

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Peter's C.E. Primary School
Pupils in school	330
Number of disadvantaged pupils	91+2 (April 2020) 92 (Sept 2020)103 (June 2021)
Pupil premium allocation this academic year	£131,920
Academic year or years covered by statement	2019-2022
Publish date	Autumn 2019
Review date	July 2020 (then annually 2021, 2022)
Statement authorised by	R Brown
Pupil premium lead	A Kirk
Governor leads	N Houghton/ G Breen

Disadvantaged pupil progress scores for last academic year

Measure	Score 2019	2020 No data due to COVID	2021 No data due to COVID
Reading	-1.9		
Writing	-3.0		
Maths	0.5		

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	58%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To ensure the quality of teaching and learning is consistently good or better across all phases and subjects leading to improved pupil outcomes.
Priority 2	To develop the emotional stamina and well-being and experiences for PP eligible children. To promote aspirational self-awareness.

Priority 3	To ensure PP eligible pupils' attendance continues to improve.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low attainment on entry especially in communication, language and literacy for some PP eligible children. • Low attainment at the end of EYFS, KS1 and KS2 for pupils eligible for PP grant. • Emotional vulnerability and well-being in some PP eligible children. • Poor parental engagement and aspirations for some children. • Parental difficulty in paying for visits, experiences, uniform.
Projected spending	£131,920

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress scores in line with non PP pupils.	September 2022
Progress in Writing	Achieve progress scores in line with non PP pupils.	September 2022
Progress in Mathematics	Achieve progress scores in line with non PP pupils.	September 2022
Phonics	82% Y1 pupils to pass Phonic Screening	July 2020 (evaluated annually)
Other	Maintain attendance of disadvantaged pupils in line with national and LA averages – 97%	July 2020 (evaluated annually)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>To ensure the quality of teaching and learning is consistently good or better across all phases and subjects leading to improved pupil outcomes.</p>	<p>Quality first teaching in EYFS, KS1 and KS2– monitored by SLT, lesson observations, book scrutiny, focused walk through, pupil interviews.</p> <p>High quality provision in EYFS with low child/adult ratios to maximise interactions and pupils to achieve well.</p> <p>EYFS achieve Step into Quality status.</p> <p>Single age classes for maths and English.</p> <p>Small class sizes for key year groups with high number of PP pupils.</p> <p>To provide a mastery based curriculum in maths and English.</p> <p>Targeted classes for full-time TA support.</p> <p>Targeted children – targets set by class teachers and shared with all adults.</p> <p>Targeted interventions – daily and timely in maths and English.</p> <p>Targeted marking – PP children marked first with identified fix-its, next steps, scaffolding, mastery challenges.</p>

	<p>Designated teacher 1:1 allocated for pupils eligible for PP+</p> <p>New whole school resources for writing – The Literary Curriculum with purchase of new high quality texts.</p> <p>Re-mapping of curriculum adapted to needs of our pupils. Learning in wider curriculum areas enables all pupils achieve well in all subjects by promoting skills for future education/life.</p> <p>Homework Club to provide TA support at lunchtimes.</p>
<p>Priority 2</p> <p>To ensure the quality of teaching and learning is consistently good or better in EYFS and KS1 leading to improved pupil outcomes – as an identified area of weakness.</p>	<p>Quality first teaching in EYFS, KS1 and KS2– monitored by SLT, lesson observations, book scrutiny, focused walk through, pupil interviews.</p> <p>High quality provision in EYFS with low child/adult ratios to maximise interactions and pupils to achieve well.</p> <p>EYFS achieve Step into Quality status.</p> <p>Increase TA support in KS1 during Guided Reading sessions.</p> <p>Phonics training led by Subject Leaders.</p> <p>New whole school resources for writing – The Literary Curriculum with purchase of new high quality texts.</p>
<p>Priority 3</p> <p>To improve the emotional well-being of pupils. To develop self-awareness as well as social awareness through the building of relationship skills. Pupils to learn how to self-regulate and be a responsible decision maker.</p>	<p>Purchase and implementation of Commando Joe additional curriculum resources towards teamwork and emotional stamina.</p> <p>Key priority for SDP with Action Plan.</p> <p>Skills explicitly taught towards self and social awareness.</p> <p>PSHCE – Journals introduced to promote healthy well-being and self-awareness.</p> <p>Peer massage throughout school.</p> <p>PSHCE curriculum- Health and Wellbeing – visitors in school</p> <p>Living in the Wider World – visitors in school to promote aspirations for future life.</p> <p>Being part of a community – showing social awareness as school counsellors, members of choir, quiz teams, sports team – impact to be recorded on PP Provision map.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low attainment on entry especially in communication, language and literacy for some PP eligible children.

	<ul style="list-style-type: none"> • Low attainment at the end of EYFS, KS1 and KS2 for pupils eligible for PP grant. • Emotional vulnerability and well- being in some PP eligible children. • Poor parental engagement and aspirations for some children. <p>Parental difficulty in paying for visits, experiences, uniform.</p>
Projected spending	£131,920

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 To provide nurture and support for the most vulnerable pupils.</p>	<p>Purchase and implementation of Commando Joe additional curriculum resources towards teamwork and emotional stamina.</p> <p>Learning Mentor to work towards improved personal skills and self- esteem through 6 weekly programmes offering nurture and confidence building.</p> <p>Learning Mentor to provide 1:1 support for identified children.</p> <p>Lego Therapy groups with Learning Mentor.</p> <p>Breakfast Club to provide positive starts to the day with Learning Mentor.</p> <p>Therapy dog to work with identified individuals.</p> <p>Specialist counsellor to work with identified individuals commissioned for 6 weekly programmes.</p> <p>Family Support Worker to work with 32 identified vulnerable families – support, interaction with other outside services, to improve parental interaction.</p> <p>Learning Mentor has taken on this role and all FSW groups from September 2020.</p> <p>FSW – to provide ‘Positive Parenting’ sessions.</p> <p>Change for Life ‘Healthy Aces’ Club to target key individuals.</p> <p>TA’s to provide daily emotional support in all classes.</p> <p>Trips and experiences subsidised.</p> <p>Uniform and PE kits provided when necessary for targeted individuals.</p> <p>Sport coaching provided with specialist equipment.</p>

	Extra experiences or trips and visitors provided through other subjects.
Priority 2 Improving attendance and readiness to learn for the most disadvantaged pupils.	<p>Development of role for new School Manager in attendance.</p> <p>Attendance monitored by School Business Manager. Update: from Sept 2020 Learning Mentor to monitor attendance.</p> <p>Attendance agreements created for individuals.</p> <p>Individual meetings with parents/carers.</p> <p>PAST referrals.</p> <p>Penalty notices.</p> <p>Traffic light letters to parents showing impact of attendance.</p> <p>Home visits.</p> <p>Children collected by school staff.</p> <p>CPOMS used to track and record individual attendance.</p> <p>Attendance certificates/rewards for class attendance and individual awards at end of terms/year.</p> <p>Breakfast Club to promote punctuality.</p> <p>Magic Breakfast to provide breakfast for all until 9.05 – extended until 2020.</p> <p>Magic Breakfast suspended from 1st lockdown 23rd March 2020.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Professional development in all subjects. Re-mapping of whole school curriculum incorporating 'The Literary Curriculum' and Commando Joes.</p> <p>Training for improved reading and writing; Yarrow Valley training in maths and English, training for TA's by Subject Leaders, Phonic Training by Subject Leaders.</p> <p>Evaluation of impact of re-mapped curriculum.</p>	<p>Use of INSET days and staff meetings to promote quality teaching.</p> <p>Subject Leader time to monitor and provide training for colleagues.</p> <p>Support form LA SEN Team.</p> <p>Diocesan Outreach support.</p>

	Combined monitoring of PP pupils by SLT leaders and governors.	Close working relationship between key staff and governors.
Targeted support	Evidence towards showing impact of teacher and TA support. Evidence of showing impact of Learning Mentor and FSW. Counsellor feedback to SENDCO.	Teams provide evidence. Termly reports from LM and FSW for Governors and Headteacher.
Wider strategies	Transfer the day to day role of attendance management to the Family Support Worker following effective future training. From Sept 2020 – Learning Mentor.	Support from the Headteacher and Business Manager.
Wider strategies	Develop the role of reporting and recording attendance data.	Support from LCC training (3 days of training from Feb – Jun 2020).

Review: last year's aims and outcomes

Aim	Outcome
<p>From 23rd March 2020 – June 2021</p> <p>Strategies to close the gap due to COVID 19 and 2 lockdowns.</p> <p>Governors updated of recent positions in school by PP Leader Report each full Governor meetings 3 times per year.</p>	<p>COVID 19 has seriously hampered our school progress and achievements in particular impacting the children in receipt of PP Grant.</p> <p>33 laptops were loaned to school on the Govt scheme and distributed to our families identified without ICT support. Extra internet was also given to identified families. Families who lacked ICT experience still expressed frustration and problems accessing work.</p> <p>All teachers uploaded work daily using Google Classroom. All work submitted was marked and responded to the same day or next morning.</p> <p>Immediate communications were maintained with families through Class Dojo.</p> <p>Families who expressed difficulties accessing work had packs of the same work set online delivered by hand by staff members.</p>

	<p>During the 1st lockdown, food parcels were collected from school then school admin helped distribute the Government vouchers and ensure all families who were eligible received vouchers in holidays also.</p> <p>Vulnerable children and some PP children continued to come to school everyday and work with a teacher and TA's.</p> <p>In September 2020, teachers still set targets for PP children and identified barriers to learning.</p> <p>During the 2nd lockdown this Key worker and vulnerable group exceeded 100 children daily still coming to school. A third of this group was PP eligible. All work was planned within teams and the same work completed at school as at home.</p> <p>Teachers noted and assessed PP as the group most affected by COVID 19; many PP children had not accessed work despite personal contact by phone or dropping off paper copies to work through. All teachers rang their class members to encourage children and carers to continue to work.</p> <p>During 2nd lockdown Class Call-ins were organised on Google Meets.</p> <p>Catch up support finances from March 2021 have been used to target PP children and others who had not accessed any learning during lockdown and they receive Tutor sessions in groups of 6 once a week. Classteachers who know the children created targets from which the tutor has organised learning for each group.</p> <p>Teacher interventions and TA interventions have been accelerated in all classes. Teachers have been given time to plan and create resources for such intervention groups.</p> <p>Classteachers and Learning Mentor have been keen to offer emotional support to children and identified specific individuals as an ongoing process. 'Good to be Back, Good to be Me' project organised for September 2020 return to school with</p>
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	<p>a focus on our wellbeing both physical and mental. 2+ PE sessions have been essential to improve physical wellbeing of some children.</p> <p>Extra events have been organised to close common gaps eg. 'Rock Around the Clock' day to close the gap in learning time as an identified area in maths.</p> <p>'Come As a Word' day and Spelling Bee day event to try to encourage learning new and better vocabulary. Spelling Bee used the essential Spelling List of words for each year group.</p>
Data and assessment	<p>Due to COVID 19 – no data has been collected officially for end KS1 or KS2 for 2020 or 2021. Internal data has continued to be collected and verifies our concerns about PP children being most likely to be affected by the pandemic.</p> <p>Staff assessed earlier than usual in the Autumn Term in September to identify lost/interrupted learning from 1st lockdown.</p> <p>Staff re-assessed children after the 2nd lockdown to identify a base on which to rebuild lost/interrupted learning.</p>
June 2021	<p>All PP children will be offered a place in the Summer Holiday Club ran by Chorley Sports Partnership who are now based in our school.</p> <p>As of 15th June no bubble classrooms have been closed.</p> <p>All staff test using Lateral Flow kits, test twice weekly.</p> <p>Staff with track and trace notifications have been isolated immediately. Public Health England have been notified and advice sought.</p> <p>Class bubbles have worked independently.</p> <p>Staff have restricted communal areas and wear masks initiated by a Governor request in October 2020.</p> <p>All Staff meetings and essential communication is through email.</p> <p>Lunch-times ensure no bubbles mix.</p>

	<p>Cleaning around school has increased and deep cleans initiated.</p> <p>Staff have kindly worked reduced lunch-time breaks to accommodate supervision during lunch-time.</p> <p>School Development Plan will continue to address our current situation.</p>
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