

Pupil premium strategy statement 2018-19

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 the school 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					
School	St Peter's C.E Primary School & Nursery				
Academic Year	2018-2019	Total PP budget	£93,380	Date of most recent PP Review	2018
Total number of pupils		Number of pupils eligible for PP	52	Date for next internal review of this strategy	Summer 2019
		Amount per pupil	£1,807		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	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.	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.
C.	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	N/A (see section C)

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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
C.	Improved behaviour and emotional resilience for targeted pupils	Fewer incidents recorded for these pupils on the school system
D.	Support for pupils with attendance	Persistent absence decreases

4. Planned expenditure

Academic year

2018-19

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 writing and 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 and writing. 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 progress of pupils in reading and writing from Early Years Foundation Stage (EYFS) to Key Stage 1 and Key Stage 1 to the end of Key stage 2. Attainment in reading and writing to be in line or above NA by end of EYFS, Key Stage 1 and Key Stage 2, including those exceeding or at greater depth.	Use Literacy Tree curriculum/scheme of work and planning. Consultants from Literacy Tree to support teachers with reading and writing; focus on high quality texts and teaching and learning. CPD for all teachers. Reading and oracy project for Year 5.	Raise the quality of teaching of reading and writing across the school with the use of high quality texts and new approaches to the teaching of reading across the school.	Lesson observations/learning walks Tracking of pupils through pupil progress meetings Progress over time - books	Mrs Morsay – Literacy leader and KS2 phase leader	Termly and annual review (SATS – Key Stage 1 & 2 and ELGS results)
Attainment in maths to be in line or above NA by end of EYFS, Key Stage 1 and Key Stage 2, including those exceeding or at greater depth.	Specialist maths consultant to support teachers through CPD, planning and delivery of lessons using Maths units of work from Southwark and a Maths mastery approach. Revise calculation strategies with staff.	Maths – pupils mental calculation strategies identified as low. PP underachieved against NA at end of KS2 last academic year. Raise quality of teaching and learning across the school including foundation stage through the teaching of maths with a mastery approach. Staff training on mental maths calculation policy, shape, space and measures and implementation in the curriculum.	Lesson observations/learning walks Tracking of pupils through pupil progress meetings Progress over time – book look with maths consultant individual support for teachers with planning	Mrs Rockliffe – Maths leader	Termly and annual review (SATS – Key Stage 1 & 2 and ELGS results)

Accelerated progress for pupils who are not on track to reach the standard by end of the year.	Challenge The Gap – teachers and SLT trained to deliver specialist targeted support for pupils (PP). Teachers to disseminate practice across Key Stage 2.	PP did less well at end of KS2 as non -PP identified last academic year, especially those who were no with additional special needs. Raise quality of teaching and learning across key stage 2 with focus on targeted approach to 'closing the gap' in progress for pupils identified with specific barriers to learning	Lesson observations/learning walks Tracking of pupils through pupil progress meetings Pupil voice – questionnaires at beginning and end of programme	Mrs Morsay –KS2 leader and Literacy leader and Mrs Green – Inclusion leader and Deputy Headteacher	Summer term 19.
All staff receive bespoke CPD that focuses on the needs of the children and the provision leading to high quality teaching and learning.	Middle Leader subject leader support SENCO qualification for SENCO	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, attitudes to learning (behaviour) learning skills and British values, including Spiritual, Moral Social Curriculum (SMSC) embedded across the curriculum. Pupils develop	Level 2 part time P4C leader	Pupils understand our school values, school rules, 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 voce Planning Pupil progress meetings	Mrs Bahlol – Headteacher & Mrs green – Deputy Headteacher	Summer 19

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?
Pupils are more emotionally resilient. Individual pupils display a calmer and more to positive approach to lessons. No of exclusions reduces to 0%	on site psychotherapist x1 per week Train HLTA – Emotional Literacy Support Assistant (ELSA)	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/targeted support related to emotional literacy enables pupils to have a trusted space to express themselves and manage more effectively in the classroom.	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
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?
Provide wider curriculum opportunities Improved performance skills, develop interests outside of school.	Extra curricular clubs School trips/residentials After School Club	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
Total budgeted cost					£93,380.00