

St Peter and St Paul Catholic Primary School Pupil Premium Grant Expenditure 2014-2015

In the 2014 to 2015 financial year, schools received funding for each child registered as eligible for free school meals, at any point in the last 6 years. Funding is also provided for each child who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under a special guardianship order
- a residence order
- a child arrangement order

Rationale

With 30 – 35% of pupils at SS Peter and Paul children qualifying for pupil premium, we will always look towards a holistic approach to initiatives where ever possible. Therefore, many of the initiatives that we run to improve outcomes for children may be accessed by children who do not qualify. However, we believe that in a school such as ours it is not possible to always separate groups, and that by looking at our school as a whole we create cohesion and harmony.

Where initiatives are targeted, the purpose is to raise standards, self-esteem, self-confidence and social skills, or, to break down barriers to learning, such as emotional challenges or family circumstances not conducive to effective learning.

At St Peter and St Paul Primary School we are committed to providing opportunities for all children, to fulfil their potential, I in Reading, Writing, Maths and the wider curriculum.

Our aspiration is for all pupils to thrive in an environment that promotes enthusiasm for learning, the expression of individual talent and the development of strong personal skills. When planning how we use Pupil Premium, our objective is to ensure that eligible pupils accelerate their learning by continuous development of class teaching, to address gaps in achievement, provision of 1:1 support and group interventions matched to the needs of pupils, by using achievement data to ensure we provide the right support at the right time.

2014/15 2015/16

BUDGET	£149,500.00	£141,240.00
TOTAL PUPIL PREMIUM SPEND	£153,075.62	tbc

Year Groups	Project/Intervention	Objective	Impact	2014/15
Whole School/ as identified in Objectives	Senior team leaders and middle leaders release time to improve teaching standards.	Sharing skills and expertise by ; <ul style="list-style-type: none"> • Targeted interventions across Key stage 1 /2 to raise attainment in English and Maths and core subjects • Lesson observations and feedback • Regular pupil progress meetings • Targeted high quality INSET provision • Cross –phase meetings to show progression pathways 	<ul style="list-style-type: none"> • Quality First Teaching is consistently good to outstanding across the school. • %of pupils working at expected or above age related expectations is increased in reading, writing and maths. • 100% pupils making 2 sub levels progress in KS2 & KS1 	£26,287
	Additional SEN support teacher to support SEN pupils	Targeted support work with small groups or 1:1 SEN pupils	SEN pupils make good progress throughout the school	£24,615
	Learning Support Teacher to provide key skill development to children with specific needs.	1:1 support for targeted pupils in Key Stage 2	Vulnerable and Pupil Premium pupils are making accelerated progress	£18,000
	Extra days support from Educational Psychology Service added on what was already booked (5 extra days)	Improved access to assessment for pupils where concerns are identified. Quicker lead times for assessments, reports and then implementation of recommendations.	SEN pupils are identified more quickly so that support is correctly targeted, and progress is good	£4,500
	Learning support Teacher providing additional support to disadvantaged groups of children.	Raising attainment of pupil through small groups identified through partnership with AFA. (<i>Achievement for All</i>)	AFA pupils are engaged with learning and school and make good or outstanding progress.	£23,400
	Art Therapist providing support to develop social and emotional skills developed through Art.	Support for vulnerable pupils with Social, Emotional and Behavioral needs to allow them to engage fully with their learning and make good progress.	Pupils identified with SEMB are motivated and ready to learn in the classroom environment and therefore make good progress.	£3,500

	Additional High Quality Teaching.	Senior Teachers work with identified groups of year 6 children in English and Maths to raise attainment.	Year 6 pupils make good or outstanding progress and attainment levels in Maths and English.	£21,000
	Therapeutic Support from qualified practitioners for P.S.H.E education .e.g. Child in Time.	Support children with Emotional, Health and Wellbeing needs. <i>Child in time</i> working with mindfulness and art therapy to support all Year 5 and 6 pupils in group work , targeted vulnerable pupils in 1:1 and small group work .	Year 5 and 6 pupils have developed resilience and self-reflection skills to help support their emotional development, and so allow them to fully engage with their learning and make good progress.	£1,170
	Targeted interventions to support learning in English and Maths by SENCO and LSAs,	Catch -up interventions for targeted pupils to ensure that they are making good progress across all key stages; identified on the school Provision map. Such as : Toe by Toe Catch-up Literacy Numicon Phonics support	Intervention SMART targets are regularly reviewed (6 weekly cycle) to measure impact of individual interventions and ensure progress is good or outstanding.	£18,752 £355.50 £120
	Bilingual Support	Trained LSAs to support and scaffold the learning of EAL students so that they are able to access the National Curriculum and make good progress.	Bilingual pupils are able to access the National Curriculum, making good progress so that they can work within the class setting with reduced support.	
	Targeted Parent Meetings across key stage 2 (release time for staff)	AFA supported Structured Conversations with targeted parents to support home learning and home /school cohesion.	Families are engaged with school, so that a dialogue is created which promotes understanding and mutual support to ensure that all AFA pupils make good progress.	
	Reading Volunteers Beanstalk (payment to Beanstalk for provision)	Targeting individual KS2 readers working below expected levels for reading.	Pupils are making expected or good progress.	£2,500
	Workshops	Enriching the Curriculum in all subjects e.g. Poetry Workshop with KS2 boys Visiting Authors	Pupils are engaged and excited about different approaches to learning which will impact positively on their progress in class.	£5,000
	Further Library development	Engaging Pupils in the love of reading – reading for pleasure – to improve reading and comprehension throughout the whole school – Improving the choice of books and the environment of the library	Reading progress for all pupils is consistently good to outstanding. Pupils love to visit the library and to recommend books to each other.	£3,876.12

Planned Expenditure for 2015/16

The focus of our spending will be as always, on securing the good progress of all learners, and removing any barriers to that progress;

- We will continue to develop the use of additional and support staff to improve overall provision for all pupils
- Parents will be supported to assist in their child's learning, to improve cohesion between school and home, and to ensure that pupils are able to make the best progress possible ,for example ,through workshops and extended parent meetings
- Staff will continue to develop and extend their own skills and expertise to provide high quality teaching, every day, for every pupil
- AFA will continue to support the staff , pupils and parents in their role as consultants to the school
- We will continue to use the best outside providers to extend our pupils learning , such as volunteers form Beanstalk
- Pupils will be given opportunities for learning outside the classroom environment to ensure that they are all rich in experiences of life and in particular London
- Senior leaders will model , support and engage in their own professional development to ensure that staff are given time and opportunity to develop high- level teaching skills
- SEN pupils, and those pupils not making expected progress ,will receive targeted interventions which will be, well researched, time-limited and rigorously tracked
- High- achieving pupils will be identified by rigorous assessment and receive targeted small group extension work
- We continue to ensure that we are supporting the whole child ; using timely , appropriate and tested therapeutic interventions, for example; through *Child in Time* and Art Therapy .
- The school environment will continue to be improved to enhance the pupils learning , through continuing library development and upgrading of school equipment