



SS Peter and Paul Catholic Primary School

Pupil Premium Strategy Statement:

1. Summary information					
School	SS Peter and Paul Catholic Primary School				
Academic Year	2020/21	Total PP budget	£17,485	Set April 2020	
Total number of pupils	179	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2021
2. Current attainment / Progress					
SATs Attainment for: 2020-2021			Pupils eligible for PP (your school)	Pupils not eligible for PP School/National	
% achieving expected standard or above in reading, writing and maths			Data not available	Data not available	
% achieving expected standard or above in reading			Data not available	Data not available	
% achieving expected standard or above in writing			Data not available	Data not available	
% achieving expected standard or above in maths			Data not available	Data not available	
Progress for: 2020-21			Data not available	Data not available	
Progress from Year 2 in reading			Data not available	Data not available	
Progress from Year 2 in writing			Data not available	Data not available	
Progress from Year 2 in maths			Data not available	Data not available	
Teacher Assessment: 2020-2021 (Year 6)			2 pupils	27 pupils	
% achieving expected standard or above in reading			100%	93%	
% achieving expected standard or above in writing			100%	90%	
% achieving expected standard or above in maths			100%	97%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor basic literacy skills	
B.	Poor basic numeracy skills	
C.	Poor reading skills	
D.	SEND & English as an additional language result in language deficiency	
E.	Retention difficulties /focus /working memory	
F.	Low self-esteem/confidence	
G.	Low self-motivation/poor ready to learn attitude	
H.	Poor social skills and behaviour	
I.	Not having full school uniform or school PE kit	
J.	Lack of finance to attending school trips	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
K.	Low attendance for a minority of pupils	
L.	Challenging family circumstances	
M.	Lack of support from Parents/Carers	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have better understanding of basic spelling, punctuation and grammar and apply it to their own writing.	PP children will be working at the expected standard for their age group in writing, including SPaG, (teacher assessments/end of year tests/SATs)
B.	Children will have better understanding of fundamental maths concepts	PP children will be working at the expected standard their age group in maths (teacher assessments/end of year tests/SATs)
C.	Children will have better basic reading skills (use of phonics and decoding) to help to develop better reading comprehension skills.	PP children will be in-line with non-PP children with reading age. Children who are not yet free readers will be in the school's reading scheme (PP children should be on which uses the Reading Recovery levels and should be on a colour/level in-line with non-PP children for their age group). PP children will have passed their phonics test in Y1 (by the end of Y2) PP children will be able to read to an adult and be able to show understanding of what they have read. LSAs used during COVID restrictions PP children will be working at the expected standards for their age group in reading (teacher assessments/end of year's tests/SATs).

D.	Children who have EAL and/or SEND will make expected progress due to clearer understanding of language.	PP children will make expected progress in reading, writing and maths (see A, B and C). Lesson observations and book scrutiny will show improved use of language.
E.	Children will be able to focus for more sustained periods of time and retain more of what they have learnt.	Lesson observations and book scrutiny will show better focus, concentration and active teaching, learning and pupil engagement. Evidence of work in books to show the WALT has been achieved.
F.	Children will have improved self-confidence and self-esteem.	PP child/teacher/learning mentor will notice improved self-confidence and self-esteem both in class and in the playground. Child will have opportunities to share how they are feeling with class teacher/learning mentor and a noticeable improvement will be made (assessment of pupil's feelings through pupil interviews/questionnaires show improvement from beginning to the end of the year).
G.	Children will have improved motivation and a positive attitude to learning.	Lesson observations and book scrutiny will show improved motivation and a positive, independent and resilient attitude to learning. Active teaching, learning and pupil engagement will be present. PP children will make expected progress.
H.	Children will have improved behaviour and better relationships with peers and adults.	If behaviour is an issue. Class teacher will monitor PP children will have time to talk to their teacher/learning mentor (assessment of pupil's feelings through pupil interviews/questionnaires show children are settled)
I.	All children will wear school uniform and PE kit.	PP children will wear full school uniform and PE kit in accordance with school policy. Uniform will be provided if required. Uniform will be checked on an informal basis. Review of lack of PE kit reports to the school office will reduce.
J.	All children will be able to go on school trips and other activities.	All PP children will attend school trips or other activities to support their learning. PP children will have the same opportunities as non PP children. Camp in Year 6 will be subsidised.
K.	The attendance of PP children will improve.	The number of persistent absences among PP children will be reduced. Attendance for PP children will be above 96% national target. EWO will have less PP children identified
L.	Children will feel happy and safe at school and the impact of their home situation will have less impact in school.	Pupil interviews (pupil voice) with class teacher/learning mentor records that the pupil feels supported. Records of school involvements with outside agencies where it has been needed. Involvement of CAHMS, Social Services. Monitoring of incidents reported on CPOMS
M.	Children will feel supported by the school. Adapted for COVID Restrictions	PP children will be offered places in the event of school closure due to COVID restrictions. All PP children will have access to Chromebooks at home if required If children working at home all intervention and guided reading groups will continue on Zoom Individual teaching sessions will be arranged if required Resources will be delivered to their homes on a regular basis Reading books, lesson

		resources etc. Catch-up resources will be used to ensure PP children have extra input if required The PP children will have a individual sessions with LSA for reading if required PP child should show expected progress in reading, writing and maths. Working with parents to improve attendance, offering breakfast clubs and after school clubs and sports activities
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Focus	Cost	
Academic Achievement and Progress	£5,600 £3,400 £5,348 £4,113	Small group reading intervention with intervention teacher Twice a week Additional reading and phonics and groups across the school Writing intervention with intervention teacher Twice a week Numicom intervention Group Daily intervention
Social, Emotional and Behavioural	£3,096	One to one LSA support in school and on Zoom
Enrichment Within and Beyond the Classroom	£320	Camp Y6
Personal Needs	£1,076	Breakfast club and After School Club and Uniform costs
Total Expenditure	£22,953	
PP Funding 2017/18	£17,485	