

1. Summary information					
School	St Peter's Catholic Academy				
Academic Year	2019/20	Total PP budget	£73920	Date of most recent PP Review	Jan 2018
Total number of pupils	236	Number of pupils eligible for PP	56	Date for next PP Strategy Review	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths (or equivalent)	67%	83%
% achieving Expected or above in reading.	75%	91%
% achieving Expected or above in writing.	75%	87%
% achieving Expected or above in maths	75%	96%
Progress in Reading	-3.7	2.4
Progress in writing	-1.1	2.4
Progress in maths	-1.8	1.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Disadvantaged children not always reaching the expected standard at the end of EYFS
B.	End of KS1 disadvantaged children achievement at expected standard in writing and exceeding in writing and maths.
C.	To increase the percentage of disadvantaged children achieving the higher standard in English and Maths at the end of KS2
D.	Identify small number of disadvantaged children struggling to achieve the expected standard even with good teaching
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance and punctuality rates for identified individuals eligible for PP.

F.	Specific features of the community the school serves.
----	---

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Most disadvantaged children achieve early learning goals particularly in maths and English by the end of EYFS. Identify children exceeding.	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that most pupils eligible for PP achieve GLD
B.	Most disadvantaged children achieve the expected standard at the end of KS1. The number of children achieving the higher standard increases to in line with national at the end of KS1.	Increase in attainment at the end of KS1 In writing and in greater depth for disadvantaged children.
C.	To increase the proportion of pupils exceeding national expectations in English and Maths	Pupils eligible for PP identified as high ability make as much progress as national.
D.	Academic targeted interventions for those individuals or small groups who are struggling to impact on raising attainment at the end of EYFS, KS1 and KS2	Interventions will be fluid and linked to learning within the classroom
E.	Improvement in attendance rates for a very small minority of PP pupils. Punctuality rates for pupils eligible for PP increases and is inline or better than their peers.	All PP children are punctual and invites to breakfast club and after school club are implemented where appropriate. Improvement in attendance of pupil premium pupils.

F.	A curriculum is embedded that is ambitious and is designed to be sequenced to enable disadvantaged pupils to build their knowledge and skills. This curriculum has a particular focus in improving aspirations and opportunities for all, particularly the disadvantaged. Allowing children the opportunity to achieve their full potential.	A well- constructed, well-taught curriculum is in place and this leads to good results for disadvantaged children.
-----------	--	--

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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>A. Most disadvantaged children achieve early learning goals particularly in maths and English by the end of EYFS. Identify children exceeding.</p>	<p>Additional 1: 1 Reading</p> <p>EAL support assistants</p> <p>Word Gap</p> <p>Staff CPD on early talk boost for EYFS</p> <p>Stoke speaks out</p> <p>Language steps</p>	<p>Children enter St Peter's with very low language and communication skills. Some of the students need targeted support to catch up.</p> <p>Talk boost is a targeted intervention to narrow the gap. On average, children make six months progress after the 9 week programme</p> <p>Word Gap is aimed at expanding the vocabulary of children as children will make slower than average progress compared to their peers. "A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11."</p> <p>Continued CPD to ensure all staff are knowledgeable about areas of learning they teach.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>The quality of education provided in the early year's curriculum impacts on all children but particularly the most disadvantaged.</p> <p>Ensure that most achieve the national standard in English and maths.</p> <p>Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress</p>	<p>Early years lead</p> <p>Reception teacher</p>	<p>Jan 2020</p> <p>July 2020</p>
---	--	---	---	--	----------------------------------

<p>B Most disadvantaged children achieve the expected standard at the end of KS1. The number of children achieving the higher standard increases to in line with national at the end of KS1.</p>	<p>Ensure good teaching in every class at all times</p> <p>Targeted interventions for individuals who are struggling</p> <p>Introduction of reading for pleasure</p> <p>Watch me learn sessions(EYFS/KS1) - phonics, handwriting Reward for reading – stickers and certificates</p> <p>Phonics boosters – KS1 Talk boost –KS2 Academic targeted interventions for groups of children to address gaps identified in learning</p> <p>CPD on retrieval and retention – building within the lessons</p>	<p>Evidence shows that children taking part in the talk boost intervention made significant progress in language and communication, with 67% catching up with their peers in understanding language.</p> <p>Watch me learn sessions allow parents to an insight in to their children’s life at school and their learning experiences. It also provides parents with the opportunity to develop skills that will them support children at home.</p> <p>Reading for pleasure will help develop the children’s vocabulary, imagination and grasp of the English language. It also has the added benefit of helping children to increase empathy, improve relationships and can improve their sense of connectedness to the wider community.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>‘drop in’ to look at children’s motivation and engagement during reading sessions.</p> <p>Monitor the use of strategies using modelling and structured support, and how they are strategically reduced as a child progresses until they are capable of completing the activity independently</p> <p>Monitoring shows that disadvantaged children read widely and often with fluency and comprehension appropriate to their age.</p>	<p>Class teachers</p> <p>Literacy lead</p>	<p>Termly tracking of progress</p>
--	---	--	--	--	------------------------------------

<p>C To increase the proportion of disadvantaged pupils in line and exceeding expectations</p>	<p>Weekly small group sessions in maths for disadvantaged pupils with experienced teacher, in addition to standard lessons.</p> <p>Teachers refer to EEF guidance document on literacy and maths.</p> <p>SMW interventions</p> <p>Talk boost</p> <p>CPD pupil premium lead (Marc Rowland and maximising the impact of PP)</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional provision with some ‘aspiration’ interventions such as talks through the EEP.</p>	<p>Teaching assistant (TA) CPD for TAs supporting/leading the English sessions.</p> <p>Specialist maths teacher 2hours a week</p> <p>Monitoring shows that disadvantaged children read widely and often with fluency and comprehension appropriate to their age.</p> <p>‘drop- in’ to monitor how appropriate strategies are and to look at the motivation and engagement of children. Also to see how structured support is reduced until children are capable of completing activities independently.</p>	<p>Pupil Premium lead</p> <p>English and maths lead</p>	<p>Termly tracking of progress</p> <p>Termly pupil progress meetings</p>
Total budgeted cost					£57506
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>D. Academic targeted interventions for those individuals or small groups who are struggling to impact on raising attainment at the end of EYFS, KS1 and KS2</p>	<p>Weekly small group sessions in maths for disadvantaged pupils with experienced teacher, in addition to standard lessons.</p> <p>After school interventions which will be fluid and address any gaps with children's learning in class</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks through the EEP.</p>	<p>Specialist maths teacher 2hours a week</p>	<p>English/math s lead</p> <p>Pupil premium lead</p>	<p>Termly tracking of progress</p> <p>Termly pupil progress meetings</p>
Total budgeted cost					£11800
ii. 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>E Improvement in attendance rates for a very small minority of PP pupils.</p>	<p>Provide wrap around care – breakfast club</p> <p>Attendance clinics</p> <p>EWO home visits</p> <p>First day response provision.</p> <p>Attendance rewards for 100% - termly</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>PP lead, office manager, head teacher etc. will collaborate to ensure attendance is closely monitored.</p>	<p>PP lead Head teacher Office manager</p> <p>EWO</p>	<p>Monthly attendance reports</p> <p>Termly reports to parents and letters home for those who are a cause for concern</p> <p>Termly report to governors</p>
<p>F. Children have the confidence to achieve their full potential</p>	<p>English Speaking Board (ESB)</p> <p>Laurel Trust and picture books to be extended to include Y3& Y5. Staff CPD</p> <p>Employers engagement project</p> <p>Breakfast club</p> <p>Growth mind-set lessons and staff CPD</p>	<p>Due to the community we serve there is a high percentage of children who start school with little or no English, often one parent also has little or no English and limited experience of education.</p> <p>Build children's confidence to communicate with all at a variety of different levels. The ESB will stretch the more able and support the less confident. Allowing all children to reach their full potential.</p> <p>Picture book project was used in year 4 last year to improve comprehension and inference skills. Also supports speech, language and communication. Increasing children's vocabulary and confidence in their own ability</p> <p>Raise aspiration of children through taking part in the EEP.</p>	<p>Timetable CPD for growth mind-set training and picture book project for staff.</p> <p>Picture book lessons to be timetables as part of guided reading sessions</p> <p>Staff CPD about EEP. Timetable events and create links related to curriculum.</p> <p>Growth mind-set to be used when providing feedback to children. Lesson to be timetabled alongside PSHE</p>	<p>TP</p> <p>JL</p> <p>SU/PT</p> <p>LH</p>	<p>Growth Mindset training autumn 2019</p> <p>PSHE lead – to monitor impact by carrying out drop-ins</p> <p>June 2020 - ESB</p>
Total budgeted cost					£4614

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

£87,120

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
A.PP children achieve a good level of development regardless of starting points.	Additional reading, nuffield speech language programme, maths interventions, language interventions, after-school clubs. EAL support	<p>In Foundation 1 33% of pupil premium are meeting age related expectations.</p> <p>In Foundation 2 33% of PP pupils have achieved GLD (1/3) .</p> <p>End of FS2 1 pupil premium child had a EHC</p>	<p>Continue to provide quality first teaching to ensure progress of PP children, especially in reading and writing.</p> <p>Language intervention to continue to narrow the gap for those children who enter school with poor communication and language skills.</p> <p>Changed language intervention programme to word gap and early talk boost to close the gap</p>	£17350

<p>B Improvement in progress and outcomes in phonics, reading, grammar and spelling</p>	<p>Targeted interventions for individuals and groups. Watch me learn sessions(EYFS/KS1) - phonics, handwriting Reward for reading – stickers and certificates Phonics boosters – KS1 Grammar boosters –KS2</p>	<p>Y1 phonics – 71.4% (target 81%) Writing KS1 60% (target 76%) KS2 72% (target 75%)</p> <p>Phonics Over 3 years there has been an increase from 40%. Year 2 100% of PP children achieved the standard in phonics</p> <p>KS1 Has been an improvement in the percentage of children achieving the standard in reading and writing. No disadvantaged children exceeded in writing and maths.</p> <p>KS2 Although attainment down additional support throughout KS2 allowed the children to achieve in line with national.</p>	<p>Continue to offer additional provision for EXS PP pupils. Continue to track group closely across all year groups.</p>	<p>£20954</p>

<p>C To increase the proportion of pupils exceeding national expectations in English, Maths</p>	<p>Guided activities in reading, writing and maths develop core skills, matched to the needs of each pupil group, especially for more able pupils. Additional booster sessions.</p>	<p>Children were below national at KS2</p> <p>KS1 exceeding: Reading 25% Writing 0% Maths 25%</p> <p>KS2 exceeding: Reading 0% Writing 0% Maths 17%</p>	<p>Ensure that pupils who have the potential to achieve the higher standard are closely tracked and continue to receive quality first teaching in reading and writing.</p> <p>Use EEF toolkit to identify appropriate methods to improve progress and attainment- implement across the school.</p>	<p>£18980</p>
<p>D Improvement in attendance and progress of PP children (attendance for PP 2016/17 62% at 96%+)</p>	<p>Consult with pupils and parents re. wrap-around-care and access to breakfast clubs and other extended curriculum activities. Attendance clinics; EWO home visits; after school access to clubs Office staff to follow up quickly absences as per school policy.</p> <p>Attendance rewards for 100% - termly and yearly</p>	<p>Attendance for PP 96.09%. However, this means that absence of PP is 4.42%, which is below the national for this group of children.</p> <p>Absence of persistent absent PP children is at 5.45%.</p>	<p>Continue to implement strategies in place and closely track attendance of PP children.</p>	<p>£6407</p>

<p>E. Improvement in pupils' self-confidence and communications skills.</p>	<p>English Speaking Board (ESB)</p> <p>Nuffield speech language programme (EYFS)</p> <p>Talk boost including EYFS</p>	<p>PP achievement across KS2 is generally below that of their peers.</p> <p>Aspirations of disadvantaged is generally low</p> <p>Through word gap and the picture book project (Y4) progress has been made with language and communication skills.</p> <p>84% of children taking part in the ESB achieved a pass or above</p>	<p>Maintain approaches already implemented and continue to track progress of children closely to monitor impact.</p> <p>Word gap and picture book project to be extended to other year groups.</p>	<p>£3541</p>
<p>F To ensure fair access and inclusion in after-school activities and events</p>	<p>Targeted extracurricular clubs to cater for PP pupils requests. (school council survey on what children would like)</p> <p>External suppliers of activities to be used where appropriate.</p> <p>Children's university to encourage children to participate in after school clubs</p>	<p>66% of PP children attended at least one after school club.</p>	<p>Continue to offer a wide range of activities to engage PP children in extra-curricular learning.</p> <p>Total expenditure including quality first teaching and TLR £87120</p>	<p>£4344</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.