



Pupils Premium Vision Statement

The Pupil Premium (PP) is an additional amount of money allocated to schools on a per pupil basis for any child who has been eligible for Free School Meals at any time during the preceding six years – known as FSM ever 6. This is deemed to be the most useful indicator of a child's relative deprivation. Because of the established link between deprivation and educational underachievement, this grant is aimed at giving schools additional resource to support such children in overcoming any barriers they may have in successfully engaging with education. It also applies to Looked After Children and the children of service families.

In Local Authorities funded at or above the national average, this amounts to a real terms injection of additional resource. However, in Devon, funded as we are at 146th out of 150 Local Authorities and in a situation where we are subject to the same inflationary costs as other schools nationally, there is in reality no additional pot. The additional grant is substantially being used to sustain existing activity in which would otherwise be at risk.

Pupils eligible for PP funding at St Peter's will have levels of attainment, and engage in all aspects of school life, at the same level or above as the rest of the school. We will use the funding provided to target support to enable this to happen. Furthermore, we want to raise the aspirations and confidence of these students

Purposes of the Pupil Premium Self-Evaluation

The purpose of a pupil premium self-evaluation is to use an evidence-based approach to assess how much impact St Peter's CoE Primary School is currently making when spending its pupil premium, and how it might increase its effectiveness. It is important that when it comes to the pupil premium, St Peter's CoE Primary School should be using proven intervention strategies rather than simply doing more of what it has always done.

By closely scrutinising our current strategy, the implementation of specific approaches and considering the evidence and impact of the approaches we are already taking, St Peter's CoE Primary School will actively engage in a period of reflection. This reflection and self-evaluation will influence future provision and improved outcomes for PPG pupils based upon evidence based strategies.

Structure of the Pupil Premium Self-Evaluation

The Pupils Premium Self-Evaluation will focus on six key questions.

- What is the current position at your school?
- What are the barriers to learning for disadvantaged pupils in your school?
- What are your desired outcomes for pupils?
- How will success be measured?
- Which approaches will produce these outcomes?
- Which approaches are effective and which aren't?

Who is the Pupil Premium Self-Evaluation being written for?

The key beneficiary of the Pupil Premium Self-Evaluation are the pupils who are eligible for the Pupil Premium. These children are the focus.

The Pupil Premium Self Evaluation will be shared with members of the Senior Leadership Team (including Headteacher), the School Governors and members of staff. The Pupil Premium Self-Evaluation will not be published online.

When will the Pupil Premium Self-Evaluation be repeated?

This process will be repeated prior to the commencement of each academic year during a period of reflection based upon the outcomes from the previous academic year. However, this process can only be completed once KS1 assessment data, KS2 assessment data, RAISE Online Data and Fischer Family Trust Data has been published.

Pupil Premium Self-Evaluation Autumn 2016

What is the current position at your school?

Where are the current gaps both within your school and compared to national levels? Use evidence of what works: focus relentlessly on quality of teaching and learning.

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at age expectation	50%	<i>tbc</i>
% making at least 2 levels of progress in reading (or equivalent)	100%	92%
% making at least 2 levels of progress in writing (or equivalent)	100%	95%
% making at least 2 levels of progress in maths (or equivalent)	83%	91%
<p>KS1</p> <ul style="list-style-type: none"> ● FSM did better than FSM nationally <ul style="list-style-type: none"> ○ 0.8 above NA for maths. <p>KS2</p> <ul style="list-style-type: none"> ● FSM did better than FSM nationally (except L5 maths), and better than SPS non-FSM in reading and writing. <p>FSM over last 3 years. Note, very small sample sizes. No significant trends.</p> <ul style="list-style-type: none"> ● KS1 APS: <ul style="list-style-type: none"> ○ Maths = do better than national average other pupils. Small within-school gap. ○ Writing = variable, but bigger within-school gap than maths. ○ Reading = variable. ● KS2 negligible differences in progress between FSM/non-FSM. 		

- KS2 APS:
 - Maths = need to do better. Nothing significant though.

What are the barriers to learning for disadvantaged pupils in your school?

Internal Barriers

Lack of clarity regarding current Pupil Premium provision. The schools which are the most successful at raising the attainment of their Pupil Premium pupils employ strategic, evidence based and ambitious approaches which build upon an ethos of high quality teaching for all. Furthermore, the most effective schools regularly review the effectiveness of their Pupils Premium strategy to ensure that the needs of all Pupil Premium pupils are supported. This will become part of the school self-improvement cycle.

Pupils have fixed mindset. In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits.

Poor mental mathematics, including procedural calculation, and poor conceptual understanding, including meta skills.

Lack of cohesive long term provision for Pupil Premium pupils which also includes accountability for progress and attainment. There need to be a clear and cohesive strategy for each Pupil Premium pupil, developed in collaboration with teacher and other intervention leaders, which includes clear barriers, goals/intended outcomes, actions and success criteria.

Intervention needs to take place earlier (i.e. focus on KS1) to ensure that learning needs are met and attainment gaps are reduced.

Celebrate the progress and attainment of Pupil Premium pupils. At present, their progress (albeit sometimes below age expectation attainment levels due to barriers) is not celebrated in the same way that the attainment of high attaining pupils is celebrated.

External Barriers

There is a need to develop and sustain open and purposeful relationships with parents of Pupil Premium pupils.

What are your desired outcomes for pupils?

- Reflection and self-evaluation will lead to an assessment of the impact of the current provision.
- Reflection and self-evaluation will lead to the identification of gaps within provision, deficient or low impact provision and opportunities for future provision.
- As a result the school will have clear vision and strategy for the 2016-2017 year which feeds into the overall 3 year strategic vision.

- Pupils will develop the confidence to self-regulate and repeat the choices which makes them successful whilst also avoid the choices which inhibit their learning.
- Pupils will develop their growth mindset recognising their small wins along their learning journey.
- Pupils are able to set, monitor and evaluate their own goals.
- The format of the coaching conversations will take the format of: plan (goal set) - review - revise (goals revised/updated) - review

- Pupil make good or better than good progress in their Numeracy, with a specific focus on their mental maths and meta-skills (problem solving).
- Pupils access daily whole class mental maths lessons. The lesson content will be based upon elicitation of pupil prior knowledge and misconceptions (AfL) and will include opportunity for pupils to apply/practice skills on a daily basis.
- Daily mental maths will include interleaved mental maths practice based upon the four operations.
- Clear, cohesive and collaborative strategy developed for each PPG pupils.
- Responsibility for securing the outcomes to be shared with teachers and intervention leaders.
- Responsibility for teachers and intervention leaders and SENDCo to regularly update and review whole class action plans, including specific Action Plans for Pupil Premium pupils.

- PPG pupils have access to goal focussed intervention, which does not preclude them from accessing a broad curriculum, to support wellbeing, progress and attainment.

- Celebrate the progress and attainment of Pupil Premium pupils.

- Parents of PPG pupils are part of a positive partnership with school.
- Parents of PPG pupils have strategies to support their child.
- Parents of PPG pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment.

How will success be measured?

- School uses evidence based approaches to allocate financial and human resources.
- School develops a structured and systematic continuous self-improvement cycle.
- Sustained progress is made which builds upon previous success.
- Future plans form part of the three year strategic vision.
- Pupils are able to self-regulate their learning.
- Pupils are able to recognise their own success and growth as well we suggest further strategies to sustain and develop this growth.
- Pupils achieve a majority proportion of their goals.
- Pupils make good or better than good progress.
- Clear evidence in teaching and learning of AfL strategies being used to identify barriers.
- Clear evidence in teaching and learning of AfL strategies being used to personalise learning.
- Clear evidence in teaching and learning of procedural and conceptual gaps being addressed.
- Action plan include specific barriers to learning for each PPG pupil.
- Actions and intended outcomes are personalised for Pupil Premium pupils to ensure good or better than good progress.
- Action plans are regularly updated by a range of members of staff, ensuring that the views of a range of member of staff.
- Action plans are regularly reviewed with impact being assessed.
- There is a clear narrative or chronology to Action Plans which demonstrates continuous improvement and progress.
- Conceptual and procedural gaps in learning are identified.
- Provision is timetabled so that pupils can still access a broad curriculum.
- Action plans are updated to reflect the provision which is made to address these gaps.
- Pupils are regularly recognised for their progress and attainment.
- Regular communication between the school and all PPG parents.
- Engagement of the parents of PPG pupils with whole school and PPG specific support programme e.g. Maths Evening.

Which approaches will produce these outcomes?

Quality Teaching For All

- Year 6, Year 5 and some Year 4 pupils to take part in a trial of a Growth Mindset intervention developed by Portsmouth University.
- Pupils access daily whole class mental maths lessons. The lesson content will be based upon elicitation of pupil prior knowledge and misconceptions (AfL) and will include opportunity for pupils to apply/practice skills on a daily basis.
- Daily mental maths will include interleaved mental maths practice based upon the four operations.
- Teachers to access various CPD (external and internal) opportunities, including Phonics support.
- The St Peter's Great Teaching Framework meets the needs of PPG pupils.
- Teacher to access coaching support to provide an opportunity to build up success in relation to PPG, identify focuses for development in relation to PPG, intended outcomes, success criteria and support need.

Targeted Support

- PPG pupils to take part in a trial of a Growth Mindset intervention developed by Portsmouth University and complete additional activities to enable further exploration and reflection.
- PPG pupils who accessed this support made good or better than good progress within their reading, hence progress was made towards closing the attainment gap.
- Maths specialist employed to help assess barriers to learning and deliver personalised individual and small group support.
- PPG pupils have access to goal focussed intervention, which does not preclude them from accessing a broad curriculum, to support wellbeing, progress and attainment.

Other Approaches

- Using Guide to Effective Pupil Premium reviews focus on: barriers; desired outcomes; success criteria and evidence based approaches which will help us achieve these outcomes.
- Focus on teaching and learning.
- Clear, cohesive and collaborative strategy developed for each PPG pupils.
- Responsibility for securing the outcomes to be shared with teachers and intervention leaders.
- Responsibility for teachers and intervention leaders and SENDCo to regularly update and review whole class action plans, including specific Action Plans for Pupil Premium pupils.
- Pupils acknowledge small steps towards success, whilst still maintaining a future focussed mindset.
- Parents are engaged and reinforce the celebration of small steps at home.
- The impact will be measured through conversations and feedback (in many forms) with pupils and adults.
- Parents of PPG pupils have strategies to support their child.
- Parents of PPG pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment.

Which approaches are effective and which aren't?

To be completed as part of the review process.