

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|--------------------------------------|----------------------------------|----------|------------------------------------------------|-----------|
| School | St Peter & St Paul CE Primary School | | | | |
| Academic Year | 2020-2021 | Total PP budget | £40,350 | Date of most recent PP Review | Sept 2020 |
| Total number of pupils | 179 | Number of pupils eligible for PP | 42 (23%) | Date for next internal review of this strategy | Feb 2020 |

| Whole school average point score at Sept 2020 | | |
|-----------------------------------------------|-------|--------|
| | PP | Non PP |
| Attainment in reading | 87.26 | 88.32 |
| Attainment writing | 82.64 | 85.13 |
| Attainment maths | 84.1 | 86.08 |

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

In-school barriers

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|----|---------------------------------------------------|
| A. | Low starting points in EYFS |
| B. | Limited life experience compared to peers |
| C. | Language skills including vocabulary related to B |
| D. | Behaviour (including learning behaviour) |

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

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|----|-------------------------------------------------------------------------------------------------------------------------------|
| A. | Lack of support for learning from parents, e.g. encouragement; homework including reading; ensuring children get enough sleep |
| B. | Attendance |

3. Desired outcomes

| | Desired outcomes and how they will be measured | Success criteria |
|----|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| A. | In the November, March and June assessments across the school | PP pupils across the school will show higher rates of attainment, thereby decreasing the attainment gap |
| B. | In key stage 1 pupils' language skills improve | By the end of the year pupils are meeting age related expectations |

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| C. | In November, March and June assessments in key stage 2, pupils will have accelerated their progress in reading, writing and maths | PP pupils in key stage 2 will have improved progress data, with a greater number above expectations for the year group |
| D. | All pupils eligible for pupil premium funding will have the same opportunities for parental engagement | Evidence of some parents playing a more active role in the learning of their children |

| 4. Planned expenditure | | | | | |
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| 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. | | | | | |
| Sources of evidence: https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/#closeSignup | | | | | |
| 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? |
| Attainment of all disadvantaged pupils in RWM rises in line with or above National | High quality training sessions across all subject areas. | Investing in CPD for teachers has the biggest impact on teaching and learning according to the EEF/ | Monitoring will look at the implementation of the skills learned. | SGi | Feb 2021 |
| | | | | | |
| Total budgeted cost | | | | | £750 |
| 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? |
| Attainment of all disadvantaged pupils in RWM rises in line with or above National | TA/HLTA will provide interventions to individuals and small groups. | Evidence suggests that interventions conducted by teachers are far more effective than those carried out by other staff. Using HLTAs to release teachers to carry out their own interventions will realise more benefit than increasing TA hours to do interventions. | Interventions and their effectiveness will be tracked via provision map. | CJa | Feb 2021 |
| Total budgeted cost | | | | | £30,000 |
| 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? |

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| Attainment of all disadvantaged pupils in RWM rises in line with or above National | Pay for or make a contribution to clubs, trips (including residential trips) or provide necessary equipment for school. | This addresses life experience barriers and could also build on relationships with hard to reach parents and improve their engagement. | Use of funds will be discussed with HT before any spending is approved. HT will engage with CTs and parents to give insight into how the spend will improve outcomes for individual pupils. | SGi/RWa | Feb 2021 |
| Attainment of all disadvantaged pupils in RWM rises in line with or above National | Forest Schools for disadvantaged children | Forest Schools and outdoor learning has documented benefits with social and emotional barriers to learning. Reducing these barriers may help children access learning and accelerate their progress. | Training provided by a qualified instructor | SGi | July 2021 |
| Attainment of all disadvantaged pupils in R&W rises in line with or above National | Invest in quality texts for the library which is currently outdated and lacking texts that inspire the children to read for pleasure | There is a correlation between children who read regularly for pleasure and attainment. New books will increase those children reading regularly and will accelerate progress. | Pupil perception carried out before and after. Data from the library system will be analysed. | SGi/KTh | Feb 2021 |
| Total budgeted cost | | | | | £9550 |