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**Bryn St Peter’s C of E Primary School**

**Pupil Premium Strategy Statement 2019 – 2020 – Impact Review**

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2018-19 the Pupil Premium allocation is £1320/Looked After/Previously Looked After Children £2300/Children of Service Personnel £300

*It is for schools to decide on how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility*

At St Bryn Peter’s Julie Alcock, Headteacher, has overall strategic responsibility for this area. She is supported by Sam Swann and Cheryl Brady – Assistant heads.

Sue Hilton is the school’s Pastoral Manager and monitors and tracks the expenditure of pupil premium alongside Julie Alcock.

The pupil premium Governor is Tracy Wood and is responsible for monitoring this in school.

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| **Summary information** | | | | | |
| **School** | St Peter’s C of E Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £79, 840 | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 201 | **Number of pupils eligible for PP** | 60? | **Date for next internal review of this strategy** | Nov 2019 |

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| **Current attainment 2018/2019 31 children 11 PPG 35%** | | |
|  | *Pupils eligible for PP (11)* | *Pupils not eligible for PP (20)* |
| **% achieving in reading, writing and maths** | 36% | 55% |
| **% achieving expected in reading** | 4 – 36% | 12 – 60% |
| **% achieving expected in writing** | 6 - 55% | 14 - 70% |
| **% achieving expected in Grammar, Punctuation and Spelling** | 7 – 64% | 15 – 75% |
| **% achieving expected in maths** | 6 – 55% | 14 - 70% |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** | | |
| Poor speech and language and opportunities to develop vocabulary | | |
| Low aspirations, limited life experiences. | | |
| Lack of independence and opportunities to make good choices to enhance curiosity and learning | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| Punctuality and attendance | | |
| Lack of emotional readiness to learn | | |
| Alcohol ,drug misuse and anti-social behaviour in the area | | |
| **Desired outcomes** | |
| *Desired outcomes and how they will be measured* | *Success criteria* |
| Attainment and progress gap to continue to close for PPG children and other pupils in all year groups. | Gap between PPG and other children is closing, in all classrooms. |
| Improved Speech and language in the EYFS and continuing throughout school. | Evidence that children are making good starts evident through EYFS tracking |
| Increased parental engagement of PPG families to enhance learning both at home and in school. | Increased attendance at workshops, progress afternoons, social events and interaction on website social media sites to develop partnerships with parents. |
| Independence enhanced and improved | Children able to talk about their learning with confidence and understand next steps to support progress. |
| Readiness to learn achieved | Children able to access counselling and emotional support when required. Parents supported/advised by learning mentor or directed quickly to other agencies when required.  Nurture group provided for children identified as not yet ready to learn. |

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| 1. **Planned expenditure £** | | | | | |
| **Academic year** | **2019 – 2020** | | | | |
| 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. | | | | | |
| **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and**  **rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **lead** | **When will you review implementation?**  **Cost** |
| To increase the percentage of PPG pupils who are working at expected in reading, writing and maths across school | Additional teaching assistants to work with smaller groups for  focused intervention in all classes | Additional well trained teaching assistants ensure that gaps close and children can be taught in smaller groups, with extra support from either the teaching assistant or the teacher where the TA supports others in class | Half termly pupil progress meetings  Lesson observations, book scrutiny | JA  2 x L3 TAs | Sept 2019  £32,716 |
| Diminish the difference in Year 6 between PPG  and Non PPG achieving expected level in reading/writing/maths/ | Additional fulltimeTA to support Y6 class teacher in the differentiated teaching of maths in term | EEF research on first class high quality teaching and reducing the size of teaching groups can add +3 months progress to a child. Providing a fulltime TA will support the teacher to work with smaller groups | Half termly pupil progress meetings  Staff meetings, drop ins, book scrutiny. Observations. | JA | Sept 2019  £18,000 |
| To ensure early reading is taught rigorously and systematically to give children a good start | Additional TAs to support small group phonics teaching using the RWI system | All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. + 4 months | Assessment every 6 - 8 weeks to track progress.  TA training and Teacher development in this area  Drop in observations | CBr/CBo | Every 6 – 8 weeks  Additional TAs x 5 hours per week |
| Improve vocabulary from EYFS through to Y6 | Roll out a new whole class guided reading system in school, linked to topic work in class, accessing challenging readers to support development of a wider range of vocabulary | On average, reading comprehension approaches deliver an additional 6 months’ progress. All children will have access to superior materials | Half termly pupil progress meetings  Lesson observations, book scrutiny | JA/CaB  Teachers | **£7,000 for new books** |
| To engage students, and motivate them to read across ks2  Improve Reading Progress | Give children in key stage 2 access to the Accelerated Reader Programme | Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.  “The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time | Half termly pupil progress meetings  Accelerated Reader data | JL/JA | **£2,400** |
| **Total budgeted cost** | | | | | **£60,116** |
| **Review** | | | | | |
| Throughout the Autumn term, rigorous monitoring and evaluation, ensured that standards in teaching and learning were high. The new curriculum was launched and is successful in engaging all children up until closure; focussed feedback has enabled misconceptions to be identified quickly and learning to be moved on. The introduction of knowledge organisers engaged both children and increased support from home.  Disadvantaged children have been high profile in terms of setting realistic targets and discussion at Pupil Progress Meetings.  Teaching staff paired books to the new topics in class and a guided reading programme was launched in keystage two with a great investment in the books, giving access to quality age appropriate texts for all.  Those in need of extra support were identified at regular reviews and given small group/one to one support,  Nurture interventions have been successful in improving pupils’ social skills, ability to deal with emotions and behaviour, and readiness to learn.  A variety of after school clubs ran throughout Autumn term and the first part of Spring Term.  Accelorated reader was introduced and training for staff was implemented. The roll out had begun but was thwarted, by the lockdown. We will continue to use the resource ad monitor next year.  The pastoral team has continued to work with families and outside agencies, through daily and weekly phone calls, attending regular virtual meetings, making socially distanced home visits.  Vulnerable families have also been offered packed lunches or food vouchers throughout the pandemic.  Due to the current Covid19 pandemic, school has been unable to administer any assessments to accurately assess pupils’ attainment and progress.  Lockdown was imminent as Spring Term assessments were due to take place and instead preparation for home learning access was launched with the children. (How to access insrtuctions of the website/take part in live chats/use Seessaw/access home readers electronically/access White Rose maths)  The following information is based on teacher’s assessments, based on class work and performance:  EYFS Review:  There are 2 pupils in receipt of PPG, which represents 6% of the cohort. Of those pupils, 50% has language and communication challenges. Before lockdown, 50% of these children were on track to achieve GLD, and both had continued to make steps of progress between the Autumn  term and the Spring term, up to the school closure.  Y6 Review:  There are 29 pupils, in y6, 9 of whom are in receipt of PPG funding, which represents 31% of the cohort. Of this group, 44% were already working at the expected standard in maths at Spring half Term and 33% were working just below the expected standard. In Reading, 22% of PPG pupils were already working at Greater Depth, 11% at the expected standard at the start of spring term, and 33% just below. 7 PPG children would have made expected progress with two children exceeding progress in reading. In maths 8 children were expected to make at least expected progress.  Staff Training  During lockdown support staff were involved in a personalised on line training programme to support their expertise on return to school. | | | | | |
| **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **lead** | **When will you review implementation?**  **Cost** |
| Pre teaching sessions/catch up for identified PPG children to close any identified gaps. | Teacher/TAs offering 1 to 1 /small group support 2 x half hours per week  Plus Level 3 TA 4 x 1 hour after school sessions available for identified individuals. | Small group tuition can add + 4 months as shown in EEF. | Half termly pupil progress meeting to assess impact progress meetings  Lesson observations, work scrutiny and pupil discussion. | JA  All  Teachers/TAs | **Half termly pupil progress meeting**  **£3,972** |
| Differentiated input in all lessons to ensure adequate challenge. | TAs in all classrooms to support differentiated input | Small group tuition can add + 4 months as shown in EEF | Half termly pupil progress meeting to assess impact progress meetings  Lesson observations, work scrutiny and pupil discussion. | All  teachers | **Half termly pupil progress meeting** |
| For children to be ready for learning | Learning Mentor to monitor attendance and support parents on a needs led basis to improve parental engagement and lead ‘Early Help’ process. | National data shows that attendance for PPG children can be below that of others.  Parental involvement including workshops to support their child’s learning can add +3 according to EEF research. | Weekly review of attendance data  Learning Mentor to access training with attendance expert  Learning mentor | SH | **Half termly pupil progress meeting** |
| To provide counselling for all children to access | Learning mentor to support children needing time to talk. | Current PPG families have a high percentage of emotional issues which can be barriers to learning. | Access to learning mentor.  Learning mentor to target PP children | SH | **Half termly pupil progress meeting** |
| To improve writing and phonics skills for those working below the expected level. | TAs to work 1 to 1 with identified children on RWI 1 to 1 programme | 1-1 support has been identified by Ruth Miskin as having a significant impact on ‘catch up’ for those who are falling behind | RWI reading lead to meet with SENCO to identify children following assessment  1 to 1 RWI tracking documentation | JA/ChB CaB | **Half termly pupil progress meeting**  **£2,275** |
| To support children to be ready to learn | Provide a nurture group for pupils identified as needing support to be ready to access their learning | Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.  Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural  issues than for universal interventions or whole school strategies |  | JA/CBr/ SH | **Reviewed termly**  **2 x TA am sessions daily**  **£7,000 per term – term 1 only accounted for**  **(contingency for continuity\*)** |
| **Total budgeted cost** | | | | | **£13,257** |
| **Review** | | | | | |
| Small group tuition was offered to all pupils in EYFS/KS2 and those stiil requiring support in phonics in KS2 in the autumn term and spring term one, with success and progress being evidenced.  Learning mentor supported families in need of Early Hekp and worked effectively with outside agencies to secure additional support. During the pandemic this was extended to weekly phone call check ins with identified families.  Counselling sessions were offered to children identified in pupil progress meetings as needing pastoral support. During the pandemic phone calls home to children/live chats were offered between the children and staff.  Nurture group was very successful in the autumn term and spring 1, with the children accessing it, integrating more easily into their classroom=m when and wher appropriate. Staff in the group worked well with class teachers to ensure continuity and progression was key. | | | | | |
| **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **lead** | **When will you review implementation?**  **Cost** |
| Children to extend their experiences of the world | Educational visits and visitors for all year groups paid for to ensure access | Reinforcement of learning.  Engagement.Social skills, teaching them to be respectful of the locations they visit.  Exposure to new places and experiences  Curiosity: children who go on educational trips find that they want to learn more about the subjects on which the trip focused.Retention – they tend to remember more as they have a physical memory to hang their learning on | Improved learning evident especially in curriculum areas other than English and maths, demonstrated in assessment of learning in theses areas. | SS/JA  All staff | **April 20**  **£1000,00** |
| Children will have the confidence to meet new friends, challenge themselves and work as a team ready for the new year in year 6. | Residential trip for Y5 and Y6 children , £50 contribution for all in receipt of PPG | To provide life opportunities that otherwise our children would not get. These skills are transferable to moving on to year 7 and will enhance their learning. Children have acknowledged that this has in fact been the case and set them up for a great year in Y6. Supported by EEF research +4 months for outdoor adventure learning. | Staff to accompany children on the trip and then for the children to give a presentation to parents/Y5. | SS | **£1,300.00** |
| Art Participation | Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Children take part in after school clubs/Wider ops wind lessons | According to EEF the impact of arts participation on academic learning appears to be positive, but low (+2 months)  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported | Concerts/displays/photographic evidence | LW/SS |  |
| **Total budgeted cost** | | | | | **£2,300** |
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| **Review** | | | | | |
| Although some visits did go ahead and were subsidised in the early part of the year (rec to TREAD… )Trips and visits were put on hold post March 2020. The residential trip is postponed for the children in Y5 until Y6, and will be reviewrd as the Pandemic situation changes. | | | | | |

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| 1. **Additional detail** |
| Unpredicted changed made because of Covid 19 Pandemic  Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review  since April 2020. Our use of the funding has been adapted to meet pupil needs as they have arisen, whilst maintaining where possible the principles outlined in this document.  During the pandemic the following key steps have been taken to support ‘disadvantaged’ pupils’.   * Children who are vulnerable were offered the chance to attend school * Regular meetings between HTs/pastoral teams to review vulnerable children list, who are not attending. * Children have their own stationary, to complete home learning eg workbooks, pens etc * Hard copies of home learning packs have been offered. * Loans of hardware have been offered where need was identified. * All children have been given the opportunity to speak with a member of staff via phone calls. Vulnerable children have been contacted by telephone at least once a week throughout the pandemic and family support was offered through regular phone call/visits, * A Pastoral Lead has worked full time including holidays and bank holidays to provide support via phone. * Food parcels/lunch bags have been offered to support FSM children and additional food vouchers have been accessed when needed. * Zoom/ Skype/TEAMS have been used for multi-agency meetings to maintain continuity and support for families ensuring our responses remain in time scales.   Additional publications from the Children’s Commissioner and the Education Endowment Foundation to support our decision making:  <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf> |