



Ss Peter and Paul

Impact of 2017 – 2018 Pupil Premium Funding

Pupil Premium Impact Report 2017- 2018

Improvement of the provision for disadvantaged pupils at Ss Peter and Paul continues to be a school priority.

As a Catholic school, we fully support the Church teaching which places a duty on Catholic schools to care for the poor and educate those who are socially, academically, physically or emotionally disadvantaged.

There is a whole school approach to ensuring that all pupils will achieve highly as possible a result of high quality teaching and exceptional interventions. Disabled pupils and those who have special educational needs are supported very well by a range of approaches that leaders and staff consistently apply. Well-targeted individual and small group support effectively enables these pupils to make good progress.

Supporting disadvantaged pupils is embedded in our school ethos and is a focus within our school development plan. (Priority 5, teaching and learning – assessment).

Teacher assessment results from all classes are regularly analysed and show improving standards and progress measures.

We constantly work creatively to close the gap in attainment between disadvantaged and non-disadvantaged children, ensuring they are able to reach their potential and make good progress from their starting points.

Our phonics results at the end of Year 1 have, again, shown good progress from our children's starting points with the pass rate being above National and Local levels.

A key focus of the SDP is showing an upward trend in children achieving the expected or better standard in reading, writing and maths.

Our disadvantaged pupils in KS1 achieving the expected standard are above LA levels and we continue to strive to reduce the gap between 'disadvantaged' and 'non-disadvantaged' pupils.

Monitoring and evaluation of lessons shows that teaching strategies used, matches the needs of individual pupils. Teachers are held very accountable for ensuring that their lessons are differentiated and pupils are given the correct support and scaffolding to improve their learning

so that they make at least expected progress. Cooperative learning strategies inspire children to fully engage in lessons whilst a focus on peer support encourages deeper thinking and a supportive classroom environment.

In our recent OFSTED inspection (Nov 2017), it was noted that, *'Leaders' effective use of the pupil premium funding has resulted in the difference between the progress and attainment of disadvantaged pupils and that of their peers diminishing rapidly. A small difference still remains and few disadvantaged pupils are working at a greater depth of understanding.'*

As well as supporting less able children to achieve, a focus has been placed on challenging the most able to ensure they are inspired and are working at their potential.

Supporting the disadvantaged children remains a school priority particularly through inspiring and challenging the more able learners to work at a greater depth of understanding.

Providing a high quality, inspiring learning environment which is complimented by varied trips and experiences outside of school is something we continue to provide as a way of inspiring hard work and ambition.

'Leaders' continuing ambition to eliminate underperformance and to provide the best teaching, outcomes and experiences for all pupils is translated into action, and this means that the school is continuing to improve.'

OFSTED, 2017

At Ss Peter and Paul, we pride ourselves of providing a broad and balanced curriculum and provide a variety of extra-curricular opportunities for our children. All pupils have access to school activities and pupils identified as pupil premium or special needs are supported to access this provision and their progress is regularly reviewed to ensure that their individual spend is monitored.

The emotional support we give to our children on a daily and weekly basis is strong. Our Inclusion and attendance coordinator is working successfully with some of our most vulnerable pupils; it is proving to be invaluable to these children. There has been a reduction in persistent absenteeism and stronger relationships with these families.

Year Group	Number of Pupils	All pupils		ADDITIONAL RESOURCES PROVIDED	IMPACT AND NEXT STEPS
		% = ARE+	% > ARE		
		Disadvantaged RWM EX+			
R	6 SEN 33.3%	69%	3.5%	One to one support X 2 Full time Teacher assistant in class BLAST speech and Language Programme Educational Psychologist support	Ensure baseline is accurate Closely monitor progress into YR Implement Ed Psych recommendations and closely monitor progress
1	9 SEN 33.3%	70%	4%	1 full time teaching assistant Talk Boost Language Programme Educational Psychologist support Educational visits	Early support and intervention identified quickly Closely monitor progress into Y1 Implement Ed Psych recommendations and closely monitor progress
		17%			
Y2	15 SEN 66.7%	70%	7%	Two TA in class during English to create 1x TA support in maths Educational visits Educational Psychologist support	Closely monitor progress into Y2 Implement Ed Psych recommendations and closely monitor progress
		69%			
Y3	15 SEN 46.7%	63%	13%	TA support in English and maths Educational visits Educational Psychologist support Specialist behaviour support	Closely monitor progress into Y3 Implement Ed Psych recommendations and closely monitor progress
		50%			
Y4	9 SEN 33.3%	70%	16.6%	TA support in English and maths Music tuition Education visits Educational Psychologist support Emotional resilience and individual counselling	Closely monitor progress into Y4 Implement Ed Psych recommendations and closely monitor progress
		67%			
Y5	9 SEN 55.6%	72%	16%	TA support in English and maths Educational visits to develop writing Music tuition Emotional resilience Individual Counselling Specialist behaviour support Educational Psychologist support	Closely monitor progress into Y5 Implement Ed Psych recommendations and closely monitor progress
		67%			
Y6	16 SEN 68.7%	64.3%	7.1%	TA support in English and maths Emotional resilience Individual counselling Music tuition Education visits Educational Psychologist support STEM and 'real life' skills experience	Closely monitor progress into Y6 and transition for SATS Implement Ed Psych recommendations and closely monitor progress
		61.1%			