

# Pupil premium strategy statement

1. Summary information					
School	St Peter's Catholic Academy				
Academic Year	2016/17	Total PP budget	87,700		
Total number of pupils	238	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
<b>KS1</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading, writing and maths		
% achieving EXS or above in reading	63%	82%
% achieving EXS or above in writing	50%	82%
% achieving EXS or above in maths	88%	82%
<b>KS2</b>		
% achieving EXS or above in reading, writing and maths		
% achieving EXS or above in reading		
% achieving EXS or above in writing		
% achieving EXS or above in maths		
<b>Progress</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Reading</b>		
Rank		
%EXS	73	79
Diff (pupils)	0	2
%GDS	9	5
Diff (pupils)	0	0
<b>Writing</b>		
Rank		12
%EXS	82	89
Diff (pupils)	0	2

%GDS	9	21
Diff (pupils)	0	2
<b>Maths</b>		
Rank		
%EXS	45	63
Diff (pupils)	-2	0
%GDS	9	11
Diff (pupils)	0	0
<b>RWM</b>		
%EXS	36	58
Diff (pupils)	-1	2
%GDS	9	5
Diff (pupils)	0	0

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Significantly low attainment on entry to Nursery. This slows progress in subsequent years.
<b>B.</b>	PP pupils who achieved expected attainment at the end of Key Stage 1 need to sustain the achievement through Key Stage 2.
<b>C.</b>	High rates of progress across KS1 in reading and writing
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Punctuality rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.
<b>E.</b>	Low aspirations and expectations of what pupils could achieve

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that all pupils eligible for PP achieve GLD
<b>B.</b>	Higher rates of progress across KS2 for expected attaining PP pupils	Pupils eligible for PP identified as expected ability pupils make as much progress as other pupils identified as expected ability. Measured by Y3-6 assessment in RWM.
<b>C.</b>	Higher rates of progress across KS1 for PP pupils	Pupils eligible for PP identified as expected ability pupils make as much progress as other pupils identified as expected ability. Measured by Y1-2 assessment in RWM.

<b>D.</b>	Increased punctuality rates for pupils eligible for PP.	Reduce the number of persistent lates among pupils eligible for PP.
<b>E.</b>	Increased PP family engagement with learning.	Parental feedback. Family learning programmes Attendance at curriculum events/parents evenings/workshops Level of after school activity involvement

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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<b>i. Quality of teaching for all</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>Review</b>
<b>A</b> Improve oral language skills for pupils eligible for PP in Nursery and Reception	Stories for talking Small group targeted speech and language support Additional adult support. Time to talk groups Pre-school group	Invest PP funding into longer term change which will help all pupils. Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) will enable our pupils to make accelerated progress. Guided by the research from NFER cited in Ofsted 2014 report on PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support.	Continue to use the progression in language scheme in all classrooms	RH	Feb 17
<b>B</b> Higher rates of progress across KS2 for expected attaining PP pupils	Raising standards of teaching through coaching with a focus on reading and feedback.	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research)	Daily before school club for pupils in reading.  TA's to take identified PP children for appropriate interventions  Embed effective feedback across all year groups.	DL	<b>July 17</b>
<b>C</b> Higher rates of progress across KS1 in reading and writing.	Raising standards of teaching through coaching with a focus on reading,	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed	Support to staff to improve teaching of reading and writing. New guided reading scheme implemented	DL VB	July 17

	writing and feedback.	across the school. Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research)	Targeted additional adult support in every classroom		
<b>Total budgeted cost</b>					65,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action</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>Review</b>
B Higher rates of progress across KS2 for expected attaining PP pupils	Track expected attaining PP pupils as a unique group  Offer additional after school provision in reading and maths.	We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFERresearch.  Holding all staff to account through not accepting low or variable performance.	Booster classes for Y6 Interventions across KS2 for identified groups Effective feedback embedded across year groups	VB LF	July 17
C Higher rates of progress across KS1 in reading and writing.	Track expected attaining PP pupils as a unique group  Offer additional after school provision in reading and maths.	We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFERresearch.  Holding all staff to account through not accepting low or variable performance.	Interventions across KS1 for identified groups Effective feedback embedded across year groups	DM	July 17
<b>Total budgeted cost</b>					12,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>Review</b>

		<b>this choice?</b>	<b>implemented well?</b>		
D Increased punctuality rates for pupils eligible for PP.	<p>Monitor punctuality and Office to follow up quickly on absences.</p> <p>Home school link worker to support identified children.</p> <p>Identified children invited to morning reading club or breakfast club.</p>	<p>NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.</p>	<p>PP champion well briefed on target group .</p> <p>TA will run morning reading clubs.</p>	RS	Feb 17
E Increased PP family engagement with learning.	<p>Termly family learning programme</p> <p>Parent workshops run by teachers.</p> <p>Pre-school group</p>	<p>EEF Teaching and learning tool kit shows social and emotional learning (+4)</p> <p>NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families</p>	<p>Parent workshops to be organised.</p> <p>Signposting to available support</p> <p>Family learning programme</p> <p>Ongoing feedback from parents</p> <p>Comprehensive out of school activity programme</p>		Feb 17
<b>Total budgeted cost</b>					11,000