

## **St Peter's Pupil Premium Grant Expenditure**

### **Context:**

St Peter's is a large primary school with approximately 630 pupils currently attending. The number of children entitled to pupil premium in school is relatively low and is well below the national average at around 6.3% 2019- 20. There are some fluctuations in year groups, but most cohorts only have between 2 and 10 children who receive PP funding.

We are an inclusive and caring church school with strong Christian ethos. We have high aspirations for all our children, and our staff, and believe that excellence is standard for all members of the school community. We strongly believe that every child needs to experience success in their school career and that this can take many forms. We are determined to ensure that this is true for all our pupils and are using our pupil premium funding to ensure this happens for this group of children.

### **Recent Initiatives and Improvements:**

We always work as a team to ensure we are providing rich, varied and strong learning experiences for our children. Although some things are currently restricted due to national lockdown, and Covid restrictions, our school context is:

- We are part of the Lighthouse Schools Partnership, a large MAT in the SW of England
- We are a Teaching School
- We have been designated as one of the 34 English Hubs by the DfE
- Our Headteacher is an NLE and six of our teachers are SLEs
- Successful OFSTED Inspection (2019) with a 'good' grading
- Successful SIAMs inspection (2020) with an 'Excellent' judgement
- A wide range of extra-curricular clubs on offer – on average 15 to 18 per week with over 300 children attending weekly
- 'Phase Leader' system with weekly leadership time to develop outstanding 'quality first teaching' in all classrooms.
- Extensive CPD for all our staff including lesson study, AfL (Dylan William conference here at St Peter's in 2019), vocabulary conference for all staff including those from across the MAT, pedagogy and individual challenge plans for all teaching staff and Pivotal Education behaviour training September 2019, EEF SEND Training, EBE Assessment Essentials whole staff CPD
- A strong whole school pedagogy - Excellence as Standard
- Discrete vocabulary lessons (Mrs Wordsmith) to reduce the word gap
- Collaboration with other schools and organisations including Boolean Maths Hub, other LSP schools, National Literacy Trust.

However, we are not complacent and we are relentless in our drive for continual improvement. Our school is part of the LSP and we work to achieve the best outcomes for our disadvantaged pupils by adopting the Trusts' Disadvantaged Pupils strategy.

## Objectives of the Pupil Premium Funding

When making decisions about how to spend the pupil premium, we take into account our school context and the challenges faced. Common barriers for our PP children can be weaker language and communication skills, specific gaps in learning, lack of confidence, less support from home, or less resources to engage in a range of activities or opportunities. There can be complex family situations that may prevent children from flourishing. **The challenges are varied, and our use of the PP funding meets these varied needs.**

We look to support children through three strands:

- **Identifying learning gaps to increase academic attainment and progress**
- **Behavioural and emotional support**
- **Increasing engagement in school life for pupils and families**

Our key objective in using the PP is to narrow the gap between pupil groups. PP is not a personal pot allocated to each child – we use it across the school to support the needs of all of our eligible children. This means they receive the support needed at different points of their educational career. As a school, we show that we enable our children to make good progress but, reflecting a national trend, our attainment and progress levels for FSM and PP children tend to be lower than their peers (although attainment of our PP children is significantly higher than that nationally). Through targeted interventions and initiatives, we are working to eliminate barriers to learning and progress. For children with lower attainment, we aim to ensure that they make accelerated progress in order to meet age related expectations or above as they move through the school.

By looking at recent education research we have identified the following areas in which to improve the attainment of our vulnerable learners:

- Importance of quality first teaching (Sutton Trust, John Hattie, Viviane Robertson)
- Use of pre-teaching (Pakeman Primary School, Education Endowment Fund, John Hattie)
- AfL and outstanding formative assessment (Education Endowment Fund, Dylan William, John Hattie)
- Increased child and parental engagement (NATCEN 'Value of After School Clubs' Report 2016)
- Structured, precise, time limited interventions

Pupils on roll	624		
Pupils eligible of PP	39		
Total amount of PP received	£53, 455 (2020/2021)	£69,280 (2019/2020)	£64,000 (2018/2019)

Nature of Support 2020/2021

(Within the context of continued school closures and the impact of these on our pupils and families)

**Identifying learning gaps to increase academic attainment and progress**

**Behavioural and emotional support**

**Increasing engagement in school life for pupils and families**

*Please also see our 'Covid Catch-Up Plan'*

Year Group	Item/ project	Cost	Objective	Outcome	Evidence, Impact, Pupil and Parent Voice.
FS – Y6	Phase Leader Leadership Time	£14,854.52  (approx.10% of full salary cost of phase leader time)	To allow phase leaders to support all staff in becoming consistently good or outstanding teachers by: Addressing within school variance Ensuring quality first teaching Sharing best practice	All teaching in school is good or outstanding. Consistent implementation of practice and high expectations across the school. Increased % of children working at or above NEFA with a particular focus on PP children Children making expected (or better than expected) progress.	Sutton Trust – impact of good teaching on PP children in higher than non-PP.  Outcomes for PP children (see below) show increasing attainment and progress and are usually above national outcomes for this group.
FS-Y2 (and other years as needed)	Daily Reading with TA ( <i>Sutton Trust Toolkit + 5 months</i> )	£29,065.00  Approximately 15% of teaching support staff	Targeted reading and precision teaching to support the phonics and reading skills of our youngest pupils.	Increased attainment in reading for these pupils.	GLD, Y1 phonics check and KS1 TA outcomes (see below)

Y1 and 2	Daily Reading with TA  2 Week Reading Challenge  <i>(Sutton Trust Toolkit + 5 months)</i>	time to carry out these activities.  £18,806 (15% of all TA salary total)  £10,259 (15% of all HLTA salary total)	Targeted intervention, including precision teaching on a daily basis to make rapid progress in reading skills.	Accelerated progress in reading.  Increased engagement with parents.	GLD, Y1 phonics check and KS1 TA outcomes (see below)
Y1 – Y6	Post Teaching (maths)		Daily post teaching with pupils who have not met the LO during daily maths lesson. PP children are given priority.	Children meet LO in order to stop gaps emerging and ensure that children are ready to progress.	GLD, Y1 phonics check, KS1 TA outcomes & KS2 outcomes (see below)  “I went out with Mr Bishop and then I got it!” Y4 child.  <i>“Post teaching is highly effective, fills gaps immediately and means that children are able to continue their whole class learning journey.” Class teacher</i>
Y1 - 6	Gap Filling		Targeted gap filling groups to fill any learning gaps that will prevent pupils working at ARE.	Gaps are closed to ensure that children are meeting ARE.	GLD, Y1 phonics check, KS1 TA outcomes & KS2 outcomes (see below)

Y3 - 6	Pre-teaching	<p>£3451</p> <p>(HLTA to cover teachers to deliver pre-teaching)</p>	Structured pre-teaching to stop learning gaps before they open.	<p>Children benefit from the pre-teaching:</p> <ul style="list-style-type: none"> <li>• They are confident to participate</li> <li>• They can be the 'expert' and support others</li> <li>• They continue their learning at home.</li> <li>• Increased % of children working at ARE</li> </ul> <p>All children making expected (or better than expected) progress.</p>	<p>KS2 outcomes (see below)</p> <p>Year 5 pupils:  <i>"It gives us a head start in the lessons..."</i></p> <p><i>"It makes me feel confident so I can join in lessons more."</i></p> <p><i>"The only way it could be better is if we did it for all subjects!"</i></p>
Y5 - 6	Lexonic Intervention	<p>£1900 (Licence fee) annual cost</p> <p>£1,503.72 HLTA 3 hours a week x 36 weeks salary</p> <p>£1277 TA 3 hours a week x 36 weeks salary</p>	Reading and spelling intervention.	Accelerated progress in reading and spelling (6 sessions 60 minutes long).	Child 1 – 48 months progress

**FOCUS AREA: SOCIAL, EMOTIONAL AND BEHAVIOUR**

FS – Y6	Support for Young Carers (25% YCs currently in receipt of PP)	£15,463  Approximately 1/3 of our learning mentor's time is spent supporting PP children and families.	Weekly support for families and young carers that includes: Check in with families to identify support needed. Support for young carers Liaison with other agencies involved. Coffee mornings – termly and with the support of the clergy	Families feel their needs are understood and have been supported. Children get practical and emotional support in order to improve attendance and attainment at school.	All Young Carers are now registered with Alliance Young Carers
FS – Y6	1:1 work as needed with pupils who are experiencing emotional or behavioural difficulties.		Weekly, or in some cases daily, support for pupils which includes ELSA support.  Pastoral support in the afternoons to support pupils with deteriorating behaviours.	Children are ready to come into school to be successful learners.  Children are ready to return to class after a period of emotional dysregulation.  Behaviour enables learning to take place.	Emotional and behavioural support allows children to remain in class and access learning.
FS – Y6	Pastoral support for families.		Weekly, or in some cases daily check in with families to identify support needed. Coffee mornings – termly and with the support of the clergy.	Families feel their needs are understood and have been supported. Families and children get practical and emotional support in order to improve attendance and	<i>"I appreciated the daily calls. Sometimes you were the only adult that I spoke to on that day..."</i>

				attainment at school.	
FS – Y6	Increase attendance of PP children.		<p>Liaison with parents to increase attendance where there are concerns.</p> <p>Termly letters to inform parents of attendance in below 90%</p> <p>Meetings with parents Setting up of attendance plans.</p> <p>Support from the Education Welfare Officer</p> <p>Co-ordination of legal intervention if needed.</p>	Increase in attendance of PP children as a group.	Continued increase in attendance for PP pupils and decrease in the number of persistence absentees.
FS – Y6	Appointment of Play Leader to support behaviour and engagement across the school.	£3391.69	<p>Support for target pupils during playtimes to ensure these times are successful.</p> <p>Small group and individual work with pupils with focus on outdoor learning to support behaviour and engagement.</p>	Reduction in behaviour incidents to allow children to be ready to learn.	
<b>FOCUS AREA: ENGAGEMENT IN SCHOOL LIFE FOR CHILDREN AND FAMILIES</b>					
R – Y6	Educational visits	£1150 (£25 per child)	To enrich the curriculum for all children by funding their places on educational visits.	<p>Increased engagement and enjoyment in learning.</p> <p>Wider cultural experiences.</p>	<p><i>All PP children attend school residential trips.</i></p> <p><i>“Mill on the Brue was amazing – I did stuff I never thought I could achieve” Y6 pupil.</i></p>

Y1 – Y6	Extra-curricular clubs  (Sutton Trust Toolkit +2 months)	£2760  (Cost neutral)  Currently not offered because of covid restrictions	To enrich children's skills and experiences in arts, sciences and sport.  Children with strengths in particular areas will be encouraged to attend clubs to further develop these talents.	Children engaged in a range of activities.  Increased skills and expertise.	<i>"Lacrosse is really good. I get to play with my friends and try new sports"</i> Y3 Pupil.
FS-Y6	Targeted breakfast and after school club places	£5700 (cost neutral)  Currently not offered because of covid restrictions	To improve attendance and punctuality.  Increased social skills and readiness to learn.	Children arriving on time and ready to learn. Increased attainment and progress.	<i>"Having an afterschool place means that *** can spend time with her friends and develop her social skills."</i> Y4 carer.
FS – Y6	Targeted Holiday Club places	£2500 (Cost neutral)  Currently not offered because of covid restrictions	To allow children opportunity to access quality sport and social opportunities during school holidays.	To aid families during holidays, which can be difficult.	<i>"A place at holiday club is really important to *** as I can't do much with her in the holidays. It gets her out of the house."</i> Y4 parent.
<b>TOTAL</b>	<b>£83, 015.93</b>				

### Response to Covid:

As a school we are committed to supporting our pupils and families. We understand that disadvantaged pupils are most harmed academically the national lockdown. We have a comprehensive Covid Recovery plan to support children to make the rapid and sustained progress needed following 'school closures. During the current pandemic, we have been able to support families in the following ways:

- Loan of IT equipment to ensure every child can access the high-quality online learning offer
- Pastoral support for vulnerable families, including pastoral calls and meetings alongside daily safeguarding calls for families that need this.
- School attendance for our vulnerable pupils. In January 2021 national lockdown 79% of vulnerable pupils are attending school
- Home visits from the pastoral team if needed
- FSM vouchers
- Provision of foodbank vouchers for families in need
- Supporting families in applications for FSM
- Signposting families to where/ how to access support e.g., Wellspring and Educational Psychology Helpline

### Impact of PP Spending (Next Review July 2021)

We are rigorous and challenging in our self-evaluation. Tracking progress over time for individual pupils, groups, classes and years groups is thorough so that we can quickly act to identify any dips and use interventions and strategies to promote improvement.

We will use the following methods to analyse the impact of spending:

- Lesson observations
- Work scrutiny
- Termly assessments and data and Pupil Progress Meetings
- End of key stage data and results
- Analysis of interventions
- Pupils, staff and parent feedback
- Question Level Analysis

### Most recent statutory data (2019)

#### 2019 FS GLD - % of children achieving GLD

	Working at expected standard
PP (1 child)	100
Non-PP (81 children)	93

#### 2019 Year 1 Phonics Check - % of children at expected standard +

	Working at expected standard
PP 8 (9%)	88
Non-PP 71 (91%)	91

## 2019 KS1 and KS2 OUTCOMES - % of pupils at Age Related Expectations+

	Key Stage 1 TA					Key Stage 2 (unvalidated)				
	Pupil Count	READING	WRITING	MATHS	RWM COMBINED	Pupil Count	READING SATS TEST	WRITING TA	MATHS SATS TEST	RWM COMBINED
PP	6 (7 %)	50	67	67	50	7 (11 %)	71	71	71	57
NON-PP	85 (93 %)	86	89	91	84	55 (89 %)	76	96	91	76

### Y3 – 6 Pre -Teaching

#### What is pre-teaching?

Pre-teaching is a structured intervention which aims to prevent gaps in learning developing. Teachers work with individuals, or small groups of children, to equip them with skills and knowledge for their immediate future learning (i.e., in the week ahead). Pre-teaching may cover:

- Ensuring pupils understand the vocabulary they will be using in future learning
- Teaching of specific skills needed in future learning
- Teaching of subject specific knowledge needed for future learning

The benefits of pre-teaching for pupils are:

- Enhanced confidence when taking part in whole class lessons
- Improved participation and engagement in whole class lessons
- Improved skills and knowledge in specific areas of the curriculum

#### Which children will benefit from pre-teaching?

We are targeting our PP children in years 3 – 6 to take part in this teaching. Any child who is working below NEFA (without specific SEND needs) or not making expected progress should have weekly pre-teaching sessions with staff.

#### How will pre-teaching be delivered?

Pre-teaching will be delivered by the year group teacher and will be linked to the curriculum being delivered to children the following week. Pre-teaching, depending on the children receiving it, may be divided by:

- Subject – either maths or English
- Current attainment level – in order to deliver precise, targeted teaching.

**The program will follow the following structure:**

- pupils identified through PPMs
- parents informed that children will be receiving pre-teaching along with an explanation of how this will work, the objectives for the child, sharing ARE expectations and details of what parent/ carers will need to do to support learning at home. This will take place during a structured conversation with parents.

**Weekly timetabled sessions with small groups of children introducing them to:**

- the vocabulary they will need for the next week's learning
- specific skills or strategies children will need for the next week's learning
- specific subject knowledge or reading needed to complete to access next week's learning
- additional homework resources for children to complete to support or practise their learning.

**Session structure:**

- Explain that we are covering what the children will be doing in the coming week so they can be prepared, confident and ready to join in.
- Go through vocabulary that will be important to use.
- Model any strategies and techniques that children will need to master.
- Give children opportunity to develop these.

**Post Teaching**

Post teaching is a short session (up to 20 minutes) taught by the year group TA. It is targeted at pupils who did not meet the LO in the whole class lesson that day and who the teacher feels will achieve it with a little further input. Post teaching takes place in the afternoon and we monitor to ensure the same children are not always attended as this would suggest that their curriculum needs to be reviewed.

**Gap Filling**

Gap filling is a short session led by the TA to pre-teach key areas and objectives from the curriculum that children have not yet secured. This may be from a previous year group's curriculum or their current one. Year group teachers select the LOs to be taught and the planning for sessions will break them down in small, achievable steps – usually taught over a series of sessions.