

# St Peter's CE Primary School Pupil Premium Strategy Statement



1. Summary information					
School	St Peter's CE Primary				
Academic Year	2018 /19	Total PP budget	£13,200	Date of most recent PP Review	Nov 18
Total number of pupils	95	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 19

2. Current attainment		
End of KS2 2018	Pupils eligible for PP (your school)	Pupils not eligible for PP School average
% achieving expected standard or above in reading	0%	66%
% achieving expected standard or above in writing	50%	92%
% achieving expected standard or above in maths	0%	42%
Attainment in reading, writing and mathematics	0%	42%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and emotional intelligence
B.	Historical underachievement in writing and maths including the most able pupils
C.	Behaviour
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Historical personal circumstances

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions appropriately	QCA behaviour assessments will show an improvement from the baseline.  Target Tracker data will show that children will make good or better progress from their starting point
<b>B.</b>	To raise attainment in reading, writing and maths	Target Tracker and end of KS assessments will show a discernible closing of achievement gap between PPG and non-PPG pupils.
<b>C.</b>	To improve behaviour	QCA behaviour assessments will show an improvement from the baseline.  The number of recorded behaviour incidents reduced
<b>D.</b>	To improve staff understanding and awareness	Staff training will enable incidents to be dealt with appropriately

5. Planned expenditure					
Academic year		2018 - 2019			
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					
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?
To raise attainment in maths	Booster sessions for maths  Early identification by teacher and provide 1:1 support in class  PiXL programme	'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. Sutton Education Trust (2011)	Analysis of assessment data results  Monitor use of TA's in lesson observations and learning walks.	DL	HT and PPG Governor to review implementation and effectiveness three times a year (Dec, March, June)
To raise attainment in writing	Quality first teaching from class teacher and TA	Small group highly focused sessions have historically proved to have impact			
<b>Total budgeted cost</b>					£2,000
ii. Targeted support					
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?

To improve self-esteem and confidence	Nurture intervention Play therapy	Small group responding to specific needs EEF states that these interventions have a moderate impact for a moderate cost	HT/SENCo to monitor sessions QCA checklist will show improved scores	MH	HT and PPG Governor to review implementation and effectiveness three times a year (Dec, March, June)
To provide inclusion	1:1 support	Necessary to facilitate full inclusion in the curriculum and provide a conducive environment for learning	Regular discussions with SENCo/TA/class teachers		

**Total budgeted cost** £10,200

### 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?
To increase staff understanding and skills to manage behaviour	Team Teach training  Outside agency training	To understand specific behaviours and the best way of managing this	Accredited course. Regular feedback and reviews through staff meetings  Regular communication between staff and outside agency to adapt to changing needs	HT	HT and PPG Governor to review implementation and effectiveness three times a year (Dec, March, June)

**Total budgeted cost** £1,000

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2017 -2018</b>			
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

PP children have access to resources to support their individual needs	Quality resources used to support learning including books to support home learning.	Resources were purchased which, although targeted at the PP children, were used by all. These resources are now available for use in the current academic year.	Resources for interventions this year are now mostly in place having been purchased in previous years. Limited new resources will be required.  Continue to monitor effectiveness of interventions and the resources they require. Consider current academic year and future impact to achieve best value for money	£1000
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## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More able PP children to make at or above expected progress (6 steps) and achieve ARE.	Small group work to extend the more able and to work on specific activities with other PP pupils.	This was not met in all year groups	Continue with this approach but with more emphasis on monitoring and feedback to ensure best value for money is achieved.	£8,000

## iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance rates for this group to improve to above 96% (National 96%)	Close monitoring of this group including first day calling, invitation to Breakfast Club, supporting parents.	Attendance rates for most PP pupils did hit the target to be above 96%	Attendance for current PPG children for last year is 96.3% and so above national.  This approach will not be continued this year, but close monitoring will be required to ensure this is maintained.	£1,560
PP Children have equal opportunities with their peers to access extended curriculum opportunities	Parents supported with the cost of activities including residential trips, clubs etc.	Parents were supported and had access to this on an individual basis. There was no impact for non-PPG pupils	This approach will be considered in cases where the child would be unable to access the curriculum without intervention	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.