

# Pupil Premium Grant Expenditure

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## Overview of the school 2020-21

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	275 FTE
Total number of pupils eligible for PPG	133
Amount of PPG received per pupil	£1345
<b>Total amount of PPG received</b>	<b>£179,500</b>

## What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. It is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed forces personnel.

The Pupil Premium for 2020-21 was allocated to schools with pupils on roll in January 2019 that were known to have been eligible for free school meals at any time in the last six years.

Schools have the freedom to spend the premium, which is additional to the basic school budget, in the way they think will best support the raising of attainment for the most vulnerable pupils.

We ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for children who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are assessed and addressed.

The Barriers to Learning for some pupils currently in receipt of Pupil Premium may include:-

- Communication and Interaction-e.g. Difficulty with the acquisition / use of language, literacy, numeracy skills.
- Cognition and Learning- e.g. Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
- Speech and Language
- Social and Emotional Needs- e.g. they may sometimes appear isolated, have immature social skills, be overactive and lack concentration.
- Sensory Needs

- Resilience
- Access to enrichment activities.

The strategies the school is developing to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided for them.

Disadvantaged children are rigorously tracked by dedicated senior leaders above and beyond the pupil tracking system. We work tirelessly for the children to make at least as much progress as their peers and that any gaps identified are addressed and closed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that, with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the progress and attainment bar raised for all pupils.

The Governing Body and the Head Teacher have put the following in place:

- Pupil tracking systems have been refined to monitor the progress of children who are eligible for Pupil Premium.
- The Leadership and Curriculum Management Teams analyse performance data, tracking differential attainment of groups and reorganising staffing/resources as required.
- Additional assessments made by external agencies for pupils who have been identified as at risk of not making progress.

### **Measuring the impact of PPG spending 2018-19**

47% of the Year 6 cohort were eligible for Pupil Premium Funding.

59% of the Pupil Premium Children were on the SEND Register of which 6% had an Education and Health Care Plan.

At the end of Key Stage 2, 41% (50%) of the disadvantaged children including children that attended the LA SEND resource base achieved the expected standard in reading, writing and maths.

With the national figure for all children being 0, the progress of the disadvantaged children was 2.39 for reading in the top 25% of all pupils nationally, 2.68 for writing in the top 25% and 4.24 for maths in the top 5%.

Mathematics progress was in the top quintile (20%) for at least two years for disadvantaged pupils.

Mathematics progress was significantly above the national for disadvantaged, disadvantaged middle.

## ***Nature of support 2019/20***

Using the Sutton Trust and Education Endowment Foundation Toolkit we identified strategies that we felt would benefit the Pupil Premium children at St. Peter's. Some of them are listed below-:

Blast phonics in the Foundation Stage and Read, Write Inc in Key Stage 1.

Balance Bike Training for reception

Nurture Room with KS1&2 children accessing the facility on an afternoon.

Literacy Training for Key Stage 1&2 staff.

Learning Support Assessments

A teacher employed one afternoon per week to lead group work to support the disadvantaged children with their Literacy skills.

Using Provision Mapping five Teaching Assistants have been appointed to focus on supporting pupils that are eligible for FSM in FS, KS1 & KS2 respectively.

Additional one to one tuition by qualified teachers in Literacy and Maths for targeted pupils in KS1&2.

Accelerated Reader Programme continued to be rolled out to KS1&2 pupils including the Pupil Premium children.

Teaching, Handwriting, Reading and Spelling Skills Programme (THRASS) for some KS2 pupils.

New reading books purchased for pupils to take home across school linked to Accelerated Reader.

A TA employed to support children during lunchtime as each class has an opportunity to access the Library.

Two night residential during the Easter holidays for Year 6 pupils to provide further Literacy and Numeracy support.

Offsite visits linked to the curriculum topics and transition

Visual Aids.

Lego Challenge Club

Drama

## Targeted Support 2020/21

Action/Approach	Success Criteria	Staff Lead	Quality Assurance	Milestone 1 and when?	Date of review
Support identified children with IDL- Indirect Dyslexia Learning Programme monitoring and evaluating its impact.	Children with a specific difficulty in spelling words are identified and supported to enable them to access other programmes alongside their peers.	Mrs T. Skelton Mrs K. Brown	English Subject Lead and Curriculum Management Team	Before the end of the Autumn Term analyse the performance of the targeted group of children using the software, their weekly spelling tests and the spellings in their books.	January 2021
Education Psychologist Assessments are conducted and reports are created to support the approach of staff.	The report outlines effective strategies to support the children's needs to allow them to make good progress across a range of subjects.	Mrs A Dowson	Curriculum Management Team	At the beginning of the spring term following meetings with colleagues, parents and the Education Psychologist children are assessed and a report is received and followed by staff.	February 2021

## Other Approaches 2020/21

Action/Approach	Success Criteria	Staff Lead	Quality Assurance and how?	Milestone 1 and when?	Date of review
Children in Nursery receive weekly Gymnastics sessions to support their improvement in their Physical Development and Communication and Language.	Through Gymnastics and movement using stories the children make increased progress in their Physical Development and Communication and Language.	Mrs E. Dinning	EYFS Lead PE Lead	At the end of the Autumn Term check on the progress of the Nursery Children in Physical Development and Communication, Language and Literacy to measure the impact of the approach.	January 2021
The school Learning Mentor following the completion of her Arts based therapy training will use her Counselling skills to support children across school.	Children's mental health is effectively supported across school and there is support given to other schools in the trust.	Mrs M. Hayden	Leadership Team	During the Autumn Term following discussions with teachers, children will be offered counselling to support their social and emotional needs.	January 2021

## Continuous PPG spending 2020/21 in addition to the above actions

Using the Sutton Trust and Education Endowment Foundation Toolkit we identified strategies that we felt would benefit the Pupil Premium children at St.Peter's. Some of them are listed below-:

Teachers are allocated a day off timetable to meet one to one with every children they teach to review the children's work in their books and set targets for the following term.

Blast phonics in the Foundation Stage and Read, Write Inc in Key Stage 1.

Balance Bike Training for reception

Nurture Room with KS1&2 children accessing the facility on an afternoon with two members of staff.

Literacy Training for Key Stage 1&2 staff.

Learning Support Assessments.

Using Provision Mapping five Teaching Assistants have been appointed to focus on supporting pupils that are eligible for PP in FS, KS1 & KS2 respectively.

Additional one to one tuition by qualified teachers in English and Maths for targeted pupils in KS1&2.

Accelerated Reader Programme continued to be rolled out to KS1&2 pupils including the Pupil Premium children.

Teaching, Handwriting, Reading and Spelling Skills Programme (THRASS) for some KS2 pupils.

New reading books purchased for pupils to take home across school linked to Accelerated Reader.

A TA employed to support children during lunchtime as each class has an opportunity to access the Library.

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Offsite visits linked to the curriculum topics and transition

Visual Aids where applicable.

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## **Measuring the impact of PPG spending 2019-20**

Due to Covid 19 and the school closure from March 2020 the Standard Assessment Tests (SATs) were cancelled therefore there is no current pupil premium data that has been verified.

Review January 2021