



Pupil Premium Grant Strategy Statement September 2019/August 2020

St Peter's CE Primary School

The pupil premium grant provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been continuously looked after for the past six months (£1900 per child)

Performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium. (see Performance Data on website)

St Peter's CE Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes as stated in our Pupil Premium Policy.

This document details the proposed spend of the Pupil Premium Funding 2019-2020 and how this will impact on children who receive the grant.

Governor with responsibility for Pupil Premium - Laura Jenkinson.

Pupil Premium staff lead - Vicki Clarke (DHT) / Vicky Weddle (HT)

Funds available

Number on children on roll	287
Number of children eligible for PP (£1320)	89
Number of LAC (£2300)	1
Total amount of PP received	£119,780

Key area for Improvement/Focus

To narrow the attainment gap between pupil premium and other children

Objectives

To ensure detailed analysis and reporting of progress for pupil premium children

Ensure rapid effective intervention for pupil premium children who are underachieving

Provide support to ensure inclusion of pupil premium children in nurture and extra-curricular activities

To investigate ways to engage pupil premium parents further to improve outcomes for their children

Barriers

In school:

Poor language and mathematical skills on entry to school

Low self-esteem and limited social and emotional skills

Attitude to learning

External:

Low parental engagement

Poor home learning environment

Lack of life experiences and social interaction

Planned implementation and expenditure 2018/19

Desired outcome	Actions	Success criteria	Resource cost
<p>Robust half-termly assessment of reading, writing and maths across school.</p> <p>Termly assessment of foundation subjects from Y1-6.</p> <p>Group analysis of PP children against non PP children in all subjects.</p>	<p>Moderation of Reading, Writing and Maths in each KS team</p> <p>Whole school writing moderation each term</p> <p>End of year predictions set in October and reviewed each half term</p> <p>Termly pupil progress meetings with HT to discuss progress of PP children</p> <p>Termly pupil progress to focus on PP children</p> <p>All assessment data reported in groups as well as cohort</p> <p>Assessment leader and SLT to review data/progress half termly</p> <p>PP governor to meet with PP lead each term</p> <p>Progress of PP children reported to governors each term - challenged</p> <p>Half termly analysis comparing groups</p>	<p>Teachers provide focussed support to enable PP children to make substantial progress in all subjects.</p> <p>Targeted and purposeful intervention taking place.</p> <p>Realistic targets for PP children.</p>	

Desired outcome	Actions	Success criteria	Resource cost
<p>Narrowing of gap in progress between PP and non PP children in a cohort as they move through school.</p> <p>All PP children to make progress.</p> <p>More than expected progress for HA PP children.</p>	<p>Termly pupil progress meetings with teacher and HT</p> <p>SLT meetings to discuss additional intervention/staffing requirements and recruit as necessary</p> <p>Progress of PP children as a group compared to non PP children each half term</p> <p>Targets for PP cohort set for teacher appraisal narrowing the gap from the previous year</p> <p>English and Mathematics training for all teaching staff to ensure quality first teaching provision for PP children</p> <p>All staff to know PP children in their class. Higher ability PP children to be identified</p> <p>Books of PP children to be marked with a dot to ensure quality marking for improvement takes place</p> <p>Training for teachers and support staff on effective intervention and methods of support.</p> <p>ACE Pathfinder refresh training for all staff to support PP children with adverse childhood experiences that may create barriers to learning</p> <p>All progress to be measured against key skills for all subjects</p> <p>Flexible approach to teaching to ensure quality first teaching for vulnerable groups</p> <p>Allocation of extra hours for TAs to address specific issues</p> <p>SEMH to support mental health and well-being of identified pupils.</p> <p>1:1 support provided for LAC where appropriate through school budget</p>	<p>Improved rate of progress for all PP children particularly HA.</p> <p>Diminishing differences for PP children through the year to be smaller than previous year by July 2020.</p> <p>Targeted and purposeful intervention taking place.</p> <p>All PP children to make half termly progress in core areas.</p>	<p>Total:</p> <p>£53'873.70</p>

Desired outcome	Actions	Success criteria	Resource cost
<p>Improved self-esteem of PP children</p> <p>Improved engagement and attitude to learning of PP children</p> <p>Improved attendance and punctuality of PP children</p>	<p>All clubs to include at least 1/3 PP children</p> <p>Some PP children to have personal invites to specific clubs</p> <p>Family support worker to monitor vulnerable children</p> <p>CARITAS key support services provided for PP families to create positive outcomes</p> <p>Forest school timetable for PP children</p> <p>Forest school evaluation/assessment of PP children</p> <p>Additional lunchtime rapport for vulnerable children</p> <p>Regular communication between SENCO, HT, Family support worker and PP leader to share information</p> <p>Breakfast Club to target PP children by invitation</p> <p>Family support worker to monitor attendance and punctuality of PP children and liaise with parents</p> <p>Family support worker will spotlight families where attendance is below 90%</p> <p>Welfare staff training to improve engagement at lunchtimes</p> <p>Homework club to target PP children/parents by invitation to provide support with homework</p> <p>Provision of well-being programme through CARITAS for vulnerable children</p> <p>Subsidised visits and trips for PP children</p>	<p>An increase in engagement in lessons for targeted PP children.</p> <p>Greater engagement in speaking and listening activities.</p> <p>Increase in attendance and punctuality of PP children.</p> <p>Added value to school performance</p> <p>Homework completed and on time.</p> <p>Increased confidence and participation in lessons.</p> <p>Improved performance.</p>	<p>Total: £65'905.34</p>

Desired outcome	Actions	Success criteria	Resource cost
<p>Improved attendance at parent workshops.</p> <p>Improved attendance at parent's evenings.</p> <p>Improved engagement with staff and services at school.</p>	<p>Teacher to follow up non- attendance of PP parents at parents evening</p> <p>Phone call reminders for PP parents prior to parents evening</p> <p>At least one event/workshop for parents each half term</p> <p>Half-termly coffee mornings for PP parents</p> <p>After school clubs to involve children and parents of PP children. E.g. life skill, cookery, reading</p> <p>Teachers to approach pp parents for low level communication/build relationships</p>	<p>A significant increase in the number of PP parents attending parent's evening.</p> <p>More PP parents engaging with staff, including the Family support worker.</p> <p>Increased attendance of PP parents at events and workshops in school.</p> <p>Improved confidence of PP parents in supporting their child.</p>	