

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	2020-21	Total PP budget	£66,110
Total number of pupils	322	Number of pupils eligible for PP	47 (incl 3 Services Children)

2. Current attainment (2018/19) NO SATS DATA FROM 2019/2020 or 2020/2021 due to Covid-19

	<i>Disadvantaged - school</i>	<i>National Non-disadvantaged</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 - 78% KS2 - 78%
% achieving a higher standard in reading	KS1 - 0% KS2 - 17%	KS1 - 78% KS2 - 31%
% achieving expected standard or above in writing	EYFS - 60 % KS1 - 25% KS2 - 100%	EYFS - 74% KS1 - 73% KS2 - 83%
% achieving a higher standard in writing	KS1 - 0% KS2 - 0%	KS1 - 73% KS2 - 24%
% achieving expected standard or above in maths	EYFS - 60% KS1 - 50% KS2 - 83%	EYFS - 80% KS1 - 79% KS2 - 84%
% achieving a higher standard in maths	KS1 - 0% KS2 - 0%	KS1 - 24% KS2 - 32%
% 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
Attendance: Sep 19-March 2020 school- (20th March schools closed lockdown)	Disadvantaged children Non-disadvantaged school-	97% 95%

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. | Current data (in house) shows there is a gap between disadvantaged pupils and non-disadvantaged pupils achieving EXS at the end of year in EYFS, KS1 and KS2. |
| 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 and Maths. |
| 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.	Some 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 (<i>specific outcomes and how they will be measured</i>)	
A.	<p>The gap between the percentage of disadvantaged and non disadvantaged children achieving the expected standard is narrowed because teaching is precise and of a high quality to meet the needs of DV pupils.</p>
B.	<p>The gap between the percentage of disadvantaged and non disadvantaged children achieving Greater Depth Standard at KS1 and KS2 is narrowed because teaching is precise and of a high quality to meet the needs of DV pupils.</p>
C.	<p>Children will demonstrate increased levels of emotional resilience, confidence, self belief and self-worth.</p>
Success criteria	<ul style="list-style-type: none"> -Our curriculum intent drives planning and delivery of learning. -A common language for teaching and learning is embedded across the school. -Improved outcomes in Age Related Expectations <ul style="list-style-type: none"> - Improved outcomes in Greater Depth Standard in Reading, writing and maths at KS1 and KS2. <ul style="list-style-type: none"> - Children show an improvement on The Jigsaw Resilience and Engagement Scale. - Children have more confidence in unfamiliar circumstances. -Children show greater resilience and be comfortable with 'struggle'. - The number of children accessing challenging academic activities will increase.

		-Children can access social and emotional support with staff who are trained to recognise and support pupils who are vulnerable
D.	Progress and attainment in writing is increased for disadvantaged children.	-High quality teaching across the school following a common approach which is understood by all - Improved outcomes in writing at KS1 and KS2
E.	Some 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	-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.	-A systematic approach to tracking attendance will lead to support for families to improve children's attendance. -Improved average attendance of disadvantaged children in school.

5. Planned expenditure

Academic year 2020-2021 £66,110

Action/ Approach	Intended outcome	Cost - Estimat ed	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementatio n?
Responsible, skilled leaders to oversee outcomes for DV children.	A The gap between the percentage of disadvantaged and non disadvantaged children achieving the expected standard is narrowed because classroom teaching is precise and of a high quality	TLR payment £5000	The Report 'Successful School Leadership' EDT states that 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.	-Termly reports -Monitoring of data for assessment, attendance, behaviour, well-being. -Termly meetings with headteacher	LC HR MB	Termly

Maintain year group TA support to deliver post teaching everyday to targeted children.	to meet the needs of DV pupils.	£17,000	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. EEF research states small group work can be a powerful tool for supporting children.	-Observations of practice will evidence improved impact on children's outcomes. -CPD for TAs and teachers -Improved outcomes	SLT JW	Termly
PiXL CPD for teachers at conferences lead to effective use of PiXL resources to raise attainment across the school.		£2,700	National PiXL data has shown that the diagnosis, testing, therapy, testing methodology has had a positive impact across PiXL Primary schools.	-PiXL associate meetings termly with SLT/Y6 team -Y6 teachers/HT attend conferences -PiXL tracking systems -PiXL training for staff	LC JW HR	July 2021
RWI phonics groups - small groups daily.		£800	EEF tiered approach states that small groups can be a powerful tool for supporting pupils. RWI has improved outcomes for children in phonics since implementation in 2017.	-RWI testing -Phonics testing -Learning walks -CPD	HT JW	Termly
Embed the principles of metacognition and self-regulation through CPD so		£500	EEF Toolkit on metacognition and self-regulation states that 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils	-CPD -Learning walks -Staff voice -Pupil voice	LC JW HR MB	

children are able to apply self-reflection techniques and show more resilience.			making an average of seven months' additional progress.			
Experienced UKS2 teacher to lead booster groups 0.1 salary	B The gap between the percentage of disadvantaged and non disadvantaged children achieving Greater Depth	£4,735	EEF tiered approach states that small group and one to one interventions can be a powerful tool for supporting pupils EEF Toolkit 'Small group tuition' paper states: evidence shows that small group tuition is effective.	-PiXL assessment tools show progress towards GDS -Improved outcomes in class work -improved confidence in high order skills	LC JW	July 2021
Literacy Shed+and Maths Shed resources used to promote high order reading/maths skills.	Standard at KS2 and KS2 narrows because classroom teaching is precise and of a high quality to meet the needs of DV pupils.	£500	EEF tiered approach stated that high quality teaching for all is the most important lever schools have to improve outcomes for pupils.	-CPD -Learning walks -Book scrutiny -Pupil voice -Termly assessments	JW HR	Termly
.High quality resources including dictionaries and thesauruses in each classroom so enable the children to develop their		£2000	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risely 2003) reports vocabulary of a 3 year old: DV family =500 words, professional family =1100 words. It is important for all pupils to develop and increase all children's vocabularies.	-Book scrutiny -Pupil voice -Writing assessments (tracking sheets)	JW HR MB	Termly

vocabulary independently						
<p>Jigsaw approach used across the school, including weekly lessons and half termly worship.</p>	<p>C Disadvantaged children show higher levels of emotional resilience, confidence, self-esteem and self-worth.</p>	<p>£565</p>	<p>Research carried out (for example by Sheffield University) found that Jigsaw had a positive impact on pupils' emotional literacy. Jigsaw is a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.</p>	<ul style="list-style-type: none"> -Tracking of Resilience and Engagement Scale using the Jigsaw Tracking tools in order to direct support -Pupil profiles ensure all teachers are aware of the needs and barriers to learning for disadvantaged children in their class which ensures accountability. -Tracking of CPOMS incidents. -Attendance and punctuality outcomes -Pupil questionnaires and pupil voice before and after. 	<p>MB HR</p>	<p>July 2021</p>
<p>Pastoral Officer and Learning Mentor to provide support in class for children. To continue to provide support</p>		<p>Proportion of salary for both roles £20,900</p>	<p>EEF report 'Social and Emotional Learning' states that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Internal data showed an increase in attendance and attainment of</p>	<ul style="list-style-type: none"> -Monitoring by SLT -Monitoring of Jigsaw Resilience and Engagement Scales. -Tracking of CPOMS incidents. -Monitor and signpost to other services. 	<p>HR MB</p>	<p>July 2021</p>

for our children and families.			disadvantaged children accessing this support last year. CPOMS data showed a reduction in behavioural incidents for disadvantaged children who had received this support last year.			
Run Rainbows groups to support children deal with a bereavement or significant loss in their lives. Purchase resources.		£500	See EEF research above. We have seen an improvement with attendance for all children who have previously attended Rainbows groups. This approach develops strategies to support with removing barriers to learning both in the classroom and through intervention.	-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	GF	July 2021
Jane Considine 'The Write Stuff' resources	D The gap between PP and non PP children reaching EXS and GDS narrows in writing	£800	The Write Stuff approach by Jane Considine is a well researched and structured approach to writing which has a positive impact on standards by: giving teachers a deeper understanding of sentence structure and vocabulary, developing children's oral language, articulacy and vocabulary.	-Learning walks -Book scrutiny -Pupil voice -JW model lessons and planning support	JW	July 2021
Enrichment Opportunities - Subsidy of trips including residential	E Some children have limited opportunities (sometimes due to	£1000	EEF research states project based on a fun day out can boost writing skills by nine months. We will help provide highly positive, memorable experiences and rich opportunities	-Pupil voice -Book scrutiny -Improved attainment linked to experiences gained from the visits or residential.	HR MB	July 2021

	shortage of money) to access a broad experience of different activities - this impacts on love of life and learning		for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development			
Enrichment opportunities Subsidised breakfast and school enrichment clubs targeted for PPG children:		£600	EEF research states: 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year'. Children attending breakfast clubs will be able to focus on their learning if their basic needs are met (Maslow's Hierarchy of Need)	-Pupil voice and attitudes to school – pupil and parent questionnaires -Disadvantaged pupils taking part in residential visits -Attendance data	MB HR	Termly
Purchase uniform and PE kits so all disadvantaged children will participate fully in PE lessons and the wider curriculum.		£500	When children do not have the appropriate uniform or PE kit it can impact on pupil confidence, having the right equipment allows children 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
The Pastoral Team will track	F	£3000	Addressing any attendance concerns is a key step to	-Attendance and lateness will be monitored by LC and GF	LC GF	Termly

attendance and support families to ensure children are in school.	Disadvantaged children's attendance is at least in-line with non disadvantaged children in school.		improving progress and attainment. Children must be in school to access learning and avoid gaps occurring. By working closely with parents you can explain why it is important to be in school and offer individual support.	<ul style="list-style-type: none"> -Parents will be contacted in person to support with attendance -Letter will be sent home if attendance continues to be a concern. -Attendance tracking for DV children by MB/HR termly 	MB HR	
Total estimated cost						£66,100

Impact Statement:

6. Current attainment (2018/19) NO SATS DATA FROM 2019/2020 or 2020/2021 due to Covid-19			
	<i>Disadvantaged - school 2018/19</i>	<i>Disadvantaged school Internal data 2020-21</i>	<i>National Non- disadvantaged</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 100% KS1 64% KS2 86%	EYFS - 77 % KS1 - 78% KS2 - 78%
% achieving a higher standard in reading	KS1 - 0% KS2 - 17%	KS1 9% KS2 0%	KS1 - 78% KS2 - 31%
% achieving expected standard or above in writing	EYFS - 60 % KS1 - 25% KS2 - 100%	EYFS - 100% KS1 45% KS2 29%	EYFS - 74% KS1 - 73% KS2 - 83%
% achieving a higher standard in writing	KS1 - 0% KS2 - 0%	KS1 9% KS2 0%	KS1 - 73% KS2 - 24%
% achieving expected standard or above in maths	EYFS - 60% KS1 - 50% KS2 - 83%	EYFS 83% KS1 93% KS2 57%	EYFS - 80% KS1 - 79% KS2 - 84%
% achieving a higher standard in maths	KS1 - 0% KS2 - 0%	KS1 20% KS2 0%	KS1 - 24% KS2 - 32%
% 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
Attendance: Sep 19-March 2020 school- (20th March schools closed lockdown) school-	Disadvantaged children Non-disadvantaged	97% 96% 95% 97%	
Engagement with Google Classrooms home learning during the lockdown Spring Term 2021 <ul style="list-style-type: none"> ● 60% PPG children are in school ● PPG group not in school at 95% engagement with work set on Google Classrooms. Again this is broadly in line with whole school engagement 			
E.	The gap between the percentage of disadvantaged and non disadvantaged children achieving the expected standard is narrowed because teaching is precise and of a high quality to meet the needs of DV pupils.	Internal data shows that the percentage of DV children achieving EXS is greater in all areas when compared to 2019 end of year outcomes.	
F.	The gap between the percentage of disadvantaged and non disadvantaged children achieving Greater Depth Standard at KS1 and KS2 is narrowed because teaching is precise and of a high quality to meet the needs of DV pupils.	Internal data shows that there has been no improvement in the numbers of DV children achieving the GD standard when compared to end of year outcomes.	
G.	Children will demonstrate increased levels of emotional resilience, confidence, self belief and self-worth.	Internal data (Resilience questionnaires) demonstrates a higher percentage of children reaching high and medium scores against the Jigsaw Resilience and Engagement questionnaire. In October 2020 76% of the children reached the higher or medium score. In July 2021 this has increased to 92%	

H.	Progress and attainment in writing is increased for disadvantaged children.	<p>End of year outcomes show that there is a higher number of DV children achieving EXS in writing in KS1 when compared to Autumn 2019 data.</p> <p>There has been a 43% increase in children reaching age related expectations in writing.</p> <p>There has been an 8% increase in children reaching above age related expectations in writing.</p>
E.	Some 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	<p>Due to Covid 19 opportunities have been restricted.</p> <p>There have been no after school clubs.</p> <p>However 100% PP children have accessed school visits.</p>
F	Disadvantaged children's attendance is at least in-line with non-disadvantaged children in school.	Attendance DV = 96% and NDV=97%