



# Pupil premium strategy statement



## School overview

School name	St. Peter's CE Primary School
Pupils in school	253
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£94,115
Academic year or years covered by statement	2020-2022
Publish date	January 2021
Review date	December 2022
Statement authorised by	Mr. S. Wedgeworth (Headteacher)
Pupil premium lead	Mr. S. Wedgeworth (Headteacher)
Governor lead	Sherridan Matthews

## Disadvantaged pupil progress scores 2019

Measure	Score
Reading	-1.0
Writing	+0.5
Maths	+1.5

## Rationale

This document should be read in conjunction with our catch-up premium statement, which focuses on specific areas not covered by the pupil premium strategy. Our pupil premium spending has been adjusted so that it complements the catch-up premium spending.

The pupil premium strategy and catch-up premium statement outline our approach to:

- i) raising attainment for all pupils to close the gap created by Covid-19 school closures
- ii) reducing the gap in attainment between children supported by the pupil premium and all pupils nationally

## Strategy aims for disadvantaged pupils 2022

Measure	Score
1. Meeting expected standard at KS2	64%
2. Achieving high standard at KS2	7%

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Disadvantaged progress in Reading (end of Key Stage 2)	100% do not fall below Key Stage 1 attainment band; 36% exceed Key Stage 1 attainment band	July 2022
Disadvantaged progress in Writing (end of Key Stage 2)	100% do not fall below Key Stage 1 attainment band; 43% exceed Key Stage 1 attainment band	July 2022
Disadvantaged progress in Mathematics (end of Key Stage 2)	100% do not fall below Key Stage 1 attainment band; 21% exceed Key Stage 1 attainment band	July 2022
Disadvantaged attainment in the phonics screening check	86% (12 out of 14) pass the Year 2 phonics screening check 86% (6 out of 7) pass the Year 1 phonics screening check	June 2022

## Teaching priorities for 2020-21 and 2021-22

<b>Measure</b>	<b>Activity</b>
1. Improve pupils' language skills	<p>Implement Accelerated Reader and online reading programme, MyOn. Monitor the extent to which children read widely and often.</p> <p>Continue to purchase high quality books for children to read</p> <p>Teach vocabulary directly in reading lessons and in the wider curriculum</p> <p>Developing early language through Wellcomm screening (on-entry) and the Toddler talk programme</p> <p>Curriculum that contains high quality texts</p> <p>Enable access to high quality literature through implementing and monitoring an effective approach to teaching phonics (Deputy Head to use 0.5 day of leadership time per fortnight)</p>
2. Provide staff with effective continuous professional development (CPD)	<p>Provide a mix of in-house and external CPD based on whole school and individual priorities</p> <p>Use staff meetings as an opportunity for CPD for teachers</p> <p>School Leadership Team (SLT) review CPD programme at least termly and plan for its implementation (for teachers and support staff)</p> <p>In-house training to be provided primarily by SLT members</p>
Barriers to learning these priorities address	<p>A lack of high-quality literature in many of the children's households</p> <p>Underdeveloped language skills among many children on-entry</p> <p>A lack of vocabulary knowledge which restricts access to high quality texts and the wider curriculum</p>
Projected spending	£30,000

## Targeted academic support for 2020-21 and 2021-22

Measure	Activity
1. Improve academic attainment in English and Maths, giving priority to the year groups where it is lowest (Years 1*, 4* and 5)	Year 5 guided reading groups led by 4 members of staff (Class teacher, Headteacher, Deputy Head, class teaching assistant) Year 5 English taught directly by Deputy Head (English lead) 2 days per week Deputy Head to use 1 day of her leadership time to support identified children in Year 5 English *Years 1 and 4 to be prioritised for Catch-up funding (see use of Catch-up premium on school website)
2. Improve academic attainment in English and Maths in all other year groups	Teaching assistants deployed throughout school to provide additional support
Barriers to learning these priorities address	Children's low attainment in English and Maths limits their readiness for high school
Projected spending	£50,000

## Wider strategies for 2020-21 and 2021-22

Measure	Activity
1. Provide pastoral support to children and address wider family needs	Deploy a member of staff to provide support to families and children
2. Improve attendance of disadvantaged children	Headteacher to hold fortnightly meetings with the school's education welfare officer and parents Where relevant, attendance will be addressed through a multi-agency plan
Barriers to learning these priorities address	Low attendance limiting children's access to lessons Children's emotional needs not being met Parenting capacity insufficient to meet children's basic needs
Projected spending	£15,000

## Review: last year's aims and outcomes

Aim	Outcome
Improve academic outcomes	Due to Covid-19, statutory assessments did not take place in 2020  100% of disadvantaged pupils passed the Year 2 phonics screening check in Autumn 2020
Increase access to, and use of, a wider variety of texts and prioritise acquisition of new vocabulary within a broad curriculum	Implementation of Accelerated Reader programme led to high levels of engagement with home reading  Monitoring showed that vocabulary was being taught systematically in English lessons and across the curriculum

<p>Improve pastoral support and early help for vulnerable pupils</p>	<p>Process for identifying needs, involving other agencies and addressing needs through a targeted plan more effective</p> <p>There was a reduction in the number of pupils receiving fixed-term exclusions in 2019-20 (1 fixed term and 0 permanent exclusions) compared with 2018-19 (5 fixed-term and 0 permanent)</p>
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