

# Pupil premium strategy statement 2016-17

## St Peter's C.E. Primary & Nursery School



St Peter's C.E. Primary school receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or is entitled over the last six years and for any Looked after Children or children who have parents serving in the armed forces.

We are required to publish online information about how we have used the pupil premium grant.

If your child is eligible for free school meals because of your family income level, please contact the office in confidence to register your child. Even if they have a free healthy lunch or you do not want them to have a school meal please register your child as this would mean that the school could claim Pupil Premium funding that can be used to support your child.

Our local community is unique. This year our stakeholders have helped us understand the on-going challenges they face, such as: housing and homelessness, access to public funds, mental health and well-being being the main concerns. As a result, the Governing body of the school has decided the Pupil Premium Grant should be spent as follows:

1. Summary information					
<b>School</b>	St Peter's C.E Primary School & Nursery				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	2016
<b>Total number of pupils</b>	241	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	February 2017
		<b>Amount per pupil</b>	£1,320		

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	15%	53%
<b>% making expected + progress in reading</b>	46%	71%

<b>% making expected + progress in writing</b>	77%	79%
<b>% making expected + progress in maths</b>	31%	75%

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

<b>In-school barriers</b>	
<b>A.</b>	Oral language skills and confidence to develop speech is lower for pupils eligible for Pupil premium in EYFS and Key Stage 1, slows attainment in reading and writing by end of Key Stage 1.
<b>B.</b>	High ability pupils who are eligible for pupil premium are making less progress in Key stage 2 than other high ability pupils, preventing high achievement.
<b>C.</b>	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	N/A (see section C)

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment in spelling, punctuation and grammar at Upper Key Stage 2 (Key Stage 2 SATS), improved attainment for more able at Greater Depth in maths.	Pupils eligible for PP
<b>B.</b>	Improved language and literacy skills Key Stage 1 (Key stage 1 SATS)	Pupils eligible for PP in Reception and Key Stage 1 make rapid progress so that all pupils eligible for PP meet age related expectations by the end of the year
<b>C.</b>	Improved behaviour and emotional resilience for targeted pupils	Fewer incidents recorded for these pupils on the school system
<b>D.</b>		

## 5. Planned expenditure

Academic year

2016-17

**We aim to raise the attainment and achievement of pupil Premium pupils to match that of all pupils in the school and nationally through:**

### 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?
Raise attainment in Grammar, Punctuation and Spelling in Upper Key stage 2 and at end of KS2	The Latin programme	Raise standards in grammar in upper Key Stage 2. Raise attainment by end of Year 6 in line or above National Average in Grammar, punctuation, spelling test. Upper Key Stage 2 exposure to another language and learn about Roman Britain.	Lesson observations Tracking of pupils through pupil progress meetings Progress over time - books	Mrs Bahlol – Headteacher & Mrs Morsay – Literacy Leader & KS2 phase Leader	Termly and annual review ( SATS results)
Increase fluency and speed of mental arithmetic Additional home/school support for subjects across the curriculum. Support for teachers for high quality resources to support the curriculum	Mathletics & Espresso online programmes	By end of Key Stage 2 PP premium pupils especially, those with SEND do not have fluency in number to score highly in the Mental arithmetic papers. Mathletics is a fun online maths programme that enables pupils to access the programme at home and school and compete with others, encouraging speed and accuracy. Many PP pupils do not have online access at home and Espresso enables pupils to have access to the whole curriculum through a fun, interactive programme.	Mathletics awards certificates given out weekly in Praise assembly. Reminders to children and parents to use Mathletics at home and Espresso. Use of Espresso in lessons and home learning.	Mrs Rockliffe – Maths leader Mrs Narthey & Mrs Hyde – Humanities leader	Weekly – Mathletics Termly Middle leaders
All staff receive bespoke CPD that focuses on the needs of the children and the provision leading to high quality teaching and learning. Use newly trained HLTA to support PPA across the school.	CPD – NQT support x 1 Middle Leader subject leader support SENCO qualification for SENCO HLTA certificate	Improved subject knowledge leading to higher quality teaching and learning Improved understanding of strategic subject leadership and its impact on raising attainment across the school	Lesson observations Book scrutiny Pupil progress meetings High quality learning environments leading to higher expectations and standards	Mrs Bahlol – Headteacher	Termly
School values, learning skills and British values, including SMSC embedded across the curriculum. Pupils develop strong critical thinking skills	Level 2 part time P4C leader	Pupils understand our school values, SMSC and British values but need to embed this across the curriculum and relate it to the wider world. Pupils need a structure where they can develop their critical thinking skills and follow lines of enquiry.	Lesson observations Pupil voice Planning Pupil progress meetings	Mrs Bahlol – Headteacher & Mrs Green – Deputy Headteacher	Spring 2017
<b>Total budgeted cost</b>					£24,536.

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils are more emotionally resilient. Individual pupils display a calmer and more to positive approach to lessons.	Three on site psychotherapists three times per week	Many of our PP premium have identified social, emotional and mental health needs due to their environment. This impact on behaviour and progress and attainment. Play/art therapy enables pupils to have a trusted space to express themselves.	Measure impact in tracking behaviour – school behaviour logs. Regular meetings with psychotherapists and/or parents Behaviour in lessons	Mrs Green – Inclusion Manager	Half termly
Pupils develop confidence to speak in class Pupils understand turn taking and structure of simple stories	Speech Bubble – Language and drama intervention – x 1 T.A. x1 per week for 1 year	Many of our PP pupils enter the school with low oracy skills. Evidence sources such as the EEF toolkit suggest evidence based interventions to improve oracy to improve progress and attainment.	Observations Monitoring through pupil progress meetings x 1 per term and weekly evaluations and tracking by T.A.	Mrs Green – Inclusion Manager	Termly
PP higher attaining and middle pupils will make increased progress to attain above the expected standard by the end of Year 6 and Year 2 at Greater Depth.	HLTA to deliver specialist maths intervention for higher attaining pupils in Key Stage 1 and Key Stage 2.	We want to ensure that core/HA pupils eligible for PP can achieve work at or above the expected standard by the end of both Key Stages. We want to utilise our HLTA with maths as a strength to provide challenge/support for these pupils by teaching in groups.	Training for HLTA Lesson observations, book scrutiny, pupil progress meetings. Maths leader to support HLTA with planning.	Mrs Bahlol – Headteacher & Mrs Rockliffe – Maths leader	termly
<b>Total budgeted cost</b>					£39,384.69
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide wider curriculum opportunities Improved performance skills, develop interests outside of school.	Extra curricular clubs: Choir, Brass, cooking, homework School trips/residentials	Raise aspirations of all children; develop interests and widening their skills beyond the curriculum. Equal access to residential for year 6 and whole school trips	Measure impact through; Pupil voice Attendance Performance and skills demonstrated in school	Mrs Bahlol (Head teacher)	termly
Improvements in punctuality and attendance, confidence, self- motivation and focus in class. No persistent absences.	Breakfast Club	Work with families to target children on FSM to have breakfast club for free. Target pupils who need support with attendance/punctuality and who find it difficult to focus in class.	Measure impact through; Attendance and punctuality data Monitor progress in lessons especially Maths and English Pupil voice	Ms Coley – SBM & Mrs McInroy – Admin & attendance Officer	termly
<b>Total budgeted cost</b>					£35,079.300

6. Review of expenditure			
Previous Academic Year		2015-16	
i. Quality of teaching for all			
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)
Raise standards in grammar, maths and writing.	CPD for teaching staff, specialist P4C, Latin programme, online programmes for maths and the curriculum.	P4C demonstrated impact in writing as well as high quality provision cross the school	Continue Latin programme and online programmes, continue P4C and train HLTA to deliver whilst member of staff on sabbatical.
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)
Raise standards in English and Maths.	Speech Bubbles, HLTA for maths,	Yes Higher attaining pupils in maths achieved well, however PP who are middle attainers achieved less well (25% difference). A small cohort; this equates to 3 pupils.	Analyse provision in maths and ensure HLTA is utilised effectively with Higher attainers and middle attainers. Analyse Year 5 results (current Year 6 and end of KS2 results in maths and identify gaps.
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)
Vulnerable pupils make improvements in punctuality, behaviour and progress as well as experiencing wider opportunities.	Extra curricular clubs, Breakfast club, residential trips, therapy	Yes. PP pupils made good progress overall, less so in maths and punctuality is overall good.	Continue approach. Extend provision of clubs where possible using outside support.
7. Additional detail			
All analysis of results and provision are carried out through school self-evaluation (our Self Evaluation Form – SEF) and inform our Priority Improvement Plan.			