

St Peter's Church of England Primary School

Pupil premium strategy statement 2020-21

1. Summary introduction					
School	St Peter's Church of England Primary				
Academic Year	2020-21	Total PP budget	£45,005	Date of most recent PP Review	July 2020
Total number of pupils	198	Number of pupils eligible for PP	(17%)	Date for next review of this strategy	July 2021

2. Current attainment based on Spring 2020 data.		
	Pupils eligible for PP (your school)	Pupils not eligible for PP school (National 2019)
% achieving expected standard in year 2 reading <i>(3 children)</i>	33.3%	79.3% (76%)
% achieving expected standard in year 2 writing <i>(3 children)</i>	33.3%	72.4% (68%)
% achieving expected standard in year 2 maths <i>(3 children)</i>	33.3%	79.3% (75%)
% achieving expected standard in year 6 reading, writing and maths <i>(4 children)</i>	75%	% (64.8%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment of PPG pupils is lower than non PPG in phonics, ks1 and ks2 across reading, writing and maths.
B.	PP pupils are not making enough progress to catch up with attainment of other pupils.
C.	Social, emotional and health issues affect a number of PP children and impact on progress
D.	A number of pupil premium children also have SEND needs – ADHD, ASD, SALT, global delay
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	There are a number of hard to reach families with PP children who are persistently absent (less than 90% attendance). There are also a number of hard to reach families with PP children who are persistently late to school and together impacts upon children's attendance, acting as a barrier to learning.
F.	There are a number of families with PP children requiring additional parenting support from: school, school nurses, the Multi-Agency Team & Social Care. Socio-economic, DV .
G.	There are a number of parents and children eligible for pupil premium who have reduced aspirations.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment of PPG pupils at expected + level will be raised from previous end of year attainment.	Raised % of pupils at expected level at the end of EYFS, year 2 and year 6. Increase of pupils making good+ progress Attainment Gap between PPG and non PPG will diminish in end of year statutory assessments.
B.	Higher rates of progress for PPG pupils	Progress of PP pupils equal to or higher than non pp pupils across each year group in assessments Increase in good+ progress for PPG pupils in reading, writing and maths.
C.	Children have the emotional literacy skills that they need to be able to clearly express how they feel. They are then able to focus and concentrate better in class leading to raised attainment.	Teachers are aware of and use positive discrimination and support for PP pupils Children access in school and outside support quickly. Children can talk about their emotions, worries and concerns in a safe place. PP pupils are able to be more engaged in learning and make at least expected progress across all curriculum areas.
D.	All pp pupils with SEND will receive individual support to meet their small step target.	Quality first teaching strategies and positive discrimination will help reduce barriers to learning. All identified children will be discussed at pupil progress meetings & receive focused support and interventions. Individual strategies will be planned in conjunction with the Inclusion Manager.
E.	Increased attendance for pupils eligible for PP funding	Improvement in attendance rates by targeted pupils eligible for PP showing attendance is closer to school % for all pupils Improvement in % of pp pupils attending school late compared to summer 2019.
F.	The capacity of families to parent will increase through support in school and external support.	More families will engage with and access support in school and from other agencies. Parent engagement increases as demonstrated by – attendance at parents evenings, open day events, parent feedback.
G.	Families eligible for PP will be supported to enhance aspirations	The % of PPG pupils completing homework will increase and is closer to non PPG pupils in each year group. Rate of PPG attending clubs and trips is similar to all.

5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring and Impact Aut term = blue	Cost/ Time	Staff lead/review
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Embed a culture of positive discrimination across the school for PP pupils.</p> <p>Embed high quality feedback to move pupil learning on.</p> <p>The performance management of all staff will include and objective for catch up that will focus on PP pupils.</p> <p>Termly Pupil Progress meetings for all teachers to focus on provision and interventions for PP pupils</p> <p>Termly 20 day challenge in each class for targeted PP pupils</p>	<p>The school external Pupil premium review these strategies are implemented as proven to lead to successful impact.</p> <p>PP pupils identified quickly and teachers planning and monitoring PP attainment/progress.</p> <p>We want to identify what the barriers are for these children and design bespoke interventions to suit.</p>	<p>SLT monitoring (learning walk, book trawl, planning) will evidence positive practices in place across classes.</p> <p>SLT termly data analysis will show an increase in PPG attainment from previous summer 2019. Data will show increase rates of PPG pupils making expected + progress compared to spring 20.</p>	<p>SLT/Staff meeting time</p> <p>½ day PP lead time £6928</p>	<p>Review Autumn 2 HT/DHT lead pupil progress meetings</p> <p>SLT to monitor 20 day challenges</p> <p>SLT data analysis.</p>
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Continue to develop and improve quality first teaching</p> <p>-Embed new writing process</p> <p>- Embed a new whole class reading initiative</p> <p>-Embed Power maths/maths mastery across the school.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Research shows that improving quality first teaching in classroom benefits all pupils attainment and progress.</p>	<p>1/2 termly learning walks by SLT members show new strategies being embedded and have a positive impact for pupil learning.</p> <p>Termly Data analysis/work scrutiny will show: Increase % of all pupils making expected + progress in RWM Increased % of PP pupils at expected levels in RWM compared to 2020.</p>	<p>School training budget</p> <p>£730</p>	<p>Review Autumn 2</p> <p>English lead</p> <p>Maths lead.</p>

<p>C Improved emotional literacy</p> <p>G PP pupils and families have increased aspirations</p>	<p>Embed the whole school approach to emotional literacy and well being.</p> <p>Introduce whole class music lessons for 1 term for year 4.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Whole school mindful meditation training, trial and implement strategies.</p> <p>Research shows that music enhances creativity, well being and pupil learning. In addition it raises enjoyment and engagement in learning and supports increased family aspirations.</p>	<p>Pupils interviews demonstrate increased pupil well being and enjoyment of school.</p>	<p>No cost</p> <p>£475</p> <p>100% cost</p>	<p>Review Summer 2</p> <p>PP lead</p> <p>BB – music lead</p>
Total budgeted cost					£8133
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Monitoring and Impact	Cost/ Time	Staff lead/review
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Targeted intervention:</p> <ul style="list-style-type: none"> • RWI Phonics • additional reading • pre teaching • Maths/numicon • Writing support • Handwriting • SPAG • Fine Motor <p>Additional whole school Covid catch up plan implemented with a focus on pp pupils.</p>	<p>We want to provide extra support to enable rapid and sustained progress. Small group interventions with highly qualified staff have been shown to be effective, particularly when planned to complement quality first teaching and when a structured time limited programme is used.</p>	<p>Teachers will keep a folder of evidence for interventions including pupil work.</p> <p>80%+ of pupils will meet their intervention target/20 day challenge targets</p> <p>Progress of PP pupils v ALL similar</p> <p>The attainment gap is decreasing each term</p> <p>Teachers will keep a folder of evidence for interventions including pupil work.</p>	<p>TA time £27276</p> <p>(17% of total)</p>	<p>Review Autumn 2 HT/DHT</p> <p>Teachers ½ termly review of interventions/20 day challenges</p> <p>SLT termly review of standards</p>

<p>D PP pupils with SEND pupils will meet their small step target</p>	<p>Additional provision advice and support for children with SEND using Inclusion manager day release time.</p> <p>Targeted intervention:</p> <ul style="list-style-type: none"> • RWI Phonics • additional reading • pre teaching • Maths/numicon • Writing support • Handwriting • SPAG • Fine Motor 	<p>We want to provide extra support to enable pp pupils with SEND to make progress against their targets. Small group interventions with highly qualified staff have been shown to be effective, particularly when planned to complement quality first teaching and when a structured time limited programme is used.</p>	<p>Pupil progress and attainment will be monitored termly at pupil progress meetings.</p> <p>Termly data analysis and pupil progress discussion.</p> <p>Teachers will keep a folder of evidence for interventions including pupil work.</p>	<p>TA time</p> <p>SENDco time PP lead ½ day time</p>	<p>Review Autumn 2 SENDco/ PP lead</p> <p>Teachers ½ termly review of interventions/20 day challenges</p> <p>SLT termly review of standards</p>
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p> <p>G increase completion of homework by PP pupils</p>	<p>Rapid catch up club Targeted intervention to support pupils to catch on key skills.</p> <p>Weekly class homework club run by classroom staff.</p> <p>Increased parent meeting in autumn term. Target parents to discuss learning focus/ how they</p>	<p>We want to provide extra catch up learning support for PP pupils through dedicated school clubs. This will enable them to consolidate and embed learning and key skills and complete homework.</p>	<p>Groups and key skill focus in liaison with pp lead.</p> <p>Pupils are more confident in key skill such as times tables.</p> <p>Rate of pp pupils completing homework is similar to al</p>	<p>6 pupils x £6 x1 weekly x5 weeks x5 half terms</p> <p>£1000</p> <p>100% of cost</p>	<p>Review Autumn 2 HT/DHT</p>
<p>C Improved emotional literacy</p>	<p>Targeted intervention groups focused on emotional literacy and improve self-esteem.</p> <ul style="list-style-type: none"> - ELSA - Nurture groups - meditation - counselling 	<p>We want to provide extra support to enable pupils to have the emotional literacy skills to enable them to be highly motivated and engage with learning therefore achieve their best.</p> <p>ELSA and nurture groups have been shown to be highly effective in helping children be emotionally resilient, better focused, cooperative learners.</p>	<p>Monitoring and pupil surveys demonstrate</p> <ul style="list-style-type: none"> -an improved pupil well being and emotional literacy - increased focus and engagement in class 	<p>ELSA training £1202 Time for additional ELSA sessions(x2 afternoons for 15 weeks) £760 (% of total) Mindful meditation £1520 Counselling 2 hrs per week £2280 100% total</p>	<p>Review spring 2 DHT</p> <p>½ termly review of impact of interventions</p> <p>SLT review CT behaviour logs / ½ termly review of logs</p>

<p>F. Capacity of families to parent will increase through close working relationships and engagement with support.</p>	<p>HT/DHT build positive, effective relations with families in order to identify those needing support. Address and offer intervention through school and other agencies as required.</p>	<p>Research has demonstrated that children make good progress in school when an effective family network provides good quality parenting and ensure that emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school compared to peers. Research shows that positive home school partnerships enhance the quality of learning for all children.</p>	<p>Parents and carers feel confident to discuss issues related to their children's learning in school and at collaborative meetings. Monitoring will consist of parent and pupil questionnaires. Log of conversations and pastoral plans.</p>	<p>HT/DHT time</p>	<p>Review Autumn 2 HT/DHT</p>
Total budgeted cost					£34.038
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Monitoring and Impact	Cost/ Time	Staff lead/review
<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>Dedicated school member of staff to carry out monitoring. Employ the support of a dedicated attendance support officer Range of attendance rewards celebrated in class sharing assemblies.</p>	<p>Evidence widely available links attendance and achievement. Regular attendance and praise will assist PP children and families in the engagement of their learning. Attendance at school will build on self-esteem and confidence in lessons. Reasons why a pupil is unable to attend school will be investigated sensitively and addressed.</p>	<p>Monitor that structured conversations take place for all identified families. Which children have received awards will be logged and tracked. Support families with attendance, provide quality home learning during periods of required Covid absence.</p>	<p>No additional cost.</p>	<p>Review Autumn 2 HT to monitor attendance and facilitate action to support families with attendance causing concern Monthly.</p>
<p>G PP pupils and families have increased aspirations</p>	<p>Funding subsidised on educational visits. Day trips (x1 per year) 1 free set of uniform each academic year.</p>	<p>Research has shown that a lack of cultural capital can affect capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging families and children to take part in a range of enrichment opportunities such as music tuition, trips etc.. helps to close the gap in learning and attainment.</p>	<p>% of PP pupils accessing clubs and trips is closely aligned to All.</p>	<p>Day Trips x 1 per year £1000 £200</p>	<p>Review autumn 2 PP champion PE lead monitor clubs Business manager maintains records of trips and residential.</p>
<p>C Improved emotional literacy</p>	<p>PPG pupils with SEND receive support quickly to address individual issues</p>	<p>To provide effective support for disadvantaged and families to address barriers to learning quickly. This will ensure</p>	<p>Monitor the impact of individual provision on progress/attainment/behaviours for</p>	<p>£1500 100% of</p>	<p>Review Autumn 2 Inclusion Manager</p>

D. PP Pupils with SEND will make good progress	and barriers. - Ed psych - SALT - Autism outreach - Oakfield short stay school - Early help	pupil progress is not impeded.	learning.	cost.	
Total budgeted cost					£2700
TOTAL FUNDING AVAILABLE 2019-20					£45005
TOTAL PUPIL PREMIUM PLANNED EXPENDITURE 2019-2020					£44871
CONTINGENCY 2019-2020 <i>For unexpected pupils / strategies required during the year</i>					£134

6. Review of expenditure				
Previous Academic Year		2019-20		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment of PPG pupils at expected + level will be raised from previous end of year attainment.	<p>Embed a culture of positive discrimination across the school for PP pupils.</p> <p>Embed high quality feedback to move pupil learning on.</p> <p>The performance management of all staff will include and objective for pupil progress that will focus on PP pupils.</p> <p>Half termly Pupil Progress meetings for all teachers to focus on provision and interventions for PP pupils</p> <p>Termly 20 day challenge in each class for targeted PP pupils</p> <p>Homework Club</p>	<p>20 Day Challenge – Autumn Term</p> <p>More than 80% of pupils met their small step target.</p>	<p>Many of these approaches will feature in the school Covid Recovery plan because of the need to target catchup for the most vulnerable pupils of which PP will be included.</p> <p>PP children will continue to be focused on in performance management for all teaching staff.</p> <p>Termly 20 Day Challenges were successful and will continue. Staff use has improved and small steps are now appropriate.</p> <p>Positive Discrimination will continue, and the link between this a high-quality feedback will continued to be developed.</p> <p>Homework Club continues to be well attended, and was accessed by 12 PP pupils over the course of the year.</p> <p>Homework club had a mixed impact. Where children were focusing on Key Skills, the impact was greater. Where children were doing homework, this had a lesser impact. Therefore, the focus of this club will be Key Skills which are given in advance by class teachers to target gaps. Attendance was high throughout.</p>	

<p>Higher rates of progress for PPG pupils</p>	<p>As above</p> <p>Continue to develop and improve quality first teaching</p> <ul style="list-style-type: none"> - Introduce new writing process - Introduce a new whole class reading initiative -Embed Power maths/maths mastery across the school. -Develop continuous KS2 French scheme T&L 	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">PP Combined</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>37%</td> <td>69%</td> <td>75%</td> </tr> </tbody> </table>	PP Combined					2018	2019	2020	KS2	37%	69%	75%	<p>Progress up to Spring 2 suggests that teaching and learning is having an impact. PP made expected progress in the majority of year groups. Next year, strategies will be more embedded.</p> <p>There does need to be a consideration for progress declining due to Covid and effect this will have had on PP children's progress whilst at home. The school Covid Recovery Plan will detail the reaction to this.</p>	
PP Combined																
	2018	2019	2020													
KS2	37%	69%	75%													
<p>Children have the emotional literacy skills that they need to be able to clearly express how they feel. They are then able to focus and concentrate better in class leading to raised attainment.</p>	<p>Introduce a whole school approach to emotional literacy and wellbeing.</p> <p>Targeted intervention groups focused on emotional literacy and improve self-esteem</p> <ul style="list-style-type: none"> -ELSA -Nurture Groups -Meditation -counselling 	<p>School tracking shows a continued and sustained reduction in pupil's receiving yellow and red cards. Pupil enjoyment for learning, conduct and behaviour in class positive in all year groups.</p>	<p>Emotional literacy was a success throughout the year with meditation attendance being high with waiting lists throughout the year.</p> <p>All staff benefitted from training in regards mindfulness and this was implemented in classrooms.</p> <p>ELSA and counselling were both successful.</p> <p>This whole school, multi-faceted approach will continue in 2020-2021 in light of the Covid Recovery Plan, and will benefit all pupils including PP.</p>													

<p>All PP pupils with SEND will receive individual support to meet their small step target.</p>	<p>Additional provision advice and support for children with SEND using Inclusion manager day release time.</p> <p>Targeted intervention:</p> <ul style="list-style-type: none"> • RWI Phonics • additional reading • pre teaching • Maths/numicon • Writing support • Handwriting • SPAG • Fine Motor <p>PPG pupils with SEND receive support quickly to address individual issues and barriers.</p> <ul style="list-style-type: none"> - Ed psych - SALT - Autism outreach - Oakfield short stay school - Early help 												
<p>Increased attendance for pupils eligible for PP funding</p>	<p>Dedicated school member of staff to carry out monitoring. Employ the support of a dedicated attendance support officer</p> <p>Range of attendance rewards celebrated in sharing assemblies.</p>	<table border="1" data-bbox="674 1043 1211 1131"> <thead> <tr> <th colspan="3">PP Attendance</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>92.2%</td> <td>94%</td> <td>95.6%</td> </tr> </tbody> </table> <p>6 PP children below 90% 1 below 80% - but with relevant medical documentation.</p>	PP Attendance			2018	2019	2020	92.2%	94%	95.6%	<p>Strategies to increase PP attendance have been highly successful and will continue to academic year 2020-2021.</p>	
PP Attendance													
2018	2019	2020											
92.2%	94%	95.6%											

<p>Families eligible for PP will be supported to enhance aspirations.</p>	<p>Funding subsidised places at clubs and on educational visits.</p> <p>Day trips (x2 per year)</p> <p>1 residential (year 3/4) 1 residential (year 5/6)</p> <p>Sport/music and other enrichment clubs – 1 block of 10 weeks 1 free set of uniform each academic year.</p> <p>Introduce whole class music lessons for some KS2 classes.</p>	<p>Sports Clubs: £178.00 Shining Stars/Homework Club: £567.50</p> <p>School Uniform: £107.67</p> <p>Residential / Beaumanor: £255.00</p> <p>Day Trips Victory Show: £40.00 Sea Life: £68.00 Beaumanor/Pirates: £105.00</p>	<p>Across school, Sports Clubs were attended extremely well, and a high proportion of PP children accessed both the school-ran clubs as well as the outside-ran ones.</p> <p>All PP children in Year 3 attended the residential trip to Beaumanor Hall, and were supported financially by the PP funding assigned to this.</p> <p>All PP children in Year 5/6, 3/4, and 1/2 attended the school trips that were offered, and were supported financially by the PP funding assigned to this.</p> <p>Homework Club continues to be well attended, and was accessed by 12 PP pupils over the course of the year.</p>	
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7. Additional detail

Our full strategy document can be found online at: <http://www.stpeterswhetstone.co.uk/pupil-premium-2/>