

Pupil premium strategy statement

School overview



Metric	Data
School name	SS Peter and Paul Catholic Primary School
Pupils in school	369
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£117,468
Academic year or years covered by statement	2019-21
Publish date	1 December 2019
Review date	15 July 2020
Headteacher	David Hennessey, Headteacher
Senior leaders	Penny Bermingham, Nicholas Stopps
Chair of Governors	Helen Arnold

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.38
Writing	-2.43
Maths	-4.68

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS2	7%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve the teaching of reading at every stage to impact upon pupils' outcomes
Priority 2	Increase academic progress (in reading, writing and maths) across the school especially those at most risk of underperformance.
Barriers to learning these priorities address	Access to a wealth and breadth of good quality literature and accompanying discussions.
Projected spending	<ul style="list-style-type: none"> - Additional reading resources £12,500 (£1,709.35 Spent) - Storytelling Schools £4,320 (funded by local authority) - Teaching, learning and leadership consultant £27,000 (funded by local authority) and release costs £4,500 - Supply cost for leadership time and courses £9,000 - Cost for Merton consultants £2,525 (funded by local authority)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our Family of Schools: (tbc)	July 2020
Phonics	Achieve national average expected standard in PSC	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Improve the teaching of reading at every stage to impact upon pupils' outcomes

Priority 2	Increase academic progress (in reading, writing and maths) across the school especially those at most risk of underperformance.
Barriers to learning these priorities address	Quality of support staff's (verbal) interactions with pupils to enable children to express their own understanding appropriately.
Projected spending	<ul style="list-style-type: none"> - Additional reading resources - Storytelling Schools - Teaching, learning and leadership consultant - Supply cost for leadership time and courses - Cost for Merton consultants - Cost for teacher support afternoons £10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase and implement the use of Accelerated Reader to engage pupils in reading and to enable an accurate assessment.
Priority 2	Ensuring that the School Curriculum provide opportunities to all pupils that they may not otherwise receive.
Barriers to learning these priorities address	Access to wider opportunities and literature.
Projected spending	<ul style="list-style-type: none"> - Accelerated Reader £3,400 (£1000 Spent) - Trip funding £50 per pupil premium child £3,650 - Opportunities additional to trips £2,100

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue and embed the school's targeted Breakfast Club for disadvantaged pupils.
Priority 2	To provide creative opportunities within and beyond the School Curriculum.
Barriers to learning these priorities address	Improving children's social development and well-being in readiness for learning.
Projected spending	<ul style="list-style-type: none"> - Breakfast club food and staffing £10,000 - Mosaic costs x2 £3,100 (£2000 Spent) - Family Support £25,000

	<ul style="list-style-type: none"> - Pupil Premium Leader £27,540 - Access to after-school clubs £300
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Ensure staff understanding and implementation of Scarborough's Reading Rope</p> <p>Implement and embed use of Accelerated Reader across Key Stage Two classes to enable a more diagnostic approach to assessing children's progress</p> <p>Implement outcomes of the Phonics Review (Spring 2020)</p> <p>Increase reading stocks, raise the profile of reading and improve staff members' capacity to assess children's abilities through benchmarking</p> <p>Utilising external consultancy to support CPD at all levels</p> <p>Workshops for targeted parents regarding engagement of reading with their children</p> <p>Maths leader to run intervention groups for maths across the school.</p>
Targeted support	Ensuring that the opportunities provided are suitable to the needs and context of our pupils.	<p>Review the quality of the school's curriculum.</p> <p>Identify where the school's curriculum provides the best opportunities to support learning.</p> <p>Improving trip provision and that they have a direct link to classroom learning.</p>

		More able disadvantage pupils have opportunities to extend and enrich their learning.
Wider strategies	Engaging the parents to support the school's strategies to reinforce and consolidate the children's learning.	<p>Ensure that families that are at a disadvantage, have full access to strategies available.</p> <p>Explore creative opportunities for disadvantaged pupils that support social development and well-being.</p>

2019/2020 Review

Due to the Covid-19 related National Lockdown commencing on 23rd March 2020, the school did not have the opportunity to carry out all the aims and targets for 2019/2020. The school was able to spend part of the pupil premium at the start of the year to start the implementation of some aims and targets. National assessments and internal school assessments weren't carried out at the end of the year, due to Covid, and therefore the school can't measure the impact on pupil progress.

The local authority assisted the school with funding for some of the projected spend. Out of the projected spend the school has spent £57,509.35. A carry forward of £32,418 will be taken into 2020/2021.