



St Peter's C.E. (Controlled) Primary School

Pupil Premium Statement

2016-17

1. Summary information					
School	St Peter's CE (Controlled) Primary School				
Academic Year	2016/17	Total PP budget	£44,220 (Sep-March)	Date of most recent PP Review	13.10.16
Total number of pupils	420	Number of pupils eligible for PP	47 PPG 6 Service 2 AFC/Special guardianship 3 LAC Ever 6/FSM 36	Date for next internal review of this strategy	15.09.17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	57%	53%
% achieving ARE in reading	65%	66%
% achieving ARE in writing	59%	74%
% achieving ARE in mathematics	70%	70%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Self-esteem issues and a feeling of non-worth.	
B.	Emotional intelligence hinders progress.	
C.	Low attainment	
D.	Speech, language and communication needs.	
E.	Memory and retention issues	

F.	Poor fine motor skills
G.	Attention seeking behaviour
H.	Severe global development delay
I.	Processing difficulties
J.	Poor concentration span
K.	Poor resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
L.	Family contact sessions which impacts behaviour
M.	Inconsistent family setting
N.	Bereavement
O.	Child protection concerns
P.	Parental Engagement
Q.	Low attainment upon entry from another school.
R.	Low attendance

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To ensure continued progress for pupils not meeting ARE.	Data outcomes and books illustrate clearly that pupils have made progress over the term/academic year.
B.	Pupils are more resilient. Strategies are in place to develop emotional health for areas such as bereavement and self-esteem issues	Academic progress has improved. Evidence seen in books and data outcomes. Pupils will be more resilient and emotional health improved. Whole school engagement with emotional health strategies.

C.	Accelerated learning in targeted areas for PPG pupils including the HA.	More PPG pupils achieving breadth and depth in their learning.
D.	Providing life enrichment opportunities to broaden experiences.	Enrichment opportunities engage and enthuse pupils.

5. Planned expenditure

Academic year

2016-2017

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation and Impact
Strategies are in place to develop emotional health	Future in Mind – The wellbeing toolkit.	Many of the PPG children have social and emotional difficulties. The 'Education Endowment Foundation' recommends Social and emotional learning stating 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average. This will also have a wider impact on the whole school	AM to lead new initiative, meeting regularly with the NHS/T and W team to develop own knowledge. Lead whole school training to include parents.	AM	The DHT has received training in supporting staff and pupils with emotional health and well-being. This training is on-going and will continue into next year. The impact is currently anecdotal and difficult to measure, however feedback from teachers indicates that they feel more able to support pupils.
Providing life enrichment opportunities	Access to clubs, educational	Enrichment opportunities engage and enthuse pupils. This leads to higher attainment outcomes and	The opportunities provided will link directly to the new curriculum	HT	A number of pupils have been provided with funding that has enabled them to take part in sports and other clubs and activities and to

to broaden experiences.	visits, visitor to school to raise aspirations.	greater progress. Research in writing illustrates that this is the case. Research also indicates that it can raise aspirations.	and provide an enriched curriculum.		attend trips and residential visits. This has raised self-esteem and confidence and ensured that all pupils are able to attend all activities and receive the same curriculum offer.
Accelerated learning in targeted areas for PPG pupils including the HA.	Additional support for targeted areas of learning through TA/ Fully Qualified Teacher provision. This may take the form of small group teaching, 1:1, a greater focus on feedback and collaboration.	EEF research will be consulted to identify high impact strategies such as: Collaborative Learning Feedback Social and Emotional Learning Small Group Tuition The 'Education Endowment Foundation' recommends 'One-to-one tuition'. The evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. These will then be implemented.	Pupil Progress Meetings. Team meetings to consider impact. Monitoring through book scrutiny and lesson observations and pupil voice. Track the data outcomes for pupils. Evidence from maths books, reading journals and planning books. Leadership team to review the 1:1 sessions regularly. Regular meetings with 1:1 tutor.	SLT	Pupils' books indicate progress for the majority of pupils, however, the gap between the attainment of pupils in receipt of pupil premium grant and those not in receipt of this grant remains a focus for the school.
Total budgeted cost					£44,250