

Pupil premium strategy statement: St Peter's C of E Primary School



Costs are detailed in the Use of Pupil Premium Document 2020-2021– see website – some areas overlap

1. Summary information					
School	St Peter's C of E Primary School				
Academic Year	2020/21	Total PP budget	£60,000	Date of most recent PP Review	Sep 2020
Total number of pupils	394 (+/-)	Number of pupils eligible for PP	39 varies +5/-5 over the year)	Date for next internal review of this strategy	December 2020

2. Current attainment (This is an internal document for each year group and is assessed half termly and made available to governors). Spend from catch- up funding will be allocated according to needs – PP entitlement will always take a priority.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Spoken language and communication skills tend to be lower than for other pupils. This slows progress in subsequent years and particularly impacts achievements in reading, grammar and writing. (30% of PP are on the SEND register)
B.	Poor social skills (and sometimes self-esteem) are higher in this group of pupils. This affects progress in English and participation in wider school provision.
C.	Higher percentage of this group has additional or special learning needs. This impacts attainment and in some cases, progress.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance rate for this group of pupils is below the attendance levels for the whole school. Over 50% of the PP group have exemplary attendance but others have very poor attendance (this is sometimes a result of illness or emotional issues but also term time holidays). HSLW or ELSA support 69% of pupils (or their families) in this group. Poor attendance amongst a minority (FSM/SEN support) affects the impact of interventions and engagement in wider school provision
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language and communication skills for pupils leaving EYFS. This will be particularly pertinent this year following lockdown.	Pupils enter Y1 with expected GLD – meeting national expectations. EYFS pupils on expected book band entering Y1.
B.	Accelerated progress in Y1/Y2. - Pupil Progress meetings /end year outcomes. Children for whom gap has widened after lockdown will be given priority in catch up.	Pupils make good progress from EYFS– (meet national expectations) Unless specific learning needs, all PP children reach at least expected in end KS1 SATS. All pupils on year end expected book band (minimum)
C.	Improve communication, language and social skills. Pupil progress meetings track progress- half-termly assessments. Reports from class teachers.	Pupils throughout the school participate fully in the extended curriculum and make good progress in English and Maths.

	All PP attend at least one school club (including one which is active).	Pupils achieve phonics level in Y1 and expected in Y2/Y6.
D.	Increased attendance rates for pupils eligible for PP. (This is tracked individually and as a group) Positive engagement from parents – agree to participation in trips/experiences Positive engagement with HSLW Positive engagement with Trick Box programme	While EWO is involved with families whose child has attendance below 90%, the school is proactive with parents of pupils whose attendance is just over 90%. Aim for group attendance to be in line with peers.

5. Planned expenditure

Academic year **2020 - 2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all pupils

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved language and communication skills in EYFS/KS1	<ul style="list-style-type: none"> Increased provision for EYFS and KS1 Forest School focusing on teamwork and language development. Class Teacher now trained as FS specialist. FS specialist has two additional mornings allocated to EYFS. Speech and Language Facilitator to focus mainly on KS1 pupils. Additional time Weds pm to focus on PP pupils Ensure that feedback is effective and taking learning forward Ensure that PP pupils have every possible opportunity for increasing cultural capital. 	<p><i>Support implemented at this level will help to develop early language and communication skills. The gap going into KS2 has to be reduced.</i></p> <p><i>It is widely reported that children whose language skills are deficient at this young age, almost never catch up unless additional time is invested.</i></p> <p><i>EEF toolkit suggests that early intervention has a high impact.</i></p> <p><i>EEF toolkit shows high impact</i></p>	<p>EYFS leader/KS1 leader/SENCo to monitor input.</p> <p>Pupil Progress Meetings to highlight gaps – PP teacher focus flexible.</p> <p>Teachers' plan for FS learning will incorporate activities which will address children's individual targets.</p> <p>Pupil progress meetings</p> <p>Learning walks</p>	SENCo EYFS leader KS1 leader FS practitioners DH (monitor)	Half termly PP meetings
Improved attitude towards learning for PP pupils	<ul style="list-style-type: none"> CPD for all staff on raising achievement for all pupils. CDP on embedding Bloom's style questioning and challenge for all pupils. CPD on Oral Curriculum for all staff Children identified for confederation outreach Forest School learning will 	<p><i>Children learn more when they take ownership of their own learning and progress.</i></p> <p><i>EEF toolkit suggests that early intervention has a high impact.</i></p> <p><i>Success in other schools.</i></p>	<p>Staff INSETs to deliver training.</p> <p>Focus in learning walks and lesson observations. Planning adapted to focus on spoken language skills.</p> <p>LIs to focus on the</p>	SLT Key stage leaders Govs	Half termly PP meeting

<p>Improved language, communication and social skills</p>	<p>include curriculum learning as well as pure FS.</p> <ul style="list-style-type: none"> • S & L facilitator will target pupils with poor language • Dedicated teacher time and boosters • Trick Box philosophy to support communication, calm, creativity and confidence – all skills to improve life chances – SDP • Individual approach for clubs • Focus on encouraging metacognition techniques • Explore investment in a wider training programme for ELKLAN as a tool to improve language and communication • SENCo to focus on upskilling TAs to accelerate learning and model teacher’s lead when working with pupils 	<p><i>Spoken language/weak vocabulary and lack of confidence in articulating arguments – identified.</i></p> <p><i>EEF toolkit suggests that small group teaching results in good progress.</i></p> <p><i>EEF toolkit shows collaborative learning to have high impact.</i></p> <p><i>Children who have been in boosters and small groups have done well.</i></p> <p><i>Opportunities to increase life experience and meet others beyond own social grouping clearly opens horizons.</i></p> <p><i>Extended opportunities place pupils in new situations alongside different group and peer dynamics – often pupils with poor language spend much of their time with others at the same level.</i></p>	<p>learning rather than the task.</p>		
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ii. Targeted support to address barriers

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved language and communication skills in EYFS</p>	<ul style="list-style-type: none"> • Personalised and small group support to develop spoken language (receptive and expressive). • FS delivered by class teacher who knows children’s needs. • Forest School sessions which fit into the whole class topic. • Nellie qualified TA to focus on identified children • S & L facilitator (Well Comm screening) • Focus on planned enhanced/continuous provision in EYFS/KS1 	<p><i>Some of the pupils have poor language skills – both comprehension and spoken communication.</i></p> <p><i>Some pupils have relatively poor life experience and consequently poor vocabulary.</i></p> <p><i>EEF suggests that children who are behind in EYFS find it difficult to catch up. Those not achieving GLD – often remain behind.</i></p> <p><i>FS is recognised as a National Professional Qualification for Middle Leadership for developing positive behaviours.</i></p> <p><i>LA has introduced the intervention which has positive feedback on progress.</i></p>	<p>Timetable will be organised to allow time for delivering this provision. Intervention will be monitored and reviewed half termly and adapted accordingly.</p> <p>FS sessions are included in observations.</p> <p>TAs/ SENCo will monitor language intervention.</p>	<p>EYFS leader FS leader</p> <p>English Lead</p>	<p>Autumn 2020</p>
<p>Improved attitude towards learning for PP pupils</p>	<ul style="list-style-type: none"> • Small group boosters for pupils who are falling behind in Maths and Reading (delivered by experienced teachers) 	<p><i>Small group interventions with highly qualified teachers have been shown to be effective, as discussed in reliable sources such as Visible Learning (John Hattie) and the EEF toolkit.</i></p>	<p>Impact overseen by key stage leaders DH to oversee FS/Curriculum Cookery</p>	<p>English/ Maths leads SLT Pupil</p>	<p>Autumn 2020</p>

Improved language, communication and social skills	<ul style="list-style-type: none"> All classes teach own class English/Maths Specific candidates on Parent Reading Programme/HA programme Whole school focus of Reading for pleasure on SDP Trick Box focus on communication (also in IEPs) Curriculum Cookery/Gardening Whole school FS approach. Oral Curriculum as a whole school focus across all subject areas. Yoga for all children 	<p><i>FS is recognised as a National Professional Qualification for Middle Leadership for developing positive behaviours.</i></p> <p><i>Aim to give children as many extended experiences as possible. Working alongside peers in teams develops confidence and language.</i></p> <p><i>Additional life experience improves both vocabulary base and knowledge –this feeds into ability to make links with learning.</i></p> <p><i>Lots of research shows that yoga helps children to self-regulate their emotions and helps to foster a positive mind set. Positive feedback from pupils to taster sessions.</i></p>		progress meetings	
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for PP group	<ul style="list-style-type: none"> HSLW to engage one to one with families of pupils with persistent absences. One to one contact with pupil to encourage more engagement with school life. Breakfast/after school club will be made available to persistent absentees LA/HSLW course of parent/pupil workshops around resilience 	<p><i>There is a minority of children who have consistently low attendance. They cannot make progress if they miss so much of the learning. NFER briefing for school leaders identifies attendance as a crucial step.</i></p> <p><i>EEF and local school evidence has indicated that this can improve attendance for certain children. Research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment</i></p>	<p>Regular liaison with HSLW about existing absenteeism and given reasons.</p> <p>Regular Review of school attendance – meetings with EWO and parents.</p> <p>Liaison with parents through HSLW/DH</p>	<p>HT HSLW DH</p> <p>DH/class teachers</p> <p>DH/Business Manager</p>	<p>Half termly</p> <p>Half termly and more frequently on an informal basis.</p> <p>Termly</p>
Raise self-esteem and attitudes towards school and learning in some PP pupils.	<ul style="list-style-type: none"> ELSA to lead one to one and group sessions to support the underlying issues. HSLW has also been trained in ELSA. Work with parents who present with attachment related issues. Liaise with parents before and during interventions. Focus on positive attitudes and behaviours by engaging in extra curriculum provision and positions of responsibility where relevant. 	<p><i>There are a few pupils who have developed a negative attitude towards learning and school (usually stemming from external issues).</i></p> <p><i>Any intervention or teaching strategy which will encourage positivity towards school will result in increased progress.</i></p> <p><i>Much recent research reports that anxious parents almost always transport their own anxieties to their children-giving them negative approaches to school, friendships and new experiences.</i></p>	<p>Regular liaison with ELSA/HSLW - communication with teachers and home.</p> <p>ELSA will address any issues which arise during the week and support pupil to reflect and move forward – liaises with DH</p>	<p>DH</p>	

	<ul style="list-style-type: none"> • Trick Box to be embraced by parents and staff to demonstrate strategies for raising resilience and self-esteem. • Specific children to be allocated in school mentor. 	<p><i>Local school has had success with this approach.</i></p> <p><i>EEF shows metacognition and ability to self- regulate, understand how best to learn has very high impact</i></p>	<p>Children linked with specific staff members who will be asked for feedback on a regular basis. This will include pupil conferencing.</p>		
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