

Pupil premium strategy statement

1. Summary information					
School	St Peter's C of E Primary School				
Academic Year	2021-2022	Total PP budget	£33868	Date of most recent PP Review	7/7/21
Total number of pupils	407	Number of pupils eligible for PP	17	Date for next internal review of this strategy	December 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (end KS2 national average)</i>
% achieving ARE in Maths	66%	79%
% achieving ARE in Writing	53%	78%
% achieving ARE in Grammar	78%	78%
% achieving ARE in Reading	78%	73%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social & emotional	
B.	Access to school activities (financial)	
C.	Support for learning at home (homework, reading etc)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.		

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil premium children have the same access to school activities as all other pupils.	Children take part in at least 1 extra-curricular activity as well as paid for in-school trips and visitors
B.	All PP eligible pupils achieve at least ARE by the time they leave the school.	100% PP eligible pupils achieve at least ARE by the time they leave the school
C.	All PP eligible pupils who are not at ARE make accelerated progress each year to catch up.	100% PP eligible pupils who are below ARE make accelerated progress each year.
D.	More able PP eligible pupils achieve in line with other more able pupils	More able PP eligible pupils achieve Greater Depth at the end of KS2

5. Planned expenditure					
Academic year		2021-2022			
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?
Ensure PP children in year 2 meet ARE	Small class sizes in EYFS	Enables smaller group teaching, higher teacher : pupil ratio to target PP eligible children. Gives pupils best possible start.	Termly analysis of data Monitoring of teaching – lesson observation and work scrutiny	SLT	December 2021

Ensure PP children in year 1 meet ARE	Intervention for pupil below ARE	Enables smaller group teaching, higher teacher : pupil ratio to target PP eligible children. Have Reading champions	Termly analysis of data Monitoring of teaching – lesson observation and work scrutiny	SLT	December 2021
Ensure PP children in year 5/6 meet at least ARE	Interventions for any children below ARE Additional teacher for Maths in year 5/6	Enables smaller group teaching, higher teacher : pupil ratio to target PP eligible children	Termly analysis of data Monitoring of teaching – lesson observation and work scrutiny	SLT	December 2021
Ensure PP children in year 3/4 meet ARE	Intervention for pupil below ARE	Specific targeted support in maths needed to ensure all achieve ARE Reading champions assigned children	Termly analysis of data Monitoring of teaching – lesson observation and work scrutiny	SLT	December 2021
PP pupils have additional adult support available to ensure needs are met	Additional Maths teacher in Upper KS2 Small class sizes in Year 2 Children are offered SENCO support in homework clubs etc	Specific daily teacher support in maths for targeted pupils Additional adult means more time per pupil (cost divided by 30)	Termly analysis of data Monitoring of teaching – lesson observation and work scrutiny	SLT	December 2021
Total budgeted cost					£28,269.57

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?
Enable PP eligible children who are below ARE to make accelerated progress	Multiple small group interventions Small class sizes in year 2 Extra Maths teacher yr 5/6	1 child below ARE in Writing has 1:1 support 2 children who are below ARE need specific targeted support	Termly monitoring of data Work scrutiny Intervention group tracking and monitoring.	CR (SENCO) SLT Eng/Maths subject leader	December 2021
More able PP eligible pupils attain as well as other more able pupils	Extra teacher in top set maths. Attendance at gifted and talented activities in school run by subject leaders Attendance at gifted & talented workshops at local secondary schools.	A high percentage of children have met GD in reading, writing and maths in Year 2. This needs to be maintained to ensure they achieve the same at the end of KS2.	Termly monitoring of data Work scrutiny	SLT	December 2021
Total budgeted cost					10,914.75

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?
PP eligible children are able to have same opportunities as all other pupils and are not disadvantaged by financial issues.	Payment of school club fees – at least 1 free per child Payment of swimming fees Payment of trips Payment contribution for inside visitors	This allows PP eligible children to have the same opportunities as all other pupils in the school as some families have shared that financial difficulty would preclude this.	Survey of pupil attendance at clubs Survey of pupil attendance in swimming Survey of pupil attendance on trips	CR (SENCO)	Termly
PP eligible children receive adult support with homework, reading and learning spellings	Homework club Additional LSA time for reading / spelling help Carefully targeted interventions to support with reading	Several PP eligible children are not heard to read, do homework are not supported with reading due to family situation.	Termly pupil provision meetings with CT and SLT Monitoring of outcomes (spelling scores, reading age)	SLT	Spring 2020

<p>PP eligible children have support for behaviour / social emotional needs to ensure they can fully participate in school life</p>	<p>LSA supports specific pupils at their extra-curricular clubs</p> <p>Lego clubs – to develop social understanding</p> <p>SENCO provides regular family support time</p> <p>1:1 for two pp child to help with behaviour and emotional difficulties</p> <p>Extra LSA support for two pupils with emotional and behavioural difficulties</p> <p>Counselling sessions offered to chn with emotional difficulties</p>	<p>Several PP eligible and PLAC pupils have specific needs in these areas.</p>	<p>Frequent monitoring</p> <p>Feedback for members of staff, pupils and parents</p> <p>Analysis of pupil progress data (showing that these problems are not impacting learning)</p>	<p>SENCO</p>	<p>Half Termly</p>
Total budgeted cost					£12815.32

6. Review of expenditure																															
Previous Academic Year		2020-21																													
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)	Cost																									
PP eligible children achieve ARE at end of KS2	Intervention groups Additional teachers for maths and interventions before school and in the afternoon	<p>Attainment at end of Year 2020-2021-Teacher assessment</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>93%</td> <td>98%</td> <td>100%</td> <td>98%</td> </tr> </tbody> </table> <p>PP results at end of KS2</p> <table border="1"> <thead> <tr> <th>PP</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Higher</td> <td>66%</td> <td>66%</td> <td>66%</td> <td>66%</td> </tr> </tbody> </table>				Reading	Writing	Maths	GPS	School	93%	98%	100%	98%	PP	Reading	Writing	Maths	GPS	ARE	100	100	100	100	Higher	66%	66%	66%	66%	We will continue with this approach for the PP chn who are approaching end of KS2 this academic year 2021-22	9124.75
	Reading	Writing	Maths	GPS																											
School	93%	98%	100%	98%																											
PP	Reading	Writing	Maths	GPS																											
ARE	100	100	100	100																											
Higher	66%	66%	66%	66%																											

<p>More able PP eligible achieve greater depth at the end of KS2</p>	<p>Additional teacher in top set Maths</p>		<p>Extra maths set for end of KS2 works leaving pupils able to have smaller classes where needed .</p> <p>Subject leaders ensure all pp children have access to G&T activities.</p>	<p>1200</p>
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<p>PP eligible children achieve ARE in each year group and make expected or better progress</p>	<p>Small classes in EYFS</p> <p>Intervention groups</p> <p>Additional teacher supporting Maths</p>	<p><u>PROGRESS DATA –</u></p> <table border="1" data-bbox="598 225 1561 331"> <thead> <tr> <th data-bbox="598 225 1077 260">Last official data</th> <th data-bbox="1077 225 1561 260">Progress made at end of 2018/2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="598 260 1077 295">All children</td> <td data-bbox="1077 260 1561 295">+1.6</td> </tr> <tr> <td data-bbox="598 295 1077 331">PP children</td> <td data-bbox="1077 295 1561 331">+1.6</td> </tr> </tbody> </table>	Last official data	Progress made at end of 2018/2019	All children	+1.6	PP children	+1.6	<p>PP made more progress in writing to achieve ARE.</p>	<p>9624.75</p>
Last official data	Progress made at end of 2018/2019									
All children	+1.6									
PP children	+1.6									

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
Specific children achieve ARE at end of KS2	small targeted interventions	The PP children benefitted for the maths groups and met ARE with two exceeding- one getting a grammar school place and one a scholarship. All children benefited from the additional Maths teacher in Yr5/6 and as a result, they achieved well above national average in all area.	Continue 1:1 tuition or small interventions where needed Continue training for staff on the KS2 end of KS2 expectations to ensure tutoring focus on these.	6814.75
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
All PP eligible pupils attend York trip	Subsidy of fees	Pupils learn independence	Continue this approach	400
All PP eligible pupils take part in extracurricular activities	Payment of club fees	All PP eligible children (who are able to attend clubs – not reception), attended at least one including cookery, fencing, rugby & football	Continue this approach	5160.00

PP eligible children receive adult support with homework, reading and learning spellings	Homework club	All PP eligible children attend homework club led by SENCO	Continue this approach	120
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