

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Peter's CE (VC) Primary School
Pupils in school	406
Proportion of disadvantaged pupils	9.6%
Pupil premium allocation this academic year	£49,935 (calculated on autumn 20 census)
Academic year or years covered by statement	– 2020-2021
Publish date	Original 09.03.21, update 19.01.21
Review date	13.07.2020
Statement authorised by	Mark Davis
Pupil premium lead	Mark Davis
Governor lead	John Wardle

## Disadvantaged pupil progress scores for last academic year available:

Measure	Score
Reading	-2.57
Writing	0.84
Maths	-1.31

**NB no National Curriculum tests took place in summer 2020 due to the coronavirus pandemic.**

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	11%

**The above are results from the last National Curriculum assessments available. The school ambition is that disadvantaged children's attainment and progress are equal to or better than the figures for all children nationally.**

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve the national average in progress scores and attainment	September 22
Progress in Writing	Achieve the national average in progress scores and attainment	September 22
Progress in Mathematics	Achieve the national average in progress scores and attainment	September 22
Phonics	Achieve 95% + (maintaining and improving school performance)	September 22
Other	School attendance target 97%	September 22

**Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

**Target dates are set as 2022 as National Curriculum assessments for 2021 have been cancelled.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff, including new to school, receive ½ day training for phonics. (Helen Maron SIPs) Aut 19 and 20 with further training in 2021.
Priority 2	Introduce teaching for mastery (Power Maths) text books and slides across whole school
Barriers to learning these priorities address	Ensure all staff use these approaches consistently across whole school.
Projected spending	£10,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Lowest 20% of children to be targeted for daily reading (WTS) and 3 times a week reading (EXS) in order to develop fluency and automaticity.
Priority 2	Pre and post teaching to support children for maths who have not understood the learning objective fully.
Priority 3	Provide emotional and pastoral support to children and families.

Barriers to learning these priorities address	Pupils reading a wider range of texts (i.e. not focusing on popular, established authors), pupil's emotions effecting their ability to learn.
Projected spending	£40,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is available for staff development.	2 INSET days collapsed to provide longer, weekly PDM / series of twilights. TA training to happen during the school day. Some teacher development to happen during the school day.
Targeted support	Consistency of pedagogy and practice across year groups.	Monitoring and support focus of reading and maths leaders.
Wider strategies	Enough time available for teachers to work with the children who need support.	TA provision focused on areas where there is the greatest identified need.

## Review: last year's aims and outcomes

Aim	Outcome
Introduction of Powermaths	Powermaths was introduced and is consistently used across the school with some adaption in Year 6.
Lowest 20% of children to be targeted for daily reading (WTS) and 3 times a week reading (EXS) in order to develop fluency and automaticity.	This was introduced and we were beginning to see the impact of this before national lockdown.
Pre and post teaching to support children for maths who have not understood the learning objective fully.	This was introduced and we were beginning to see the impact of this before national lockdown.
Pupils reading a wider range of texts (i.e. not focusing on popular, established authors).	This was introduced and we were beginning to see the impact of this before national lockdown.