Pupil premium strategy statement

School overview

Metric	Data
School name	St. Peter's C of E Primary School
Pupils in school	295
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£127'775.00 (£129'345.34 actual spend)
Academic year or years covered by statement	2020-2023
Publish date	July 2020
Review date	March 2021
Statement authorised by	Vicky Weddle
Pupil premium lead	Vicki Clarke
Governor lead	Laura Jenkinson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.35
Writing	0.15
Maths	-0.92

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	55%
Achieving high standard at KS2	6%

Measure	Activity
Priority 1	Raise the attainment gap with Pupil Premium children and narrow the gap with Non-Pupil Premium children.
Priority 2	Improve provision for Pupil Premium children with interventions and SEND support as needed (Double Disadvantaged children).
Barriers to learning these priorities address	Below average 'ready for school' skills on entry in EYFS. Below average attainment in Reading, Writing and Mathematics.

	Low self-esteem, limited social and emotional skills. Poor and distracted attitudes to learning.
Projected spending	£17'985.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Scores in KS2.	September 2023
Progress in Writing	Achieve National Average Progress Scores in KS2.	September 2023
Progress in Mathematics	Achieve National Average Progress Scores in KS2.	September 2023
Phonics	Achieve National Average in Phonics Screening Check.	September 2023
Other	Improve attendance of disadvantaged pupils to National Average.	September 2023

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop younger children's ability in their spoken language skills.
Priority 2	Establish small group RWM and phonics interventions for disadvantaged children falling behind age-related expectations.
Barriers to learning these priorities address	Poor communication and language skills that negatively impact on use of expressive vocabulary and early reading ability (Education Endowment Foundation Research).
Projected spending	£50'893.15

Wider strategies for current academic year

Measure	Activity
Priority 1	To increase the Cultural Capital of the Pupil Premium children, broaden their experiences and ensure inclusion in nurture and extra-curricular activities.
Priority 2	Improving attendance and readiness to learn for the most disadvantaged children.

Priority 3	Engage Pupil Premium families with school to further improve outcomes for their children.
Barriers to learning these priorities address	Limited life-experiences in line with Non-Pupil Premium peers. Below average attendance leading to underachievement. Low parental engagement. Poor home learning environments.
Projected spending	£60'467.19

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time to allow for staff professional development. Consistent use of strategies to support disadvantaged and SEND children. Children continue to make progress.	Use of INSET and Staff Meetings. Allocate money to facilitate staff training. Monitoring good practice. Use of assessment and tracking.
Targeted support	Early identification of children needing support. All intervention programmes completed.	Baseline assessment completed. Arrange cover for absent staff. Completion of missed sessions.
Wider strategies	Families facing challenges. Broad curriculum/extra-curricular to widen experiences. Poor attendance.	In school support and signpost to other agencies. Monitor curriculum and delivery. Engage families with school support.

Review: last year's aims and outcomes

Aim	Outcome
To narrow the attainment gap between pupil premium and other children.	Attainment is becoming more in line with national expectation at the end of Key Stage 2

	with a higher proportion of PP achieving the combined score than last year. The gap between the attainment of PP and Non PP is some year groups is closing.
	- Key Stage 2 2018/19 Data: - Combined RWM School **All** 70% (LA 66%/National 65%) - Combined RWM **PP** 67% (National 71%) - High quality teaching and outcomes for individual pupils, linking teaching and learning interventions to classroom work. - Student A - accessed interventions and support from PP spending, achieving 'High Standard' in Reading in Maths from a 'Middle' prior attainment in KS1. - Student B – accessed support from PP spending, achieving 'High Standard' in Reading from a 'Middle' prior attainment in KS1.
Provide support to ensure inclusion of pupil premium children in nurture and extra-curricular activities.	Wider experiences so that pupils can aim for/make better than expected progress against national data and achieve Greater Depth. - Families received support to finance class and residential trips. - Breakfast club is proving an effective and healthy start to the day for many children, and is key to improving the attendance of children receiving the PPG. We offer free places to PP families when a need is identified. - The Forest School teacher has taught lessons to SEND and PP children from across the age ranges, as well as providing 'Outdoor classroom' specific support for teachers. - Close working relationships between the SEND Team and class teachers and regular, individualised support has resulted in steady small step progress for children.

To investigate ways to engage pupil premium parents further to improve outcomes for their children.	Interventions for all stakeholders - Parental support improves - Children make expected or better than expected progress. - Provision for vulnerable children and their families' continues to be strong, especially for those with emotional and behavioural needs. Staff work closely together to provide parenting support and work alongside families' that require additional support. - The school's 'Family Support Worker' continues to be an asset and strong, trusting relationships have been forged with many families. Early Help referrals are swift and families' feel supported by the school in this process. - Admin staff have worked closely with the school's FSW to monitor attendance, identifying patterns of behaviour and families that need extra support in understanding the impact of attendance on their child's learning. Early identification and intervention for children/families with poor attendance.