



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Peter's Church of England Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	14/247 = 6%
Academic years that our current pupil premium strategy plan covers	2021/2022 - £38,600 2020/2021 - £38,000
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs N. Gomersall
Pupil premium lead	Mrs N. Gomersall
Governor lead	Mr T. Dodgson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,600
Recovery premium funding allocation this academic year	£8,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,830

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils is

- for them to access the whole curriculum like their peers
- not to feel at any disadvantage because of being classed as ‘disadvantaged’
- to not let any financial situation stop them from attending residentials, learning an instrument, after school club
- have some extra learning support to be able to make expected progress

Last year

- class teaching assistants were used to support any gaps with children on FSM as much as they could around lockdowns
- school paid 50% of the residential for Year 5 and Year 6 FSM children

Key principles of our strategy plan

- to ensure we deliver quality teaching as the ultimate strategy to close any gaps in learning due to COVID
- to equip teachers and teaching assistants with quality training in maths (maths hub, mastery) and English (English hub work, phonics) to deliver high quality teaching and intervention groups
- to ensure children do not miss too much of the creative curriculum with any intervention sessions
- learning mentor sessions blocked for half termly periods
- to work alongside parents for any gaps that have occurred.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of children on FSM list
2	Lack of support / understanding at home with reading, key maths skills and spellings
3	Limit of pastoral support we can offer

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. For all children to make expected progress in reading, writing and maths	Children to move one category E,D,S on the internal tracking grid
2. For all children in Year 1 to achieve the phonics screening pass level	Children met threshold
3. For all children in Year 4 to achieve the 15 / 25 in the times tables test	Scores gained
4. For children to make expected progress in their phonics in KS1/E. Years	Phase brackets End of YR – Phase 2 secure End of Y1 – Phase 4 secure End of Y2 – Phase 5 secure
5. For children to make progress between 0 and -1.0 in reading, writing and maths between KS1 and KS2 in year 6	Progress scores
6. For all children to be ready to learn and have positive self-esteem	Positive behaviour and children display a positive attitude to learning.
7. To support families financially throughout schools when the need arises	No child on FSM missing out on residential etc. No families suffer due to any financial need throughout the year regardless of FSM status.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30, 000 for learning mentor and learning mentor assistant and programmes such as Kidsafe and seasons for growth, £200 for phonics training and £300 for lego therapy. Total cost £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego therapy training for learning mentors	Pastoral support	6
Learning Mentor support 5 days a week	Pastoral support	6
Phonics training	Children get high quality phonics teaching from teachers and teaching assistants	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000 which goes towards TA budgets across schools

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured phonics catch up programmes in KS1		2
2. Intervention groups – Fast track phonics in Year 3	To ensure children in Year 3 do not fall behind with their phonics and spelling strategies	1
3. Intervention groups in maths	To ensure any gaps in learning are reduced	1 and 5
4. Intervention groups in writing	To ensure any gaps in learning are reduced	1 and 5
5. To provide children with 1:1 reading time	To ensure any gaps in learning are reduced	1 and 5
6. To support children in Year 3 and 4 with their times tables	To ensure any gaps in learning are reduced	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance	Regular attendance monitoring of FSM children (monthly)	6
2. Behaviour	Positive behaviour for learning impacts on learning	1 and 5
3. Financial support	Financial support for children on FSM and families in financial difficulties not necessarily on FSM	7

Total budgeted cost: £ 46,830

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Last year we had 24 children on pupil premium register. We did assess these children in July 2021.

Teacher Assessments:

Reading – 50% of children achieved expected (FSM 67%)

Writing – 42% of children achieved expected (58%)

Maths - 42% of children achieved expected (83%)

Expected progress for the year:

This group of children made excellent progress from their starting points. Our FSM group were a lot lower especially in maths.

Reading – 96% (FSM 92%), Writing – 88% (FSM 42%) and Maths – 75% (FSM 17%)

We spent a lot of money on catch up activities in KS2 and also pastorally. The whole lockdown calendar did not help us deliver this as effectively as we would have hoped.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Seasons for Growth pastoral package and training.	Seasons for Growth Grief Education Limited