

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 2018/19)</i>
% achieving expected standard or above in reading, writing & maths	KS1 - 70% KS2 - 74%	KS1 65% KS2 65%
% achieving expected standard or above in reading	EYFS - 60% KS1 - 50 % KS2 - 83 %	EYFS - 77 % KS1 - 75% KS2 - 78%
% achieving expected standard or above in writing	EYFS - 60 % KS1 - 25% KS2 - 100%	EYFS - 74% KS1 - 69% KS2 - 78%
% achieving expected standard or above in maths	EYFS - 60% KS1 - 50% KS2 - 83%	EYFS - 80% KS1 - 76% KS2 - 79%
% 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. Progress was in line with NPPG at Spring 2020
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.

		<p>Y6 Pupil Outcomes in Spring 2020 showed that PP children were outperforming NPP children at GDS in reading, writing and maths</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>44%</td> <td>33%</td> <td>22%</td> <td>44%</td> </tr> <tr> <td>NPPG</td> <td>33%</td> <td>29%</td> <td>24%</td> <td>43%</td> </tr> </tbody> </table>	Year 6	Reading	Writing	Maths	SPAG	PPG	44%	33%	22%	44%	NPPG	33%	29%	24%	43%
Year 6	Reading	Writing	Maths	SPAG													
PPG	44%	33%	22%	44%													
NPPG	33%	29%	24%	43%													
<p>C.</p>	<p>Children show increased levels of emotional resilience, confidence, self belief and self-worth.</p>	<ul style="list-style-type: none"> - Children show improved levels of involvement and well being on the Leuven Scales. - Children will have more confidence in examination circumstances. - The number of children accessing challenging academic activities will increase. <p>Red light data Spring 2020 showed that only 2 incidents of PP children had been on a red light compared to 19 incidents for NPP children.</p>															
<p>D.</p>	<p>Progress and attainment in writing is increased for disadvantaged children.</p>	<ul style="list-style-type: none"> - Improved outcomes in writing. <p>In most year groups the percentage of PP children at EXS and GDS had increased between Autumn 2019 and Spring 2020.</p> <p>PP Year 6 Aut '19 EXS 78% GDS 0%</p> <p>PP Year 6 Spr '20 EXS 100% 33%</p>															

E.	Disadvantaged children have the opportunity to engage in real life experiences which impact positively on their attainment and progress.	<p>-Children will have a wealth of experience and knowledge that they can use to make links with new learning experiences.</p> <p>-Increased numbers of children engaging with enrichments clubs in school.</p> <p>More PP children attended enrichment clubs. In Autumn 2019 11% of PP children attended enrichment clubs, this increased to 48% by Spring 2020.</p>
F	Disadvantaged children's attendance is at least in-line with non disadvantaged children in school.	<p>-Improved average attendance of disadvantaged children in school.</p> <p>We continue to close the gap between PP attendance and NPP attendance. Between Autumn 2019 and Spring 2020 the % attendance of PP children rose from 93.5% to 96.3%. The gap between PP and NPP in Autumn - 3% which reduced in Spring to -1.4%.</p>

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?
Maintain year group TA support to deliver post teaching everyday to targeted KS1 children.	A Disadvantaged children will reach the expected level at the end of KS1.	£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 resilience, confidence, self-esteem and self-worth.	£2800	Research carried out (for example by Sheffield University) found that Jigsaw had a positive impact on pupils' emotional literacy.	-Tracking of CPOMS incidents. Monitoring of Leuven Scales of Involvement and Well Being. -Attendance and punctuality outcomes -Pupil questionnaires and pupil voice before and after.	MB	July 2020
Talk 4 Writing training	A & D	£500	EEF research reported that Talk 4 Writing had a positive impact on pupil's writing skills.	- 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.	-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

<p>Run Rainbows groups to support children deal with a bereavement or significant loss in their lives. Purchase resources.</p>	<p>C Disadvantaged children show higher levels of emotional resilience, confidence, self-esteem and self-worth.</p>	<p>£300</p>	<p>We have seen an improvement with attendance for all children who have previously attended Rainbows groups. To develop strategies to support with removing barriers to learning both in the classroom and through intervention.</p>	<p>-Tracking of CPOMS incidents. Monitoring of Leuven Scales of Involvement and Well Being. -Attendance and punctuality outcomes -Pupil questionnaires and pupil voice before and after - Rainbows intervention</p>	<p>GF</p>	<p>July 2020</p>
<p>Forest School Lead Accreditation</p>	<p>C Disadvantaged children show higher levels of emotional resilience, confidence, self-esteem and self-worth.</p>	<p>£1075</p>	<p>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.</p>	<p>-Reduced number behavioural incidents on CPOMS -Improved outcomes. -Improved attendance</p>	<p>MB</p>	<p>July 2020</p>
<p>Enrichment Opportunities - Subsidy of trips including residential</p>	<p>E All disadvantaged children will attend visits and residential to gain valuable life experience</p>	<p>£2145</p>	<p>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</p>	<p>-Pupil voice -Book scrutiny Improved attainment linked to experiences gained from the visits or residential.</p>	<p>HR MB</p>	<p>July 2020</p>

Enrichment opportunities Subsidised breakfast and school enrichment clubs targeted for PPG children:	E & F A higher percentage of disadvantaged children will attend enrichment clubs.	£420	Children attending breakfast clubs will be able to focus on their 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.	-Pupil voice and attitudes to school – pupil and parent questionnaires -Disadvantaged pupils taking part in residential visits - Attendance data	MB HR	Termly
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
<u>Actions taken to support children during Covid-19</u>						

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| <ul style="list-style-type: none">-Weekly food parcels delivered by pastoral team-Weekly check with all PP families by pastoral team-Fortnightly phone call from class teachers to keep in touch-Home learning packs delivered to all PP children who could not access online learning-Differentiated home learning for PP children accessing a different year groups objectives-Vulnerable children offered school places during lockdown-Bishop's Fund accessed to provide stationary and craft materials which were given to PP children to support home learning-Weekly online work set and monitored by class teachers via Google Drive | |
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