

## Pupil Premium Review of Spending 2017-18

During 2017-18, St Peter and St Paul Catholic Voluntary Academy had approx. 30% of students eligible for Pupil Premium. The academy chose to use the funding to establish a whole academy approach to raising attainment for disadvantaged students and increasing progress in literacy and numeracy.

Expenditure	Description	Impact
<b>High Quality First Teaching</b>	To embed PiXL core principles and to share good practice across all subjects with a focus on high quality feedback to raise attainment.	Student's work reflects the use of quality feedback and time for reflection to improve specific tasks. In general, there is little difference between the progress shown in disadvantaged student's work compared to other students, across the year groups.
<b>Targeted Support: Literacy</b>	Accelerated Reader used for Year 7 and 8 students and for older students for continued support. In addition students in need of improving reading skills further receive 1-1 targeted support or small group intervention.	Recent testing has shown that at the end of Year 7 Pupil Premium students increase their reading age on average by 11 months and some by at least 2 years. On average, by the end of Year 8 Pupil Premium students had increased their reading age by 19 months.
<b>Targeted Support: Mathematics</b>	Small intervention groups in Years 9 -11 working with specialist mathematics teacher.  Small group and 1t-1 intervention focusing on improving arithmetic skills in KS3.	Students are making progress in their basic skills. At KS4, development of resilience and independence continues to be a focus. In 2018 students made greater progress in English and Mathematics.
<b>Attendance and Engagement: Enrichment Activities</b>	A number of students received support to attend extra curricular and extended curriculum activities.  Attendance at additional activities are not prohibited by finance.	Several students were able to attend residential trips as well as educational visits. For some students this had a positive impact on attendance and engagement for others developing greater social awareness and skills.
<b>Attendance and Engagement: Educational Resources</b>	Students were supported, as needed, with the purchase of essential resources including food technology ingredients, equipment, revision guides and uniform.	Students felt supported in their learning and were able to access the curriculum fully. This supported attendance and engagement.

**For 2017-18:**

**Basics—GCSE English and Mathematics (4+): 33.3% (2016-17 19%)**

**Attainment 8: 33.0 (2016-17 32.6)**

**Attendance: 91%**