

Pupil Premium Strategy Statement

St Peter's Catholic Primary School 2017/18

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and paid to local authorities by a grant based on the January census figures for pupils registered as eligible for free school meals (FSM) in Reception to Year 11. It is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Department for Education urges schools and local authorities to encourage parents to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

Schools decide how the Pupil Premium is spent, since it is recognised that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. As from September 2012, schools have been required to publish online information about how they have used the Premium and the impact it has had. This is to ensure that parents and others are fully aware of the attainment of pupils covered by the Premium. This information should include:

- The level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- How the school has spent the pupil premium and why it has decided to spend it in the way it has
- Any differences made to the learning and progress of pupils eligible for the pupil premium as shown by performance data and evidence.

As from April 2012, the Government widened the coverage of the Premium to include those eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

At St Peter's each pupil has its own strengths/weaknesses and background that is individual. We nurture and support each child as the individual they are. We ensure that support is given when needed to overcome barriers and close any learning gaps. Quality first teaching is essential for any child to succeed and is the highest importance at St Peter's. Our main areas of support are interventions to overcome any issues in core subjects, emotional and behavioral difficulties and any attendance issues, as and when they arise.

- Senior Leadership Team work closely with classroom teachers to ensure that pupils' progress is monitored closely and that strategies are in place to address underachievement and limited progress.
- Good attendance is critical to pupils' success. If signs of poor attendance arise SLT engage with parents and where necessary involve an attendance officer.
- The impact of our interventions with pupil premium pupils is monitored and reviewed termly in pupil progress meetings and with the headteacher within the appraisal process.
- ELSA support is offered to pupils, when needed.

The main barriers to educational achievement faced by eligible pupils are:

- Poor emotional literacy (which may be related to circumstances outside of school).
- Issues with confidence and self-esteem.
- Attendance
- Challenging financial restraints preventing them from accessing extra-curricular activities.

Ways in which the pupil premium spending is designed to address those barriers:

- In order to provide equal opportunities for eligible pupils, pupil premium funding is used to pay for extra-curricular activities. This includes after school clubs, educational visits and residential visit lodgings.
- In order to facilitate programs to address the points above it has been necessary to fund members of staff. Staff used to target pupil premium pupils are:-
 - Elsa (emotional literacy support assistant). We have a fully trained facilitator who runs group sessions for pupils affected by poor emotional literacy.

- Our lay chaplain who monitors and supports spiritual development of the pupils. It also gives the pupils a sense of purpose.
- Our Teaching assistants are well skilled in raising achievements and progress through close liaison with class teachers on intervention groups.
- Booster sessions for year six pupils' SATS. These are led outside of curriculum time by fully qualified teachers and teaching assistants.
- Free school meal provision.
- Educational psychology service when needed.

How we will measure the impact of these strategies:

- Progress data - staff will monitor the attainment and progress of these pupils against prior achievements and national averages. This includes internal data as well as statutory testing.
- Interviewing children to determine emotional health and general wellbeing.
- Attendance data.
- Attitude to learning.
- Teacher observations.
- Parent interviews

For 2017/18, our Pupil Premium allocation of resources is as follows:

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| Academic Year | 2017/18 | Total PP budget | £20,800 | Date of most recent pp Review | N/A |
| Total number of pupils | 209 | Number of pupils eligible for PP | Funding for 14, 12 presently in school (of which 2 are FSM) | Date for next internal review of this strategy | Summer term 2018 |

| Allocation | Details | Outcomes for pupils | % allocated |
|-------------------|--|--|-------------|
| £3000 | ELSA (Emotional Literacy support) | Targeted intervention work to support the behaviour and emotional welfare of individuals. 1:1 work and small group work. Nurture group work. This work impacts positively on the peer relationships, developing self- esteem and readiness to learn. Budget for resources (£500) | 14% |
| £1000 | Subscription to target tracker | Enables class teachers and senior leaders to track progress of children in receipt of pupil premium alongside rest of cohorts | 5% |
| £450 | Support for residential visits in years 4 and 6. | Pupils are able to join the experience of the residential supporting both the wider learning experiences, further development of social skills and facilitate for a growing independence | 2.2% |
| 12 x £150 = £1800 | Individual subsidy for school uniform and day trips | To allow greater self-esteem of appearance and ability to run class trips for all. | 8.7% |
| £850 | Chaplaincy team year 6 | lay Chaplain from partner primary to guide pupils to lead in acts of worship, charity fundraising, pastoral roles..... to give pupils a greater purpose in the school life. To have an effect on the other pupils' liturgical experiences. | 4.1% |
| £9600 | 1-2-1 and small group work from T/A's | Targeted interventions of pupils to raise attainment and accelerate progress. | 46% |
| £3000 | Year 6 booster lessons outside of the school day to raise academic achievement and progress. | The use of early morning booster sessions literacy - 2 teachers 1 T/A Maths - 1 teacher, 1 HT and 1 T/A | 14% |
| £500 | External attendance officer. | To be used as and when for support, advice and for possible meetings with parents. | 2.4% |
| £500 | CPD | To use training to also concentrate on the disadvantaged pupils. | 2.4% |

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| £100 | Study book resources | Year group maths/literacy support books | 0.5% |
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