

St Peter's Church of England Primary School

Pupil premium strategy statement 2018-19

1. Summary introduction					
School	St Peter's Church of England Primary				
Academic Year	2018-19	Total PP budget	£60,000	Date of most recent PP Review	June 2018
Total number of pupils	227	Number of pupils eligible for PP	42 (20%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment based on 2017-18 data.		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP school (National)</i>
% achieving the expected standard in phonics at the end of year 1	100%	79.4% (82%) +20.6%
% achieving expected standard in year 2 reading	50%	56.5% (76%) -6.5
% achieving expected standard in year 2 writing	0%	27% (68%) - 27
% achieving expected standard in year 2 maths	33%	41% (75%) -8
% achieving expected standard in year 6 reading, writing and maths	33%	26.7% (64%) +6

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 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.	Behaviour for learning of PPG pupils is not consistently good across the school which has a detrimental effect on progress so it is not expected+ in all year groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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.
E.	There are a number of families with PP children requiring additional support from: school, the Multi-Agency Team & Social Care. Socio-economic, DV and mental health problems impact upon children's wellbeing and act as a barrier to learning.
F.	There are a number of families that cannot support children with homework and enrichment activities.

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 Increase of pupils making rapid progress Attainment Gap between PPG and non PPG will diminish in end of year assessments.
B.	Higher rates of progress for PPG pupils	Progress of PPG pupils equal to non across each year group in assessments Increase in rapid progress for PPG pupils
C.	Behaviour for learning is improved and consistently good across all year groups.	Fewer behaviour incidents for PPG pupils Learning walks record good learning behaviour and less off task PPG pupils.
D.	Increased attendance for pupils eligible for PP funding	Improvement in attendance rates by targeted pupils eligible for PP showing attendance is closer to school target
E.	Pupils receive external support quickly to address these barriers	PP pupils receive identified external support within 1 term
F.	Increased completion of homework by PPG pupils. PP pupils can access enrichment activities such as clubs and trips.	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

2018-2019

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	Cost/ Time	Staff lead/review
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Half termly Pupil Progress meetings for all teachers to focus on attainment and provision for PP pupils. 20 day challenge in each class for targeted PP pupils</p> <p>PP barrier audit completed for all PP children for English and maths Class profiles identify PP children in all classes Boys writing research group in KS2.</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>The Novel study approach has been shown to be effective at raising writing attainment.</p>	<p>Teacher review of 20 day challenge 80% of PP pupils will have met their individual target. 4 weekly monitoring by SLT.</p> <p>SLT half termly data analysis will show an increase in PPG attainment</p> <p>Data will show increase rates of PPG pupils making expected + progress compared to Spring 2.</p>	<p>SLT/Staff meeting time</p> <p>Eng/maths lead time ½ day per week.</p> <p>£4723</p>	<p>Review Autumn 2 HT/DHT lead PP meetings</p> <p>SLT to monitor 20 day challenges</p> <p>SLT data analysis.</p> <p>English and maths leads</p> <p>English Lead</p>
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Staff training on high quality feedback. Revisit Marking policy during staff meetings to ensure consistency so all pupils have clear feedback and opportunity to improve their work.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Marking in books is not consistently good Pupils are not always clear on what they need to do to improve.</p>	<p>Termly book scrutiny will show PP pupils work is consistently marked, up to date and according to the school policy.</p> <p>PP pupils will have regular opportunities every week to respond to feedback to improve their work.</p> <p>Pupil interviews show that PP pupils talk confidently about progress and what to do to improve their work</p>	<p>Staff meeting time.</p> <p>Eng/maths lead time ½ day per week.</p>	<p>Review Autumn 2 English and Maths leaders.</p>

<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Quality 1st teaching strategies positive discrimination/ adjustment / targeted questions/ planning to support PP pupils in every lesson.</p>	<p>We want to raise standard in reading, writing and maths by developing staff knowledge of reasonable adjustments to make daily in class to enable all PP children to make expected + progress.</p>	<p>Termly Data analysis/work scrutiny will show:</p> <ul style="list-style-type: none"> • Increase % making expected + progress by PP pupils • Increased % of PP pupils at expected levels in reading, writing and maths compared to 16-17 R, W & M so the difference with ALL is diminishing. 	<p>Staff meeting time</p> <p>Eng/maths lead time ½ day per week.</p>	<p>Review Autumn 2 Headteacher/DHT</p> <p>English and Maths leaders.</p>
<p>C Improved behaviour for learning.</p>	<p>Quality 1st teaching adjustments made; targeted interventions made</p> <p>Pace of learning is brisk</p> <p>Implementation of adjustments to new behaviour policy & management</p> <p>Staff meetings to discuss and share practice and support colleague.</p>	<p>We want to continue to develop our positive behaviour approach so that pupils see themselves as independent and successful learners.</p> <p>Physiological research</p> <p>We want staff to share best practice, be upskilled and to work collaboratively to solve problems</p> <p>Inclusive quality teaching for those classes with behavioural SEND in them.</p>	<p>1/12 termly learning walks by SLT members show improved learning behaviours.</p> <p>Consistent implementation of behaviour policy. Reduction in yellow incidents per term. PP yellow incidents reduced so they are similar to all.</p> <p>Strategies identified are implemented to good effect</p>	<p>Staff meeting time.</p>	<p>Review Autumn 2 HT/DHT</p>
<p>A Increase attainment of PP pupils</p> <p>B Increase progress for PP pupils</p>	<p>Purchase, staff training and implement Power maths across the school.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. As the school has been successful in the application for the Maths Hub teacher research group investing in a scheme linked to this will support the improvement in quality 1st teaching for all.</p>	<p>1/12 termly learning walks by SLT members show maths mastery strategies implemented.</p> <p>Termly Data analysis/work scrutiny will show:</p> <ul style="list-style-type: none"> • Increase % of all pupils making expected + progress • Increased % of PP pupils at expected levels in maths compared to 2018. 	<p>£ 3,650</p>	<p>Review Autumn 2 Maths lead.</p>
Total budgeted cost					£8373
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
A Increase attainment of PP pupils B Increase progress for PP pupils	Targeted intervention: <ul style="list-style-type: none"> • RWI Phonics • additional reading • pre teaching • Maths support • Writing support • Handwriting • SPAG • Fine Motor 	We want to provide extra support enable rapid and sustained progress. Small group interventions with highly qualified staff have been shown to be effective such as RWI phonics.	Interventions precisely targeted 80% of pupils meet 20 day challenge targets set Progress of PP pupils v ALL similar The attainment gap is decreasing each term	TA time £ 32780 (20% of total)	Review Autumn 2 HT/DHT Teachers ½ termly review of outcomes/20 day challenges SLT termly review of standards
A Increase attainment of PP pupils B Increase progress for PP pupils F increase completion of homework by PP pupils	Homework club Targeted intervention to support pupils to complete home learning and to catch up with work when absent. Target parents to discuss learning focus/ how they can help at home	We want to provide extra home learning support for PP pupils through a dedicated homework club. This will enable them to consolidate and embed learning and key skills as well as catch up on key work when absent.	Interventions precisely targeted by class teachers PPG books show no gaps in key learning due to absence. 80% of pupils meet 20 day challenge targets set Rate of pp pupils completing homework is similar to all.	6 pupils x £5.25 x2 weekly x6 weeks x5 half terms £1890 100% of cost	Review Autumn 2 HT/DHT
C Improved behaviour for learning.	Targeted intervention groups focused on listening, attention and improve self-esteem. - ELSA - Nurture groups	We want to provide extra support enable pupils to be highly motivated and engage with learning by themselves and cooperatively in groups. ELSA and nurture groups have been shown to be highly effective in helping children be better focused, cooperative learners.	Learning walks show: Improved social skills and listening Improved focus / attention SLT monitoring of behaviour policy shows a Reduction in yellow behaviours	TA time ELSA training and release time. (20% of total)	Review Autumn 2 DHT ½ termly review of impact of interventions SLT review CT behaviour logs / ½ termly review of logs
Total budgeted cost					£34670
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>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Attendance support officer Legal Service</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Fortnightly monitoring of attendance Implement staged approach with families as per 'Attendance' policy Improved attendance / punctuality—closer to national average of 95% PP group attendance closer to All attendance</p>	<p>£ 366 20% of total attendance officer</p>	<p>Review Autumn 2 HT to monitor attendance and facilitate action to support families with attendance causing concern ½ Termly</p>
<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Introduction of reward certificates. 10 Individual certificates for pupils who achieve the greatest increase in attendance. 5 targeted to PP pupils Best class attendance celebrated in assemblies. Raise awareness by displays in class, letters to parents.</p>	<p>We want to raise the status of high attendance by rewarding pupils who improve their attendance thereby encouraging other targeted families to improve attendance.</p>	<p>Office staff monitor monthly. Increase in attendance for PP pupils so it is closer to all. Less persistent absence for PP pupils.</p>	<p>certificates budget = £25</p>	<p>Review Review Autumn 2 HT to monitor attendance and facilitate action to support families with attendance causing concern Office staff to produce regular attendance reports to SLT and certificates.</p>
<p>C Improved behaviour for learning.</p>	<p>Funding access to before and after school club for targeted PP pupils</p>	<p>To provide effective wellbeing and pastoral support for disadvantaged families. To improve attendance and punctuality. To improve behaviours for learning.</p>	<p>Pupil satisfaction survey Improved behaviours for learning of targeted PP pupils. Uptake of up to 4 funded places am and pm all week</p>	<p>£3230 a.m. £3990 p.m. 100% of costs</p>	<p>Review Autumn 2 PPG lead / Shining stars manager ½ termly</p>
<p>F PP pupils can access enrichment activities such as clubs and trips.</p>	<p>Funding subsidised places at clubs and on educational visits. Day trips (x2 per year) 1 residential (year 5/6) Sport/music and other enrichment clubs</p>	<p>Clubs and Educational visits enrich, extend and embed key learning, improve pupil wellbeing and achievement. To be inclusive for all pupils</p>	<p>% of PP pupils accessing clubs and trips is closely aligned to All.</p>	<p>sport club 1x 10 week block per year £684 Trips x2 per year £1230 Residential £2592 50% of cost</p>	<p>Review Autumn 2 PE lead monitor clubs Office staff monitor trips.</p>

E. Pupils receive external support quickly to address barriers to learning.	PPG pupils with complex needs receive support quickly to address individual issues and barriers. <ul style="list-style-type: none"> - Ed psych - SLT - emotional support - Autism outreach - Counselling - Speakeasy 	To provide effective wellbeing and pastoral support for disadvantaged families and address barriers to learning quickly. To improve behaviours for learning.	Monitor the impact of individual provision on progress/attainment/behaviours for learning.	£2375 100% of cost.	Review Autumn 2 SENCO
D. Increased attendance rates for pupils eligible for PP.	1 free set of uniform each academic year.	To provide effective wellbeing and pastoral support for disadvantaged families.	Increase in attendance for PP pupils so it is closer to all. Less persistent absence for PP pupils.	£ 1025	Review Autumn 2
Total budgeted cost					£15517
TOTAL BUDGET PROJECTION FOR 2018-19					£ 60,000
TOTAL PUPIL PREMIUM PLANNED EXPENDITURE 2018-2019					£58560
CONTINGENCY 2018-2019 <i>For unexpected pupils / strategies required during the year</i>					£1440

6. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

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

ii. Targeted support

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

iii. Other approaches

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk