

St Peter and St Paul CofE Primary School: Pupil premium strategy statement

1. Summary information

School	St Peter and St Paul C of E Primary		
Academic Year	2019-20	Total PP budget	£60,900
Total number of pupils	310	Number of pupils eligible for PP	45 (incl 2 Services Children)

2. Current attainment (2018/19)

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average 2017/18)</i>
% achieving expected standard or above in reading, writing & maths	KS1 - 70% KS2 - 74%	KS1 50% KS2 51%
% achieving expected standard or above in reading	EYFS - 60% KS1 - 50 % KS2 - 83 %	EYFS - 62 % KS1 - 62% KS2 - 62%
% achieving expected standard or above in writing	EYFS - 60 % KS1 - 25% KS2 - 100%	EYFS - 58% KS1 - %55 KS2 - %58
% achieving expected standard or above in maths	EYFS - 60% KS1 - 50% KS2 - 83%	EYFS - 66% KS1 - 62% KS2 - 67%
% making expected progress in reading (as measured in the school)	EYFS - 60% KS1 - 50% KS2 - 83%	N/A
% making expected progress in writing (as measured in the school)	EYFS - 60% KS1 - 25% KS2 - 100%	N/A
% making expected progress in mathematics (as measured in the school)	EYFS - 60% KS1 - 50% KS2 - 83%	N/A

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	The gap between disadvantaged pupils and non-disadvantaged pupils at the end of KS1.
B.	Too few disadvantaged pupils achieve Greater Depth Standard at the end of Early Years Foundation Stage, Key Stage 1 and 2 in Reading Writing, Maths and RWM.
C.	There is a high number of children with social and emotional barriers to their learning which include; limited emotional resilience, confidence, self-belief and self-worth.
D.	Some disadvantaged children do not make expected progress in writing.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	Children have limited opportunities (sometimes due to shortage of money) to access a broad experience of different activities -this impacts on love of life and learning
F.	There are low attendance levels for some pupils -this impacts on ability to access learning.

4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	The gap is between the percentage of disadvantaged and non disadvantaged children achieving the expected standard at KS1 is narrowed.	-Improved outcomes in Age Related Expectations in KS1.
B.	The gap between the percentage of disadvantaged and non disadvantaged children achieving Greater Depth Standard at KS2 is narrowed.	- Improved outcomes in Greater Depth Standard in KS2.
C.	Children show increased levels of emotional resilience, confidence, self belief and self-worth.	- Children show improved levels of involvement and well being on the Leuven Scales.

		<ul style="list-style-type: none"> - Children will have more confidence in examination circumstances. - The number of children accessing challenging academic activities will increase.
D.	Progress and attainment in writing is increased for disadvantaged children.	- Improved outcomes in writing.
E.	Disadvantaged children have the opportunity to engage in real life experiences which impact positively on their attainment and progress.	<ul style="list-style-type: none"> -Children will have a wealth of experience and knowledge that they can use to make links with new learning experiences. -Increased numbers of children engaging with enrichments clubs in school.
F	Disadvantaged children's attendance is at least in-line with non disadvantaged children in school.	-Improved average attendance of disadvantaged children in school.

5. Planned expenditure

Academic year	2019-2020	£61,150
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	Estimated Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Maintain year group TA support to deliver post teaching everyday to targeted KS1 children.	A Disadvantaged children will reach the expected level.	£14,000	Improved outcomes for children who had access to post teaching during the last academic term. To increase access to post teaching and provide a broad balance offer of intervention support.	-Observations of practice will evidence improved impact on children's outcomes. -Improved outcomes	SLT JW	Termly
PiXL CPD for teachers at conferences, PiXL resources.	A+B All disadvantaged Y2 and Y6 children achieve EXS or above in SATS.	£4400	PiXL has been used to successfully raise attainment in schools SLT have previously worked in.	-PiXL associate meetings termly with SLT/Y6 team -Y6 teacher/HT attend conferences -PiXL tracking systems	LC JW HR	July 2020
To train all reading volunteers and ambassadors in school. Purchase resources.	B	£550	Peer tutoring shown (EEF) to have a very positive impact on pupil progress especially when trained in supporting and giving feedback.	-Observations of practice will evidence improved impact on children's outcomes. -Improved outcomes	JW	Termly
Teacher 0.6 to support children reaching Greater Depth Standard	B Targeted Y6 disadvantaged children achieve Greater Depth Standard in SATS.	£12000	EEF shows that high quality tutoring with small groups of children shows impact, particularly when targeted at specific pupil's needs.	-Observations of practice will evidence improved impact on children's outcomes. -Improved outcomes	JW HR	Half termly
Jigsaw	C Disadvantaged children show higher levels of emotional	£2800	Research carried out (for example by Sheffield University) found that Jigsaw had a positive	-Tracking of CPOMS incidents. Monitoring of Leuven Scales of Involvement and Well Being.	MB	July 2020

	resilience, confidence, self-esteem and self-worth.		impact on pupils' emotional literacy.	-Attendance and punctuality outcomes -Pupil questionnaires and pupil voice before and after.		
Talk 4 Writing training	A & D	£500	EEF research reported that Talk 4 Writing had a positive impact on pupil's writing skills.	<ul style="list-style-type: none"> - Learning walks - Book scrutiny - Pupil voice 	JW	July 2020

ii. Targeted support

Action	Intended outcome		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral Officer and Learning Mentor to provide support in class for children. To continue to provide support for our children and families.	C Disadvantaged children show higher levels of emotional resilience, confidence, self-esteem and self-worth.	Proportion of salary for both roles £22000	Internal data showed an increase in attendance and attainment of disadvantaged children accessing this support last year. CPOMS data showed a reduction in behavioural incidents for disadvantaged children who had received this support.	<ul style="list-style-type: none"> -Monitoring by SLT -Monitoring of Leuven Scales of Involvement and Well Being. -Tracking of CPOMS incidents. -Monitor and signpost to other services. 	HR MB	Termly
Run Rainbows groups to support children deal with a bereavement or significant loss in	C Disadvantaged children show higher levels of emotional	£300	We have seen an improvement with attendance for all children who have previously	<ul style="list-style-type: none"> -Tracking of CPOMS incidents. Monitoring of Leuven Scales of Involvement and Well Being. 	GF	July 2020

their lives. Purchase resources.	resilience, confidence, self-esteem and self-worth.		attended Rainbows groups. To develop strategies to support with removing barriers to learning both in the classroom and through intervention.	-Attendance and punctuality outcomes -Pupil questionnaires and pupil voice before and after - Rainbows intervention		
Forest School Lead Accreditation	C Disadvantaged children show higher levels of emotional resilience, confidence, self-esteem and self-worth.	£1075	Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.	-Reduced number behavioural incidents on CPOMS -Improved outcomes. -Improved attendance	MB	July 2020
Enrichment Opportunities - Subsidy of trips including residential	E All disadvantaged children will attend visits and residential to gain valuable life experience	£2145	To help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a very positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development	-Pupil voice -Book scrutiny Improved attainment linked to experiences gained from the visits or residential.	HR MB	July 2020
Enrichment opportunities	E & F A higher percentage of	£420	Children attending breakfast clubs will be able to focus on their	-Pupil voice and attitudes to school – pupil and parent questionnaires	MB HR	Termly

Subsidised breakfast and school enrichment clubs targeted for PPG children:	disadvantaged children will attend enrichment clubs.		learning if their basic needs are met (Maslow's Hierarchy of Need) Lack of opportunities outside of school for PPG children, which impacts on self-esteem and attitude to education and educational outcomes.	-Disadvantaged pupils taking part in residential visits - Attendance data		
Pastoral Support	F The attendance of all disadvantaged children will improve and be inline with non-disadvantaged children.	£700	The aim of pastoral support is to improve attendance. Children's attainment will not improve if they are not in school.	-Attendance Tracking	GF MB HR	Termly
Uniform and PE Kits	C, E & F All disadvantaged children will participate fully in PE lessons and the wider curriculum.	£260	Social and emotional impact on educational outcomes, when children do not have the appropriate uniform or PE kit it can impact on pupil confidence, allows access to the full national curriculum.	Pupil voice and attitudes to school – pupil and parent questionnaires Attendance data and punctuality data Participation in PE lessons	MB HR	Termly
Total estimated cost						£61,150