

6. Review of expenditure				
Academic year	January 2019 - July 2019			
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	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 this approach)	Cost
<p>Improved attainment in writing.</p> <p>Improved attainment for a core of PP/SEN children in KS2 in writing.</p>	<p>Teachers to deliver intervention work on a daily basis. Every class to select children and work on exciting projects.</p> <p>To divide the Y6 cohort into 2 classes for 2 morning classes: Oak x22, Chestnut x 21 – to continue to employ part-time teacher including TA's for both classes.</p> <p>To create a small classroom, 'Juniper Room', approx. 15 children, to receive literacy lesson in morning – children identified from PP/SEN register who will thrive in smaller classroom setting.</p> <p>Maths lessons to be organised and delivered by straight year group.</p>	<p>KS1 – the gap has narrowed between Y1 and 2 compared to previous year 43 v 62 compared to 2018 Y2 PP 47% and Non PP 61% in writing</p> <p>PP RWM combined is 51% St. Peter's combined is 63.6% National for all groups is 71% School gap is decreasing, our gap is narrowing 67% compared to national 71% PP gap is 3.1% compared to 19% nationally</p> <p>Greater depth writing 8% still behind national at 25% PPchildren 73% expected in writing compared to 83% ARE in writing In maths PP children have attained close to national with scaled score of 105 v 106. In reading PP 73% ARE v 83% non PP (102.3 v 104.9) LKS2 results show that by end of Y4 gap has widened slightly in reading between PP and non PP children but closed slightly in writing and maths: Reading End Y3 53% v 77% -24%, End Y4 52.94 v 82.14 (-29.2) – PP has sustained Writing End Y3 47% v 60% -13%, End Y4 52.94 v 60.71 (-7.77) Maths End Y3 59% v 73% -14%, End Y4 70.59 v 82.14 (-11.55)</p> <p>By the end of KS2, 67% of Disadvantaged children achieved ARE in writing. This is double the percentage the previous year. Although not at the target of 72%, it is less than 2 children off. We were moderated this year and were praised for the accuracy of</p>	<p>Smaller morning classroom for Y6 has certainly impacted on results and attainment. This will continue for 2019-2020. School has retained and redeployed staff to allow single age lessons in maths and English. Single age classes are essential to raise attainment in Maths No Problem and guided reading.</p> <p>Juniper will become single age morning class for Y5 next year. PP/SEN children have now been reabsorbed into year group whole class.</p> <p>Positive data confirms single age groups in maths and smaller groups in targeted cohorts has impacted on maths results.</p>	

<p>Improved attainment KS1 children especially for core maths group in Y1.</p> <p>Marking to have impact. Scaffolding, extending with next steps, challenges and mastery initiatives.</p> <p>Improve S&L for EYFS WELLCOM – a speaking and listening intensive toolkit.</p> <p>Teaching and Learning will be good to outstanding for all teachers.</p>	<p>Classes with higher numbers of children supported by another TA from Y1-6. TA's to be employed every afternoon to assist teacher led delivery of lessons and interventions. Y1 PP/SEN children taught maths in very small class in library area – to be set up as classroom with ICT and TV monitor etc together with identified x2 TA.</p> <p>Mark the books of PPG children first. Fix its, next steps, scaffolding, intervention. Mastery and challenge as next steps.</p> <p>Key staff to receive training and implement WELLCOM – a speaking and listening intensive toolkit across the department.</p> <p>Lesson observation/book scrutiny/PP book scrutiny/focused walk through/pupil interviews.</p>	<p>assessments and quality of the evidence provided. We had targeted for 1 Disadvantaged child to achieve GD (9%) Unfortunately, they did not reach this higher standard due to barriers which arose following medical circumstances over the course of the year.</p> <p>58% of Disadvantaged pupils also achieved the expected standard in reading, writing and maths, compared to 51% of all Disadvantaged pupils nationally. The gap nationally between dis and non dis is 19% in RWM combined. However, ours has narrowed to 11%.</p> <p>In terms of progress, our disadvantaged pupils as a whole have scored -4.0 compared to -1.4 for non-disadvantaged. Therefore, the gap between the two groups has narrowed to 2.6 difference compared to a gap of 3.9 the previous year and therefore they are more closely aligned.</p> <p>Y1 data from library class Whole of Y1 64% - 69% on track. Reading and writing has dipped so next year the Library class will include reading and writing as well as maths. Book scrutiny positive in most classes with feedback addressed. Mastery and challenges as standard in every class, live marking by all adults and all staff circulating during lessons as the norm.</p> <p>Large impact – school involved in speaking and listening pilot scheme for the NHS including weekly visits from Speech and Language Therapist. School acknowledges this as a key area for our children and key staff have been trained DL in Speaking and Listening and LE for WELLCOM.</p> <p>Good to outstanding lessons observed in maths and English. Gaps identified across the wider curriculum.</p>	<p>Library class will include reading and writing as well as maths.</p> <p>Continue next year with a consideration on teacher workload to be highlighted and discussed by staff next year.</p> <p>Inhouse of trained staff will continue to consolidate the use these new skills acquired in S & L.</p> <p>Wider curriculum to be developed through 3 'I's – initial target KS1.</p>	
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To improve attainment for children eligible for PP+ funding.	Children to receive 1:1 support from a teacher in areas identified by classteacher x5 children. (£2,300 each)	Targeted in class by classteachers on a timely intervention basis. Progress discussed in pupil progress meetings. 7 children – 3 children ARE for reading, writing, maths including GD 4 children developing ARE in R, W, M.	Designated teacher 1:1 to be allocated for 4 children.	
Total budgeted cost				£ £11,500
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 this approach)	Cost
Improved personal resilience, self-esteem and behaviour around school for group of identified individuals.	Learning Mentor will work towards improved personal skills and esteem by offering nurture, behaviour and confidence building sessions. To work 1:1 with identified issues and provide strategies to help our children. To create a quiet, safe area to which targeted children can find support to discuss, control emotional issues.	Children developed emotional resilience through 'Horseheard' and working with horses. Lego Therapy groups weekly Therapy Dog e.g. Maia was extremely afraid of dogs but now will read to Ellwood and give him treats. For Harry 'It's the best time of the week'.	Continue all these opportunities – children's comments reinforce the positive impact to their emotional wellbeing. Line managed by SEND leader.	

	<p>Learning Mentor to deliver blocks of support with key groups over 6 weekly periods as commissioned by staff.</p> <p>Family Support Officer will work with vulnerable children and families and provide support by directing families to relevant agencies. To encourage better attendance and health for targeted families and improve parental support by helping parents understand how they can improve their child's learning through workshops and close relationships with families. 'Positive Parenting' courses will be delivered by FSO and Counsellor.</p> <p>Change for Life, 'Healthy Aces'</p>	<p>Portfolio of 32 families. Involved in CAF/TAF, and involvement with outside agencies and social services.</p> <p>Ongoing evidence and case studies brought to the Pastoral Review Meetings. (Details remain confidential)</p>	<p>Monthly Pastoral Meetings with SLT and SENDCO.</p>	
	<p>To provide access for certain individuals to professional psychotherapy to help address attachment and relationship issues</p>	<p>10 children supported by counsellor.</p> <p>Case studies prove impact especially for Year 6 and their outcomes.</p>	<p>School determined to promote early intervention and a graduated response to targeted children – in class support from teachers and TA's, followed by Learning Mentor/Family Support Officer then Counsellor involvement and finally Inclusion Hub.</p>	
<p>Improved personal resilience, self-esteem</p>	<p>TA's to deliver nurture support, nurture group work, self-esteem groups, playtime</p>	<p>Lunch time Supervisor and playtime support from TA's for better behaviour during lunch-times. Budget demands will affect play time TA support next year.</p>	<p>Learning Mentor to be available during lunch times and also provide a Drop – In Friday session in Acorn Room.</p>	

<p>and behaviour around school for group of identified individuals</p>	<p>support, liaise with parents.</p> <p>Adults to deliver Homework Club and Breakfast Club to provide stability before the school day and opportunities to work with support on homework to prevent any falling behind their peers.</p> <p>Trip subsidies for disadvantaged pupils.</p> <p>Sport coaching, resources, equipment for disadvantaged pupils.</p> <p>'Healthy Aces' group led by Learning Mentor and SENDCO</p> <p>Road Safety programmes</p> <p>Therapy dog in KS1.</p>	<p>Many children using Homework Club and teachers use this too to increase daily reading for children who do not have that support at home.</p> <p>PP children subsidised to Robinwood Outdoor Activity and class trips also eg. Trip to the Tate Gallery in Liverpool and Brockholes Nature Park.</p> <p>Coaches provided and kit</p> <p>Targeted children completed course and celebrated in assemblies.</p> <p>Completed in KS1 and EYFS</p> <p>Weekly reading with Ellwood.</p>	<p>Funds from strategy to be directed to fund class trips to prevent cancellations due to lack of parental contributions.</p> <p>All to continue as deemed positive impact on children's mental wellbeing.</p>	
Total budgeted cost				<p>£62,340 (Support staff in p.m.) £45,000 (Learning Mentor, FSO) £6,500 (Counselling)</p>

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 this approach)	Cost
Persistent absences for disadvantaged pupils will improve; still above the national average.	<p>Added the reduction in persistently absent pupils to the school development plan as a key priority for 2019.</p> <p>Developed CC's role as Attendance lead.</p> <p>Introduced the use of home visits to chase up the absence of pupils</p> <p>Developed a clear strategy to tackle poor attendance – through the use of attendance meetings.</p> <p>Developed the use of CPOMS to track attendance and a triggering system to identify pupils who are PA or at risk.</p>	<p>Well below national for absence and persistent absence See reports below.</p> <p>Attendance has been a key focus for C. Crabtree. A vast number of different strategies have been implemented. A detailed governor report was submitted to the full governing body in July 2019 together with the attached Ofsted dashboard report which clearly evidences the improvement of persistently absent pupils in particular those that are disadvantaged.</p> <p>Home visits and calling cards are employed and continue to date.</p> <p>There are clear strategies for promoting good attendance including: The weekly attendance fiver for classes to win Scores on the doors displayed and updated Traffic light letters – termly Attendance cup for Juniors and Infants Attendance certificates – termly and end of year. Reward charts for attending Mrs Bolton's Breakfast Club Individual stickers, rewards and certificates for improved individuals</p> <p>Attendance agreements for individual pupils Individual meetings with parents/carers PAST referrals Penalty notices Letters to parents showing impact of attendance Collecting children by staff CPOMS used to track and record individual attendance.</p>	<p>All the strategies are working, see Ofsted Dashboard.</p> <p>Lessons learnt- traffic light letters not to be sent home at October half term as too soon into the academic year and over too short a period.</p> <p>Emphasis to be focused on 'catching' attendance pre-school and in reception so improved attendance can impact throughout pupils education.</p> <p>Attendance report by C. Crabtree</p>	
Absences for disadvantaged pupils will improve.	Adults in school provide Breakfast Club to promote better attendance and improve	Breakfasts provided together with bagel for all children through Magic Breakfast.	Bagel breakfast has built up links within the community as parents/grandparents have volunteered to make the bagels each	

	attitude to school with a positive start. 'Magic Breakfast' to encourage punctuality.		morning. Volunteers have also re-established Friends of St. Peter's Group.	
Total budgeted cost				1,000

Absence - Primary Schools

% of sessions missed

	Cohort No 2014/15	2014/15 % Absence	2014/15 % National Absence	Cohort No 2015/16	2015/16 % Absence	2015/16 % National Absence	Cohort No 2016/17	2016/17 % Absence	2016/17 % National Absence	Cohort No 2017/18	2017/18 % Absence	2017/18 % National Absence	2018/19 Cohort No	2018/19 Cohort Absence %
School	232	4.3	4.00	311	4.0	3.90	342	3.8	4.00	327	3.5	4.20	333	3.7
Boys	130	4.2	4.10	165	3.8	4.00	181	3.6	4.00	175	3.7	5.40	176	3.8
Girls	102	4.3	4.00	146	4.1	3.90	161	4.0	3.90	152	3.2	5.30	157	3.6
Non PP	177	3.5	N/A	237	3.5	N/A	251	3.5	N/A	220	3.0	N/A	235	3.3
PP	55	6.5	N/A	74	5.3	N/A	91	4.5	N/A	107	4.5	N/A	98	4.7
Male PP	32	6.3	N/A	42	4.5	N/A	54	3.8	N/A	65	4.7	N/A	60	4.5
Female PP	23	6.9	N/A	32	6.3	N/A	37	5.4	N/A	42	4.1	N/A	38	5.1
Non FSM	202	3.8	3.70	274	3.6	3.60	295	3.6	3.60	267	3.1	3.80	261	3.3
FSM	27	7.8	5.80	37	6.3	5.70	47	5.2	5.90	60	5.0	6.20	72	5.1
EAL	4	4.6	4.20	10	3.9	4.20	11	4.3	4.40	19	4.8	4.20	22	3.9
LAC	3	11.9	N/A	5	5.9	N/A	4	2.7	N/A	5	3.0	N/A	5	2.3
No SEN	192	3.8	3.80	261	3.7	3.70	291	3.5	4.80	277	3.4	3.90	291	3.7
EHC/Statement	4	6.2	6.50	7	3.9	6.40	7	6.3	7.60	5	6.9	7.00	5	3.8
SEN Support	35	6.6	5.20	41	5.6	5.20	44	5.2	7.50	45	3.5	5.50	37	3.9

Report Date: 09/06/2019

Please note that the academic year % calculations are based on Autumn & Spring data only (not full year)

*Data source Pupil absence in schools in England: autumn 2017 and Spring 2018

**Data source DfE SFR55 2017 National Tables

***Data source DfE SFR51 2016 National Tables

***Data source DfE SFR39 2015 National Tables

Persistent Absence

% of pupils absent for 10% or more sessions

	Cohort No 2015/16	% of 2015/16 cohort	% of 2015/16 Cohort Nat Av	Cohort No 2016/17	% of 2016/17 cohort	% of 2016/17 Cohort Nat Av	Cohort No 2017/18	% of 2017/18 cohort	% of 2017/18 Cohort Nat Av	2018/19 Cohort No	% of 2018/19 Cohort
School	28	9.0	8.80	33	9.6	8.70	18	5.5	9.60	17	5.1
Boys	12	7.3	9.00	15	8.3	8.90	11	8.3	9.80	9	5.1
Girls	16	11.0	8.60	18	11.7	8.50	7	11.7	9.40	8	5.1
Non PP	16	6.8	N/A	22	8.8	N/A	8	8.8	N/A	8	3.4
PP	12	16.2	N/A	11	12.1	N/A	10	12.1	N/A	9	9.2
Male PP	5	11.9	N/A	4	7.4	N/A	7	7.4	N/A	4	6.7
Female PP	7	21.9	N/A	7	18.9	N/A	3	18.9	N/A	5	13.2
Non FSM	18	6.6	6.90	26	8.8	6.80	11	8.8	7.60	10	3.8
FSM	10	27.0	17.30	7	14.9	17.90	7	14.9	19.70	7	9.7
EAL	0	0.0	9.90	1	9.1	9.50	3	9.1	10.00	0	0.0
LAC	1	20.0	N/A	0	0.0	N/A	0	0.0	N/A	0	0.0
No SEN	22	8.4	7.50	22	7.6	7.30	17	7.6	8.20	15	5.2
EHC/Statement	1	14.3	19.10	1	14.3	19.70	1	14.3	20.80	0	0.0
SEN Support	5	12.2	14.20	10	22.7	14.40	0	22.7	15.60	2	5.4

