pupil voice and parental feedback.	During the year, a new role was developed for a Child and Family Liaison Officer (non-class based) and our dedicated HLTA was successful in securing this role allowing her to further support children and their families facing emotional and developmental difficulties. 30 children received support from LW.	£10,223.44

<p>All Pupil Premium children are entitled to additional support that will close any learning gaps and diminish the difference.</p>	<p>Teachers and TAs to provide 1:1 session, booster classes and small group support. £1,900</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>Children to receive 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>Due to ongoing Covid restrictions Pupil Conferencing did not take place.</p> <p>1:1 booster session took place for children who were identified as having gaps in learning. Data shows the positive impact. Y1 –2 children targeted reached ARE in R, W, M and were previously working below. All Non-SEN PP 3 children are working at ARE. Y2 – 1 child reached ARE in R, W, M and was previously working below. Non-SEN PP 6 R – 50% W – 50% M – 83% Y3 – 1 child reached ARE in M and was previously working below. Non-SEN PP 4 R – 50% W – 50% M – 75%</p>	<p>£1,351</p>
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PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
				Y4 – 1 child reached ARE in W, M and was previously working below. Non-SEN PP 4 R – 50% W – 75% M – 50% Y5 Non-SEN PP 3 R – 33% W – 33% M – 33% Y6 Non-SEN PP 5 R – 80% W – 80% M – 80%	

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<p>All Staff are provided with training and support to enable all pupils to make the most possible progress.</p>	<p>£1,500</p>	<p>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 i.e., Maths, Staff Meeting Training, Network Leads and Working Parties.</p>	<p>Staff confident to deliver an engaging curriculum; the majority of Teaching and Learning judged good/outstanding over time.</p> <p>Data in core subjects will demonstrate that gaps are diminishing.</p>	<p>Over the course of the year staff have attended:</p> <p>Maths:</p> <ul style="list-style-type: none"> • Building Firm Foundations (EYFS) • Y5 (RQT) • Y1 (RQT) • TA <p>RE:</p> <ul style="list-style-type: none"> • Sacramental preparation (Y3/Y4) <p>PE:</p> <ul style="list-style-type: none"> • Games; fielding, attacking, and defending <p>Network Meetings including English leads, Science leads, theme leads.</p>	<p>£240</p>
<p>SEND Co-ordinator to provide support to enable SEND pupils to make progress.</p>	<p>£10,500</p>	<p>MG to provide support to SEND PP children and their families including meetings, pupil conversations and support in class/1-2-1.</p>	<p>SEND PP children to have received support and will be making progress.</p> <p>Families receive support from MG when required/needed.</p>	<p>Small steps of progress were made (see pupil progress meeting notes).</p> <p>Social and emotional progress was made (see pupil progress meeting notes).</p>	<p>£8,740</p>

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Increasing number of vulnerable families and children are facing financial constraints.	£45	<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.	To help cover the cost of a theme link trip, we supported one family to cover the cost.	£15
Supporting PP+ families to ensure children attend school and are punctual.	£600	Subsidise before and after school costs to support parents/carers.	Children attending school. Family supported. Children provided with breakfast and afternoon snack.	2 children accessed the before and after school club; discount was provided to support the family.	£496.25
Increasing number of vulnerable families and children requiring help with attendance and punctuality.	£6,000	<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.	Termly meetings with FSW to discuss vulnerable families and children requiring help. Reports shared with LAC. Home visits and regular communication with vulnerable families (calls / letters / visits)	£5,493

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
Gap between pupil-premium children in some year groups in reading attainment.	£1,200	<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.	Additional RWInc sessions were delivered to children during Autumn term and summer term	£1,035
	£400	Love of reading to be embedded e.g., reading legends, vending machine.	Pupil voice shows a love and enthusiasm for reading.	Reading review (summer 21) highlighted the love of reading throughout the school.	£303.62
Increasing number of vulnerable families and children needing help with speech and language difficulties.	£2,500	<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.	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. Termly reports provided as well as discharge reports.	Termly reports provided to parents at the end of each term – progress monitored. Out of the 5 children, 1 left at the end of the summer term.	£2,052
	£1,000	3 afternoons of S&L TA support for PP children for additional support.			£607
Some children are unable to access a range of enrichment opportunities and experiences which	£220.98	Offer of enrichment opportunities and experiences for pupils to develop their own talents and offer new experiences i.e., dance, pantomime, reading books,	Pupil’s subject and general knowledge and understanding will grow. Improved self-esteem and relationships with others. Pupil voice.	41 children received a reading book at Christmas and accessed the Belgrade	£220.98

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
would develop their own character.				Theatre pantomime online.	
Limited opportunities to learn outdoors and develop new skills.	£2,000	Children have increased opportunity to learn outdoors. Begin to develop a fire pit and benches.	Monitoring and observation of developed area. Pupil voice.	Due to covid and social distancing this will remain a priority for next year.	£0
Provide Free School Meal vouchers	£344	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.	31 children were in receipt of vouchers during the school closure.	£344.00
Provide items of school uniform	£400	Provide families with items of uniform i.e., jumper, cardigan, polo top an PE kit.	Children come to school in full uniform as per school uniform policy.	10 children were provided with uniform to support our families	£123.50
PSHE	£911.88	PSHE 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.	Purchased Jigsaw. Children were supported through a challenging year by the resources provided by Jigsaw. Pupil voice (Y6) highlighted how supported the children felt.	£911.88
Senior Leadership meetings to review and evaluate progress and expenditure.	£1,000	SLT to meet termly to discuss progress of the action plan and implement actions based on impact.	For actions on the action plan to be making a difference to our PP children.	Action plan implemented throughout the year and the impact	£1171.80

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
				of each action recorded (see above).	