

St. Peter's Primary CE (A) Pupil Premium Report

Pupil premium spending

SUMMARY INFORMATION			
Date of most recent pupil premium review:	10.6.20	Date of next pupil premium review:	April 2020
Total number of pupils:	163	Total pupil premium budget:	£24,210
Number of pupils eligible for pupil premium:	18	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

At St. Peter's we have high aspirations and ambitions for all our children. We believe that it is not about where you come from but your passion and thirst for knowledge, and your dedications and commitment to learning that make the difference between success and failure, and we are determined to ensure that every child is given a chance to achieve their full potential. St. Peter's is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process.

Small group and individual interventions have been the most successful strategies in narrowing the gap between PP and Non PP pupils. Evidence of progress is seen through intervention group initial and final data.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
<i>*Using 2018-2019 data due to Covid 19 situation*</i>		School Average	National average
Good level of development (GLD)	NA No PP pupils is this cohort	75%	71.8%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
NA No PP pupils is this cohort	86%	83%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
<i>*Using 2018-2019 data due to Covid 19 situation*</i>	1 pupil	School average	National average
% achieving expected standard or above in reading, writing and maths	0%	71.4%	64.9%
% making expected progress in reading	0%	78.6%	74%
% making expected progress in writing	0%	71.4%	69.2%
% making expected progress in maths	0%	75%	75.6%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
<i>*Using 2018-2019 data due to Covid 19 situation*</i>	7 pupils	School average	National average
% achieving expected standard or above in reading, writing and maths	71%	48%	65%
% making expected progress in reading	86%	72%	73.2%
% making expected progress in writing	86%	68%	78.5%
% making expected progress in maths	71%	52%	78.7%

ADDITIONAL INFORMATION
It is important to note that the KS1 data is based on 1 PP pupil.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Slow progress rates made by pupil premium children particularly in key stage 1 and current Y5 cohort.
B	Pupils' have limited experiences beyond their home life and immediate community.
C	Involvement of parents supporting homework, reading and spelling.

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year or previous key stage.</p> <p>Those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for pupils identified as needing to catch-up.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up.</p>
B	<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>Provision of a range of initiatives to extend pupil's experiences.</p> <p>Pupils are provided with lots of exciting experiences in and out of school which are provided by WOW funding and increased focus on Challenge Curriculum planning.</p> <p>More funding to be spent with all year groups getting an increase in WOW funding to further enrich the curriculum.</p>
C	<p>Parents are fully informed about their child's learning.</p> <p>Disadvantaged pupils are fully engaged in their homework and are supported well by the parents.</p>	<p>Parents are fully aware of their child's progress.</p> <p>Parents are provided with opportunities to develop their own knowledge through parent workshops provided by school staff.</p>

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To improve overall quality of teaching.	Every child receives teaching which is good and frequently outstanding in every classroom/ every day.	<p>Regular monitoring of subjects by Head and Subject leaders will ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks will provide feedback to enable staff to improve. CPD/ coaching provided in any areas where this is identified will improve practice.</p> <p>Relevant training provided will ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>Lesson observations/book scrutiny/learning walks by SLT and Subject leaders show increasing %s of outstanding practices seen.</p> <p>Cover given for staff to lead their subject area.</p> <p>Head to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>Supply to cover staff when attending courses: including Mastery maths for Maths lead.</p> <p>Staff meetings to provide training to staff.</p> <p>Maths lead, English lead and other subject leaders to research and purchase initiatives and subscriptions such as LitShed+, Classroom secrets and PowerMaths.</p>	SG and all subject leaders	April 2021
Total budgeted cost:					£3500

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To insure PP pupils maintain progress or catch up when progress has less than expected.	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these pupils in all lessons will raise standards.</p> <p>Staff training and awareness of 'fallen behind' pupils and who they need to target will impact on progress.</p> <p>Provision of teacher led and TA led interventions and small group or one to one intervention sessions will ensure disadvantaged pupils keep-up and catch-up.</p> <p>Books and equipment to will support the delivery of interventions and individualized learning will support learning. Mathletics/TT Rockstars/Mastery Maths materials will increase interaction and enthusiasm in maths.</p>	<p>Book trawls, learning walks and termly assessment data analysis by Senco. Termly pupil progress meetings for staff to analyse progress of fallen behind children.</p> <p>Teaching Assistants will deliver interventions and analyse progress of interventions.</p> <p>TAs to work with PP children to support them in the classrooms and provide short/concise interventions. Pre learning support and post learning reinforcements from TAs and teachers.</p> <p>SENCo, english and maths leaders to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support TAs with their interventions.</p>	SG RB IW ML	April 2021
Total budgeted cost:					£17,910

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide curriculum enrichment wow activities and school trips.	Pupils have a breadth of experiences that enable them to contextualize their learning.	A range of curriculum enrichment activities provided beyond the classroom will engage and excite pupils. Visits to or out of school to enhance/support topic learning, including residential to will enhance learning. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days as it make learning fun. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Trip subsidised to PP children.	Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP children take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.	RB SG	April 2021

To make parents more informed to support their child's learning at home.	Parents are fully informed about their child's learning and can support them at home.	Pupil's benefit from the support of parents at home to help with their homework.	Provide learning journals that are useful resources to support parents and pupils at home. To provide training sessions for parents to help them support their child's learning.	SG RB IW ML LL	April 2021
Total budgeted cost:					£2800

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £23,760				
Action	Intended outcome	Impact	Lessons learned	Cost
To fund Standon Bowers trips for Y6 and partially fund school trips for PP pupils.	To enable all pupils from disadvantaged background to attend all educational visits.	PP pupils' learning was enriched through experiencing new things during trips.	The Standon Bowers trip didn't happen because of Covid 19.	£750
To provide all pupils with learning journals.	To engage parents with their child's learning. To improve children's learning behaviours to develop them into lifelong learners.	Parents continue to be fully informed and there is more engagement in their child's learning. The behaviour for learning of DL has improved throughout the school and Griffin learning is embedded in all classes which has been seen in learning walks. They are engaged in their learning and are independently solving problems by using their journals. This has resulted in a significant reduction in yellow and red cards for DL.	Learning journals excellent resource.	£830
To provide new resources and provide small TA group work to master and deepen learning through application of knowledge.	To improve the attainment of more able pupil premium pupils.	Initial and final intervention group data shows more able DL have made progress during intervention sessions. The more able pupils DL have moved onto the problem solving and reasoning tasks much sooner than other pupils as seen in the pre topic tests.	Intervention sessions have been successful.	£7394
To enable all pupils from Y1 to Y6 to have access to quality Maths and English Booster Support.	To close the attainment gap between PP pupils and Non PP pupils in reading, writing and maths.	From the initial and final data from each intervention group progress can be seen from the DL in all interventions. The interventions are clearly recorded with assessment data in TA's intervention files. DL learners have made progress in their interventions and closed some gaps in their learning.	Intervention sessions have been successful.	£14,786

