



Pupil premium strategy statement: St Peter's CoE Primary School 2019/2020

Summary information					
School	St Peter's CoE Primary School				
Headteacher	Steve Hitchcock				
Pupil Premium Lead	Phillip Lee (Deputy Headteacher)				
Governor PP Lead	Penny Hargraves				
Academic Year	2019-2020	PP budget (excluding CiC)	£42600	Date of most recent PP Review	July 2019
		PP budget (including CiC)	£46370		
Total number of pupils	290	PP pupils (excluding CiC)	31	Date for next internal review of this strategy	July 2020
		PP pupils (including CiC)	36		

For details of Early Years and Service Pupil Premium, please refer to the separate Early Years Pupil Premium and Services Pupil Premium reports.

Pupil performance overview for the 2018-2019 academic year

Number of pupils to which this data relates		
	PPG Pupils	All Pupils
Reception	6	45
Year 1 (Phonics)	7	40
Year 2	0	35
Year 6	8	32

Reception Good Development for 2018-2019		
	PPG Pupils	All Pupils
% achieving a good level of development	33%	75%

Year 1 Phonics Check Pupil Premium Attainment for 2018-2019		
	PPG Pupils	All Pupils
% passing the Year 1 phonics check	TBC	83%

End of Key Stage 1 Pupil Premium Attainment for 2018-2019		
	PPG Pupils	All Pupils
% achieving in reading	N/A	69%
% achieving in writing	N/A	54%
% achieving in maths	N/A	74%

End of Key Stage 2 Pupil Premium Attainment and Progress for 2018-2019		
	PPG Pupils	All pupils
% achieving expected in reading	75%	83%
% achieving expected in writing	87.5%	80%
% achieving expected in maths	75%	80%
% achieving expected in reading, writing and maths (combined)	62.5%	70%
% achieving greater depth in reading	37.5%	40%
% achieving greater depth in writing	0%	23%
% achieving greater depth in maths	37.5%	45%
% making good or better progress in reading	TBC	TBC
% making good or better progress in writing	TBC	TBC
% making good or better progress in maths	TBC	TBC

Strategic Aims for the 2019-2020 academic year

Strategic Aims		
Aim	Activity	Intended Outcome
<p>Priority 1: Introduce Read Write Inc as the preferred method of delivering phonics, developing reading and promoting a transfer through to spelling and writing.</p>	<ul style="list-style-type: none"> Reception, Year 1 and many Year 2 pupils will access daily RWI lessons (30 minutes with the exception of Monday which is 60 minutes) focusing on phonics, reading and spelling (no direct input in relation to writing). Where required, Pupil Premium pupils are provided with support to ensure that they attain in the Phonics check and develop good reading strategies. 	<ul style="list-style-type: none"> All Pupil Premium pupils pass the KS1 phonics check in Year 1. Pupils make good or better than good progress in reading, writing and maths.
<p>Priority 2: Clarity for all staff and Governors regarding the Pupil Premium vision.</p>	<ul style="list-style-type: none"> Teacher input into the Premium Premium Strategy, in particular the barriers to achieving priorities. Sharing of the Pupil Premium Strategy with Governors allowing time for challenge, which will be recorded on the strategy document (see below). Updates to Governors to include data based upon progress and attainment, but to also include specific feedback on each of the priorities (Strategic, Teaching and Learning, etc). 	<ul style="list-style-type: none"> Future plans form part of the three year strategic vision. This will allow gaps to be consistently and repeatedly narrowed over a period of time rather than teachers expected to close all gaps within 12 months (may be an unrealistic target).
Barriers to achieving priorities		
Projected spending		

Teaching and Learning Aims for the 2019-2020 academic year

Teaching and Learning		
Aim	Target	Target Date
Early Years Good Level of Development	Attainment 75%	End of June 2020
Year 1 Phonics	Attainment 90%	End of June 2020
Key Stage 1 Reading	Attainment 90%	End of June 2020
Key Stage 1 Writing	Attainment 85%	End of June 2020
Key Stage 1 Maths	Attainment 90%	End of June 2020
Key Stage 2 Reading	Attainment 90% (Greater Depth 40%)	End of June 2020
Key Stage 2 Writing	Attainment 90% (Greater Depth 20%)	End of June 2020
Key Stage 2 Maths	Attainment 90% (Greater Depth 40%)	End of June 2020

Teaching and Learning		
Measure	Activity	Intended Outcome
<p>Priority 1: Cognitive science strategies to support longer term learning.</p>	<ul style="list-style-type: none"> Teachers use cognitive science strategies to manage the intrinsic load of learning, reduce the extrinsic load and maximise the germane. For example, full worked examples, reducing classroom noise, making connections with prior learning. Teachers plan their lessons (and sequences of lessons) to regularly include opportunities to consolidate and deepen learning including: retrieval practice; fade examples, elaborative interrogation etc. 	<ul style="list-style-type: none"> Pupils make at least good progress (one academic year) with the aim that they make better than good progress. Pupils are able to recall and apply prior learning to future contexts i.e. away from the 'teaching sequence'; Learning environments are designed and resources to manage the intrinsic load and provide appropriate support. Over the course of the academic year this support is faded (reduced).

		<ul style="list-style-type: none"> • Learning environments are designed and maintained to reduce the extrinsic load (e.g. noise levels, space etc) • Pupils are able to explain their learning across the curriculum in greater depth.
Priority 2: Differentiation	<ul style="list-style-type: none"> • Learning is suitably differentiated to meet their learner at their 'bus stop'. • Equally the learning is designed to promote progress with regular opportunities for success and attainment in the longer term. • The differentiation does not result in a lowering of expectations in terms of what progress pupils are expected to make. 	<ul style="list-style-type: none"> • Pupils make at least good progress (one academic year) with the aim that they make better than good progress. • Gaps and misconceptions are addressed within teaching. • Whilst pupils may have different starting points, there are regular opportunities for pupils to be successful. • Teacher expectations are consistently high for all pupils.
Barriers to achieving priorities		
Projected spending		

Targeted academic support for the 2019-2020 academic year

Targeted academic support		
Measure	Activity	Intended Outcome
<p>Priority 1: Numeracy and Literacy support, including reading and spelling</p>	<ul style="list-style-type: none"> • Pupils access regular small groups support in Literacy and Numeracy delivered by a teacher or teaching assistant. • Pupils access the teaching of reading through within small groups and learn based upon phonically decodable books. 	<ul style="list-style-type: none"> • Pupils access personalised support which meets them at their 'bus stop'. • Pupils make at least good progress (one academic year) with the aim that they make better than good progress. • Gaps and misconceptions are addressed within teaching. • Numeracy and/or Literacy are less of a barrier to future learning. • Secure progress within reading and phonics resulting in improved outcomes at the Phonics check.
<p>Priority 2: SLCN support</p>	<ul style="list-style-type: none"> • Teachers access training and support in relation to SLCN • Pupils access regular small groups support for their SLCN needs • Pupils are assessed for speech and language development delays and if appropriate access regular one-to-one support with a teaching assistant. 	<ul style="list-style-type: none"> • Speech and/or Language are less of a barrier to future learning. • Learning is designed and delivered in such a way as to meet the needs of pupils with SLCN needs. • Pupils are able to fully communicate with peers and adults. • Improved communication results in improved progress.
<p>Barriers to achieving priorities</p>		
<p>Projected spending</p>		

Wider strategies for the 2019-2020 academic year

Wider strategies		
Measure	Activity	Intended Outcome
<p>Priority 1a: Free peripatetic music provision for all Pupil Premium pupils are part of our commitment to arts participation.</p> <p>Priority 1b: Free access to clubs for all Pupil Premium pupils as part of our commitment to sport/physical activity participation.</p>	<ul style="list-style-type: none"> • Host a Pupil Premium specific music event to promote the learning of instruments. • Access additional funding from Music Devon to cover the cost of peripatetic music tuition in the Spring Term. • Provide opportunities for performance during the year. 	<ul style="list-style-type: none"> • Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School. • As per EEF, wider benefits of arts participation such as more positive attitudes to learning and increased well-being have also consistently been reported.
<p>Priority 2: PPG pupils and their families (parents, guardians, grandparents) have access to social, emotional and wellbeing support to meet their needs.</p>	<ul style="list-style-type: none"> • PPG pupils have access to social, emotional and wellbeing support to meet their needs. • The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils. • Pastoral support for Services pupils and their families. 	<ul style="list-style-type: none"> • Pupils have their social, emotional and wellbeing needs met and are hence more likely to engage and attain academically. • Parental support ensures a consistency of approach between parents and between school and home.
<p>Priority 3: Free access to curricular opportunities via Exeter University and/or Forest School and/or curricular visits/trips/residentials.</p>	<ul style="list-style-type: none"> • Promote access to curricular enrichment opportunities via Exeter University. Support given to parents in applying for places and organising private transport. • Ensure that the cost of all visits/trips/residentials are covered by the Pupil Premium. • Note that subject to funding, Forest School will continue in 2019/2020. 	<ul style="list-style-type: none"> • Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School. • As per EEF and AfPE, wider benefits of sport/physical activity participation (social, character, learning and health) • As per EEF, outdoor and adventurous learning does not have an impact on self-confidence as well as academic attainment.
<p>Barriers to achieving priorities</p>		

Projected spending	
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Monitoring and implementation

Monitoring and implementation: Pupil Premium Lead and Headteacher		
Area	Challenge	Mitigating Action
Strategic Aims		
Teaching and Learning Aims		
Targeted Academic Support		
Wider Aims		

Monitoring and implementation: Challenge by Lead Governor		
Area	Challenge	Mitigating Action
Strategic Aims	Provide a detailed breakdown of spending on each aspect of the development plan	Meeting SEMH lead to review the provision for PPG pupils. SLT to provide clarity on PPG spending. Reflection and feedback is needed summarising the impact of CPD and coaching on pupil premium pupils
Teaching and Learning Aims	Query regarding how the impact of the provision is measured and what responses there are if there is no impact or limited impact.	Discussion about the format of termly Data Chats which include PPG pupils and how coaching sessions are used to support and challenge teachers in regards to provision and their pupil progress. The reflection from this is that leaders need to be more systematic in ensuring that PPG pupils have been specifically discussed during the coaching conversations.
Targeted Academic Support	Query regarding how the impact of the provision is measured and what responses there are if there is no impact or limited impact.	Discussion about the format of termly Data Chats which include PPG pupils and how coaching sessions are used to support and challenge teachers in regards to provision and their pupil progress. The reflection from this is that leaders need to be more systematic in ensuring that PPG pupils have been specifically discussed during the coaching conversations.
Wider Aims	The Governor was satisfied with the actions, spending and impact.	None

Review of 2018-2019 Academic Year

Strategic Aims		
Aim	Intended Outcome	Review of Actual Outcome
<p>Priority 1: Clarity regarding Pupil Premium provision.</p>	<ul style="list-style-type: none"> Future plans form part of the three year strategic vision. This will allow gaps to be consistently and repeatedly narrowed over a period of time rather than teachers expected to close all gaps within 12 months (may be an unrealistic target). 	<ul style="list-style-type: none"> The strategy statements help provide the framework and vision for Pupil Premium provision and are based upon good evidence, including evidence from the EEF. During the academic year the information on Pupil Premium pupil progress, attainment and provision was simplified. Unlike in previous years, anonymised information was shared with all Governors, rather than just the Lead Governor To support this consistency of vision, the format of the strategy statements has been amended.
<p>Priority 2: Insufficient intervention time</p>	<ul style="list-style-type: none"> Teachers will have regular intervention time to address the learning needs/gaps of pupils in a one-to-one or small group format. The format of the intervention time will be linked to the concept of precision teaching and other CPD related to differentiation and 'meeting pupils at their bus stop'. Teachers will be held to account in terms of evidencing that PPG pupils are accessing this additional curricular provision. 	<ul style="list-style-type: none"> Regular intervention time (subject to release cover being in place) was provided to every member of staff. Although in the event of illness, CPD or other cover requirement this intervention time had to be cancelled. Teacher feedback was very positive. The format of the intervention varied based upon teacher judgement (e.g. pre-teach, consolidation, precision teaching, conferencing and feedback). Due to variability in the format it was difficult to measure the impact of the intervention time.

Teaching and Learning		
Measure	Intended Outcome	Review of Actual Outcome
Priority 1: Learning is differentiated to meet the needs of PPG Pupils	<ul style="list-style-type: none"> • Planning is consistently differentiated to meet the needs of pupils, including reference to the specific support given to PPG pupils. • Teaching becomes consistently good in all subjects and in all year groups. 	<ul style="list-style-type: none"> • Although there was widespread evidence of planned support through the Action Planning, this did not always translate into academic provision. • Further work on differentiation is needed.
Priority 2: Consistent provision and expectations.	<ul style="list-style-type: none"> • Accelerated focus group document (and subsequent planning) to include/address 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. 	<ul style="list-style-type: none"> • Although there was widespread evidence of planned support through the Action Planning, this did not always translate into academic provision. • Closer half-term monitoring, which includes the PPG lead, is required to ensure all PPG pupils make progress.

Targeted Academic Support		
Measure	Intended Outcome	Review of Actual Outcome
Priority 1: Accelerated progress by addressing gaps, misconceptions and personal barriers to learning.	<ul style="list-style-type: none"> • Teachers to lead regular personalised intervention in one-to-one or small groups formats resulting in good or better than good progress. 	<ul style="list-style-type: none"> • Teacher feedback during data chats was that the intervention time was purposeful and did have an impact on progress and attainment.
Priority 2: Literary specialists (focus on phonics and reading) employed to help assess barriers to reading and deliver personalised individual and small group support	<ul style="list-style-type: none"> • PPG pupils who access this support make good or better than good progress within their reading, hence progress is made towards closing the attainment gap. 	<ul style="list-style-type: none"> • Baseline and end of support outcomes demonstrate the impact of this support on pupil progress. • Furthermore, the Literacy specialists provided ad-hoc support/guidance to teachers as well as hosting a CPD input on spelling and how to personalise the support.

Wider Aims

Measure	Intended Outcome	Review of Actual Outcome
<p>Priority 1: PPG pupils have access to social, emotional and wellbeing support to meet their needs.</p>	<ul style="list-style-type: none"> ● PPG pupils have access to social, emotional and wellbeing support to meet their needs. ● The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils. 	<ul style="list-style-type: none"> ● The aim should have stated Pupil Premium pupils and their families. Support was given to parents/guardians as well as the pupils. ● Regular reviews of the work of our Social, Emotional and Wellbeing lead demonstrated that all Pupil Premium pupils, and/or their families, who had specific needs were being met. ● This is an effective long-term strategy.
<p>Priority 2: Forest School Provision/Alternative Curriculum Provision</p>	<ul style="list-style-type: none"> ● Pupils have the opportunity to develop their speaking and listening skills, social skills, teamwork and self-esteem through on site PPG activities. 	<ul style="list-style-type: none"> ● Pupil and parental feedback was overwhelmingly positive. ● The challenge is to make this provision sustainable in the longer term.