

# St Peter's Church of England Primary School

## Pupil premium strategy statement 2019-20

1. Summary introduction					
School	St Peter's Church of England Primary				
Academic Year	2019-20	Total PP budget	£67580	Date of most recent PP Review	August 2019
Total number of pupils	202	Number of pupils eligible for PP	33 (17%)	Date for next review of this strategy	July 2020

2. Current attainment based on 2017-18 data.		
	Pupils eligible for PP (your school)	Pupils not eligible for PP school (National)
% achieving the expected standard in phonics at the end of year 1 (3 children)	66.7%	93.5% (83%)
% achieving the expected standard in phonics at the end of year 2 (3 children)	100%	100% (92%)
% achieving expected standard in year 2 reading (3 children)	66.7%	71% (76%)
% achieving expected standard in year 2 writing (3 children)	66.7%	64% (68%)
% achieving expected standard in year 2 maths (3 children)	66.7%	74% (75%)
% achieving expected standard in year 6 reading, writing and maths (8 children)	12.5%	59.4% (64.8%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
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
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
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 .	
<b>G.</b>	There are a number of parents and children eligible for pupil premium who have reduced aspirations.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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

2019-2020

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><b>A</b> Increase attainment of PP pupils</p> <p><b>B</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 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>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>Teacher review of 20 day challenge 80%+ of PP pupils will have met their individual target. 4 weekly monitoring by SLT.</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 summer 2019.</p>	<p>SLT/Staff meeting time</p> <p>inclusion manager time</p> <p>£9753</p>	<p><b>Review Autumn 2</b> HT/DHT lead pupil progress meetings</p> <p>SLT to monitor 20 day challenges</p> <p>SLT data analysis.</p>
<p><b>A</b> Increase attainment of PP pupils</p> <p><b>B</b> Increase progress for PP pupils</p>	<p>Continue to develop and improve quality first teaching</p> <ul style="list-style-type: none"> <li>- Introduce new writing process</li> <li>- Introduce a new whole class reading initiative</li> <li>-Embed Power maths/maths mastery across the school.</li> </ul> <p>Develop continuous KS2 French scheme T&amp;L</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 implemented and embedded.</p> <p>Termly Data analysis/work scrutiny will show:</p> <ul style="list-style-type: none"> <li>• Increase % of all pupils making expected + progress in RWM</li> <li>• Increased % of PP pupils at expected levels in RWM compared to 2019.</li> </ul>	<p>£ 1000</p> <p>£1445</p> <p>£240</p>	<p><b>Review Autumn 2</b></p> <p>English lead</p> <p>Maths lead.</p>

<b>C</b> Improved emotional literacy	Introduce a whole school approach to emotional literacy and well being.	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.	Pupils interviews demonstrate increased pupil well being and enjoyment of school.	£400	<b>Review Summer 2</b>  Inclusion Manager BB – music lead
<b>G</b> PP pupils and families have increased aspirations	Introduce whole class music lessons for some ks2 classes.	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.		£800	
				100% cost	

**Total budgeted cost    £14638**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring and Impact</b>	<b>Cost/ Time</b>	<b>Staff lead/review</b>
<b>A</b> Increase attainment of PP pupils <b>B</b> Increase progress for PP pupils	Targeted intervention: <ul style="list-style-type: none"> <li>• RWI Phonics</li> <li>• additional reading</li> <li>• pre teaching</li> <li>• Maths/numicon</li> <li>• Writing support</li> <li>• Handwriting</li> <li>• SPAG</li> <li>• Fine Motor</li> </ul> <p>Additional teaching assistant support in year 6 to facilitate 1-1 support in reading, writing and maths for PP who are not at ARE or making expected progress.</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.	Pupil progress and attainment will be monitored termly at pupil progress meetings.  80%+ of pupils will meet their intervention target/20 day challenge targets  Progress of PP pupils v ALL similar The attainment gap is decreasing each term  Teachers will keep a folder of evidence for interventions including pupil work.	TA time £ 36335  (% of total)	<b>Review Autumn 2</b> HT/DHT  Teachers ½ termly review of interventions/20 day challenges  SLT termly review of standards

<p><b>D</b> 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"> <li>• RWI Phonics</li> <li>• additional reading</li> <li>• pre teaching</li> <li>• Maths/numicon</li> <li>• Writing support</li> <li>• Handwriting</li> <li>• SPAG</li> <li>• Fine Motor</li> </ul>	<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>SLT monitoring of intervention support and progress.</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>1 day per week of inclusion manager time</p>	<p><b>Review Autumn 2</b> Inclusion Manager</p> <p>Teachers ½ termly review of interventions/20 day challenges</p> <p>SLT termly review of standards</p>
<p><b>A</b> Increase attainment of PP pupils</p> <p><b>B</b> Increase progress for PP pupils</p> <p><b>G</b> increase completion of homework by PP pupils</p>	<p>Homework club Targeted intervention to support pupils to complete home learning and to catch on key skills.</p> <p>Target parents to discuss learning focus/ how they can help at home.</p>	<p>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 and complete homework.</p>	<p>Groups and key skill focus in liaison inclusion manager.</p> <p>Pupils are more confident in key skill such as times tables.</p> <p>Rate of pp pupils completing homework is similar to all.</p>	<p>6 pupils x £5.75 x2 weekly x6 weeks x5 half terms</p> <p>£2070</p> <p>100% of cost</p>	<p><b>Review Autumn 2</b> HT/DHT</p>
<p><b>C</b> Improved emotional literacy</p>	<p>Targeted intervention groups focused on emotional literacy and improve self-esteem.</p> <ul style="list-style-type: none"> <li>- ELSA</li> <li>- Nurture groups</li> <li>- meditation</li> <li>- counselling</li> </ul>	<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"> <li>-an improved pupil well being and emotional literacy</li> <li>- increased focus and engagement in class</li> </ul>	<p>ELSA training and release time. £1202 (% of total)</p> <p>Mindful meditation £1520 Counselling £2280</p> <p>100% total</p>	<p><b>Review spring 2</b> DHT</p> <p>½ termly review of impact of interventions</p> <p>SLT review CT behaviour logs / ½ termly review of logs</p>

<p><b>F.</b> 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. Log of attendance at parents evenings.</p>	<p>HT/DHT time</p>	<p><b>Review Autumn 2</b>  HT/DHT</p>
<b>Total budgeted cost</b>					<b>£43401</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring and Impact</b>	<b>Cost/ Time</b>	<b>Staff lead/review</b>
<p><b>E.</b> 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 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. Improved attendance / punctuality—closer to national average of 95%  PP group attendance closer to All attendance</p>	<p>£ 315  % of total attendance officer  certificates/ card = £25</p>	<p><b>Review Autumn 2</b> HT to monitor attendance and facilitate action to support families with attendance causing concern Monthly.</p>
<p><b>G</b> PP pupils and families have increased aspirations</p>	<p>Funding subsidised places at clubs and on educational visits.  Day trips ( x2 per year)  1 residential ( year 3/4) 1 residential ( year 5/6)  Sport/music and other enrichment clubs – 1 block of 10 weeks 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>sport club 1x 10 week block per year £720  Day Trips x 2 per year £1290  Music Tuition (max 5 pupils for 1 term each) £400</p>	<p><b>Review autumn 2</b> Inclusion manager &amp; PP champion  PE lead monitor clubs  Business manager maintains records of trips/music tuition, uniform and residential.</p>

				Uniform cost £ 500  Residential £1392 50% of cost	
<b>C</b> Improved emotional literacy  <b>D.</b> PP Pupils with SEND will make good progress	PPG pupils with SEND receive support quickly to address individual issues and barriers. - Ed psych - SALT - Autism outreach - Oakfield short stay school - Early help	To provide effective support for disadvantaged and families to address barriers to learning quickly. This will ensure pupil progress is not impeded.	Monitor the impact of individual provision on progress/attainment/behaviours for learning.	£2500  100% of cost.	<b>Review Autumn 2</b> Inclusion Manager
<b>G</b> PP pupils and families are supported to have increased aspirations <b>E.</b> Increased attendance rates for pupils eligible for PP.	Funding access to before and after school club for targeted PP pupils	To provide effective wellbeing and pastoral support for disadvantaged families.  To improve attendance and punctuality. To improve behaviours for learning.	Pupil satisfaction survey Improved behaviours for learning of targeted PP pupils. Uptake of up to 1 funded places am and pm all week	£900 a.m. £1100 p.m.  100% of costs	<b>Review summer 2</b> PPG lead / Shining stars manager  ½ termly
<b>Total budgeted cost</b>					£9142
<b>TOTAL FUNDING AVAILABLE 2019-20</b>					<b>£67580</b>
<b>TOTAL PUPIL PREMIUM PLANNED EXPENDITURE 2019-2020</b>					<b>£67181</b>
<b>CONTINGENCY 2019-2020</b> <i>For unexpected pupils / strategies required during the year</i>					<b>£399</b>

## 6. Review of expenditure

Previous Academic Year		2018-19											
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>Pupil Progress meetings for all teachers</p> <p>Boys writing research group in KS2.</p> <p>Staff training on high quality feedback.</p> <p>Quality 1<sup>st</sup> teaching strategies positive discrimination/ adjustment / targeted questions/ planning to support PP pupils in every lesson.</p> <p>Purchase, staff training and implement Power maths across the school.</p> <p>Targeted intervention</p> <p>Homework club</p>	<p>Overall the attainment of pupil premium pupils across the school was mixed. At the end of EYFS a higher % of pupil premium pupils met the expected good level of development 83% compared to 67% of non PP pupils.</p> <p>KS1 results (3 pupils only) the % of PP pupils at expected level was marginally lower in reading and maths but higher in writing. This shows that the whole class strategies and interventions is having some impact in raising PP attainment.</p> <p>PP attainment at the end of KS2 continues to be a concern, however in school tracking data shows successes for some pupils in some ks2 year groups.</p> <p><i>% of pupils at expected+</i></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>42%</td> <td>74%</td> </tr> <tr> <td>KS2</td> <td>37%</td> <td>69%</td> </tr> </tbody> </table> <p>In spring and summer terms 80%+ of PP pupils met their small step intervention target.</p> <p>7 pupils have attended homework club " I have completed all my homework since coming here"</p>		2018	2019	KS1	42%	74%	KS2	37%	69%	<p>Future focus to ensure greater impact needs to be all PP pupils for teacher performance management and progress meetings.</p> <p>High quality feedback is beginning to impact on pupil attainment, this will continue next year.</p> <p>These strategies have been implemented and evidenced in monitoring these now need to be embedded to demonstrate success consistently across the school. SLT monitoring has evidenced PP pupils actively taking part in and showing good skills in reasoning and justifying.</p> <p>Power maths has had a significant impact on pupil attainment in both ks1 and 2. This will be further developed next year by a school maths research programme and maths mastery in EYFS will be developed through a maths EYFS teacher research group.</p> <p>Termly 20 day challenges and targeted year 5 &amp; 6 interventions were very successful and will continue.</p> <p>Homework club was successful and was highly valued in pupil and parent feedback and increased pupil's enjoyment and engagement of learning. In addition the club maintained high attendance throughout. Attainment outcomes suggest that amending it to include a much greater focus on key skills, including independence and grouping pupils will improve impact next year.</p>	
	2018	2019											
KS1	42%	74%											
KS2	37%	69%											



Higher rates of progress for PPG pupils	As above	<p><i>Comparison of progress in year 5 &amp; 6 over the last 2 academic years.</i> <i>Average PP steps.</i></p> <table border="1" data-bbox="674 212 1211 341"> <thead> <tr> <th></th> <th>PP 2019</th> <th>PP 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.2</td> <td>5.2</td> </tr> <tr> <td>Writing</td> <td>6.1</td> <td>6</td> </tr> <tr> <td>Maths</td> <td>5.6</td> <td>5.5</td> </tr> </tbody> </table> <p>In spring and summer terms 80%+ of PP pupils met their small step intervention target.</p>		PP 2019	PP 2018	Reading	6.2	5.2	Writing	6.1	6	Maths	5.6	5.5	Progress in 2019 suggest that the focus teaching and learning strategies are beginning to have impact on pupil progress. Next year these will be embedded and developed to ensure this continues.	
	PP 2019	PP 2018														
Reading	6.2	5.2														
Writing	6.1	6														
Maths	5.6	5.5														
Behaviour for learning is improved and consistently good across all year groups.	<p>Quality 1<sup>st</sup> teaching adjustments</p> <p>Implementation of adjustments to new behaviour policy &amp; management</p> <p>Staff meetings to discuss and share practice</p> <p>Funding access to before and after school club for targeted PP pupils</p> <p>ELSA Nurture groups</p>	<p>School monitoring of behaviour incidents show:</p> <ul style="list-style-type: none"> <li>✓ There has been a 57% reduction in yellow incidents across the school from the Sept baseline</li> <li>✓ There has been an 82% reduction in red incidents across the school from the Sept baseline. 1 class has had a very significant reduction in incidents following support with pastoral plans for a number of pupils.</li> </ul> <p>External monitoring visits confirm behaviour in school is consistently good.</p> <p><i>"Behaviour has been addressed and is consistent across the school. High standards have been set, Governors feel the new behavioural policy has changed the culture and children are happier at school."</i> NLE 2 day review April 2019.</p>	The behaviour of all pupils in school is now consistently good+ as demonstrated by school and external monitoring. All strategies have benefited pupils and lead to this success this will remain in place in 2019-20. Pastoral plans will be developed next year to further support the small number of pupils who continue to experience learning conduct issues.													
Increased attendance for pupils eligible for PP funding	<p>Attendance support officer</p> <p>Legal Service</p> <p>Attendance reward certificates.</p> <p>Free uniform</p>	<p><b>PP attendance has increased to 94!% from Summer 2018 which was 92.2%</b></p> <p>Persistent absence has reduced to 6 PP pupils in Autumn Term ( from 8 in Summer 2018)</p>	Strategies to increase PP attendance have been highly successful and will continue next year.													

Pupils receive external support quickly to address these barriers	PPG pupils with complex needs receive support quickly to address individual issues and barriers.	PP pupils who have additional identified needs have accessed this support within 1 term eg – Bernado's, ed psychologist, ELSA, meditation group and school counsellor.	The school will continue to work pro actively to assess, identify and respond to pupil individual needs. Choosing existing and new outside agencies and support as needed.	
Increased completion of homework by PPG pupils. PP pupils can access enrichment activities such as clubs and trips.	Homework club  Funding subsidised places at clubs and on educational visits.	7 pp pupils have accessed homework club over the year.  How many pp pupils accessed clubs and trips compared to all???		

## 7. Additional detail

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