

## St Peter's CE (C) Primary School Pupil Premium Strategy Statement 2017/18

Summary information					
St Peter's CE (C) Primary School					
Academic Year	2017/18	Total PP budget	£ 59,200	Date of most recent PP Review	September 2017
Total number of pupils	420	Number of pupils eligible for PP	40 Including 8 service, 2 looked after, 4 adopted from care or special guardianship	Date for next internal review of this strategy	July 2018

Barriers to future attainment (for pupils eligible for PP)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>
Poor self-assessment and self-regulation skills
Poor oral and receptive language skills
Lack of engagement and motivation
Low self-esteem, self –confidence and lack of emotional resilience
Poor basic literacy and numeracy skills
Behaviour difficulties e.g. disruption, attention seeking
Memory and retention issues
Poor social skills
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>
Lack of parental engagement and support
Lack of opportunities to develop self-esteem, life skills and social skills.
Bereavement
Insecure family circumstances
Low attendance/regular lateness
Child Protection issues

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Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
To accelerate learning in targeted areas in order to raise achievement, progress and engagement with reading, writing and maths particularly for SEND/PPG pupils and those with high prior attainment.	Attainment in reading, writing and maths will improve and this will be demonstrated in data and pupil's books. The gap between the attainment and progress of pupils eligible for Pupil Premium Grant and those not eligible is narrowed when compared to school and national data.
Pupils and their families are supported and engagement of some families of pupils in receipt of Pupil Premium is improved.	Engagement of families, particularly those who are hard to reach, is improved. This will result parents being more engaged in their child's learning and in improved outcomes for children as a consequence.
All children have access to life-enhancing opportunities such as after school clubs and school-time activities, including residential and day trips which are designed to help develop social skills and team building. Pupils build practical and life skills, improve self-confidence and raise expectations of achievement.	Pupils develop life skills including resilience and interpersonal relationships. Experiences are provided that pupils may not otherwise have access to and that will have a positive impact on their ability to engage with all areas of the curriculum.
Pupils develop greater resilience in respect of their emotional health and wellbeing.	A whole school focus on emotional health and wellbeing supports the pupils in managing their feelings and coping with difficulties. Self-esteem and confidence are improved and pupils are more resilient, consequently academic achievement improves.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review?
To accelerate learning in targeted areas in order to raise achievement, progress and engagement with reading, writing and maths particularly for	Targeted intervention by qualified teachers which may take the form of small group or 1:1 teaching. Planning for this intervention will be in	Research from the Education Endowment Foundation indicates that feedback studies tend to show very high effects on learning, on average accelerating learning by approximately eight additional months'	Monitored through pupil progress meetings, book scrutiny, lesson observation and pupil voice. Data outcomes	DHT supported by SLT	Minimum of half-termly

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<p>SEND/PPG pupils and those with high prior attainment.</p>	<p>conjunction with the class teacher to ensure consistency of approach. Pupils are provided with immediate feedback that identifies next steps and supports them to tackle gaps or misconceptions in their learning.</p>	<p>progress. We believe that immediate feedback in 1:1 or small group situations has a greater impact for pupils. EEF research evidence also indicates that one to one and small group tuition can be effective, on average accelerating learning by approximately five additional months' and four additional months' progress respectively.</p>	<p>tracked. Regular meetings with PPG teachers.</p>		
<p>All children have access to life-enhancing opportunities such as after school clubs and school-time activities, including residential and day trips which are designed to help develop social skills and team building. Pupils build practical and life skills, improve self-confidence and raise expectations of achievement.</p>	<p>School to subsidise or provide funding for PPG children for a variety of clubs, trips and other activities where a need has been identified.</p>	<p>Research by the Rowntree Foundation found that "Learning that takes place in activities outside school...can help children develop confidence in learning, to become active learners and to develop a different kind of relationship with adult instructors and supervisors than in a more formal school setting" (Experiences of Poverty and Educational Disadvantage – Joseph Rowntree Foundation 2007) The report goes on to say, "Through their lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in more formal learning in school." This research confirms the school's belief that all children should</p>	<p>Needs identified and monitored by class teachers and SLT.</p>	<p>Class teachers/ SLT</p>	<p>Termly</p>

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		have access to school clubs, trips and other life-enhancing opportunities.			
Pupils develop greater resilience in respect of their emotional health and wellbeing.	Future In Mind training and resources.	A significant number of pupils in receipt of Pupil Premium Grant have social and emotional difficulties that impact on their ability to learn. Research from the Education Endowment Foundation has found that, on average, Social and Emotional Learning has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). These programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.	Whole school CPD from PSHE lead following training. Class teachers and PSHE Team to monitor through pupil voice.	PSHE Team Lead	Termly
<b>Planned Expenditure:£59,200</b>					