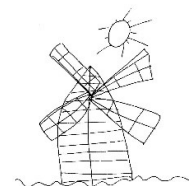


# St Peter's CEP School Pupil Premium Strategy Statement

2020-21



## Contextual Information

Pupils in school	160
Number of pupils eligible for PP	23 (22 x FSM Ever 6 and 1 x Post LAC)
Proportion of disadvantaged pupils	14.4%
Pupil premium allocation this academic year	£26,555 received in April 2020 – March 2021 For 18 x FSM Ever 6 and 1 x Post LAC
Academic year or years covered by statement	2019-20
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	Strategy Committee
Pupil Premium lead	Miss Lynn Goreham / Mrs Vicky Jenner
Governor lead	Mrs Pamela Lock

## Current Attainment (2019-20 academic year)

**EYFS** (30 children in the cohort, 2 children eligible for Pupil Premium)

	All Pupils	Pupil Premium pupils
Good Level of Development (GLD)	School 70%	School 100%

**Year 1 Phonics** (20 children in the cohort, 3 Pupil premium children)

	All Pupils	Pupil Premium pupils
Achieved the national standard for Phonics	Year 1 Phonics Screening – postponed until Autumn 2020	

**End of KS1** (20 children in the cohort, 4 children eligible for Pupil Premium)

In March 2020, on track to be working at the Expected Standard or above for Year 2		All Pupils	Pupil Premium pupils
Reading	Working at the Expected Standard or above for Year 2	School 80%	School 75%
	Working at Greater Depth	School 40%	School 25%
Writing	Working at the Expected Standard or above for Year 2	School 60%	School 50%
	Working at Greater Depth	School 10%	School 0%

Maths	Working at the Expected Standard or above for Year 2	School 70%	School 75%
	Working at Greater Depth	School 30%	School 0%

End of KS2 (21 children in the cohort, 3 FSM Ever 6 children)

In March 2020, on track to be working at the Expected Standard or above for Year 6		All Pupils	FSM Ever 6 pupils
Reading	Working at the Expected Standard or above for Year 6	School 90.5%	School 66.7%
	Working at Greater Depth	School 52%	School 33.3%
Writing	Working at the Expected Standard or above for Year 6	School 85.7%	School 66.7%
	Working at Greater Depth	School 33.3%	School 0%
GPS	Working at the Expected Standard or above for Year 6	School 90.5%	School 66.7%
	Working at Greater Depth	School 47.6%	School 0%
Maths	Working at the Expected Standard or above for Year 6	School 90.5%	School 66.7%
	Working at Greater Depth	School 33.3%	School 0%
R/W/M Combined	Working at the Expected Standard or above for Year 6	School 85.7%	School 66.7%
	Working at Greater Depth	School 19%	School 0%

Teaching priorities for current academic year

Aim	Target	Target date
Whole-school curriculum development	To continue to develop and embed a contextually relevant, ambitious and engaging <b>curriculum</b> that inspires and nurtures the pupils to enable them to succeed and flourish.	Autumn 2021
Remote learning	To develop a system of high-quality <b>remote learning</b> integrated into school curriculum planning.	December 2020
Diagnostic assessment	To ensure that effective diagnostic <b>assessment</b> is rooted in classroom practice.	July 2020
Covid-19 Catch-up	To establish <b>gaps</b> in children's learning and put in place plans to enable all children to close their attainment gap following the Covid-19 lockdown.	Ongoing
Attendance	To continue to encourage and support high levels of <b>attendance</b> and punctuality across the school	Ongoing

### Strategy aims for disadvantaged pupils

Approach	Strategy	Barrier to learning addressed	Desired outcome
<b>Teaching</b>	All pupils accessing high quality teaching which is underpinned by knowledge pedagogy and current research evidence to improve standards further	Low attainment for some pupils	Outcomes at the end of EYFS, KS1 and KS2 are above Kent and national averages – at expected and GD. Higher ability PP children reaching greater depth where appropriate.
	PP children able to access remote learning if required (and prioritised for learning in school during future periods of school closure).	Lack of technology at home for accessing remote learning.	Impact on PP children's learning minimised through periods of school closure or self-isolation of individuals.
	Vocabulary development – Tier 2 and 3	Some PP children have limited language and vocabulary skills	100% PP children (non-SEN) show consistent. Embedded use of Tier 2 language in their written work and some examples of Tier 3 vocabulary. 100% of lessons observed include teacher modelling of Tier 2 and 3 vocabulary.
<b>Targeted academic support</b>	Continue to support pupils through the catch-up programme and quality interventions throughout the school year.	Some PP children adversely affected by school closure from March – July 2020.	To facilitate the PP pupils making accelerated progress from their starting point.
<b>Wider strategies</b>	Focussed pastoral support to equip pupils with social and emotional skills to access learning e.g. Drawing and Talking Therapy, Counselling, Lego Therapy, targeted support at lunchtime and in extra-curricular activities to support integration, boost social skills	Many of the PP children lack the resilience of their peers and have situations at home which mean they are less prepared for learning when they arrive at school. By providing a listening ear on a weekly basis for identified pupils so that they may feel safer in school and have a key person to refer to in times of difficulty.	Further develop resilient learners – encouraging pupils to be confident about articulating their issues and concerns to become reflective individuals
	Enrich pupils' lives through offering a wide and diverse range of cultural and life experiences	Lack of cultural capital for some pupils	All pupils to experience a broad range of trips and experiences in their time at St Peter's – broadening horizons
	Improve attendance and punctuality for Pupil Premium pupils	Pupil Premium attendance remains lower than non-Pupil Premium pupils attendance. Some PP children are persistently late and / or absent	The difference between the attendance of pupils eligible for Pupil Premium compared to the attendance of non-PP children is diminished further.

## Monitoring and Implementation 2020-21

Area	Challenge	Mitigating action
Teaching	Ensuring there is sufficient time for staff professional development. Ongoing disruption caused by Covid-19.	Use of planned CPL time each term and drop-in feedback
Targeted academic support	Ensuring adequate deployment of staff and provision in place to enable interventions to occur. Ongoing disruption caused by Covid-19.	SENCO to ensure time is allocated on the provision map and then to monitor provision to ensure interventions are implemented and having impact
Wider strategies	Engaging with the families who face the greatest challenges	SENCO to develop positive working relationship with families. Work with the Inclusion and Attendance Service where necessary

## Planned expenditure 2020-21

Activity	Approximate cost £
1:1 / Small group tuition planned and delivered by Pupil Premium teachers	£8400
Intervention groups with TA aimed at boosting progress	£15,000
Counselling with Fegans trained counsellor	£2000
Drawing and Talking Therapy with trained TA	£1000
Attendance monitoring	£1000
Speech and Language Link annual subscription and time to carry out assessments and provide follow-up targeted support.	£1500
Contribution to Accelerated Reader subscription	£1000
Contribution to CLPE Power of Reading	£500
Cool Milk subsidy	£200

## Review: Last year's aims and outcomes 2019-20

Aim	Outcome
A contextually relevant, ambitious and engaging curriculum is in place across St Peter's	Updated curriculum map in place for a 1 FE school with an emphasis on History and Geography topics. Resources have begun to be organised into these new topics and allocated to individual year groups ready for the move to the new school. Knowledge organisers created for the Geography topics in the Spring term 2020 and for the History topics in the Autumn 2020. This was impacted by school closure from March – July 2020.
The proportion of outstanding teaching and learning is increased from the baseline in Autumn Term 1.	Observations in the Spring and the Summer term were affected by the Covid-19 pandemic and school closures.
Maths outcomes at EYFS, KS1 and KS2 are above Kent and national averages for the proportion of pupils working at the expected standard and greater depth: <ul style="list-style-type: none"> <li>Maths attainment above Kent and national and where appropriate in-line with</li> </ul>	There was no end of year data available for any year group (or Kent or national data) due to school closures linked to the pandemic.

<p>FFT(20) benchmark at expected standard and greater depth.</p> <ul style="list-style-type: none"> <li>Progress from KS1 to KS2 is high compared to national averages</li> </ul>	
<p>Grammar, Punctuation and Spelling outcomes at KS2 are above Kent and national averages for the proportion of pupils working at the expected standard and greater depth and where appropriate in-line with FFT(20) benchmark at expected standard and greater depth.</p>	<p>There was no end of year data available for any year group (or Kent or national data) due to school closures linked to the pandemic.</p>
<p>Greater Depth / Exceeding outcomes at the end of EYFS, KS1 and KS2 are above Kent and national averages for the individual subjects of Reading, Writing and Maths and also for the combined greater depth outcome, including where appropriate those in receipt of PP. Greater Depth outcomes at the end of Year 1, 3, 4 and 5 are sustained and improved from the end of 2018-19 and where appropriate in-line with FFT (20) benchmark, including where appropriate those in receipt of PP.</p>	<p>There was no end of year data available for any year group (or Kent or national data) due to school closures linked to the pandemic.</p>

#### Review: Last year's planned expenditure and support 2019-20

Activity	Cost £
1:1 / Small group tuition planned and delivered by Pupil Premium teachers	£8400
Intervention groups with TA aimed at boosting progress	£17,000
Counselling with Fegans trained counsellor	£600
Drawing and Talking Therapy with trained TA	£1000
Professional development of staff including Advanced Knowledge Drawing and Talking therapy course	£500
Contribution to Accelerated Reader subscription	£1500
Attendance – intensive monitoring and support for families including check-ins from SLT during school closure	£1000
SENCO and HT time e.g. Language and Speech Link assessments for all Reception pupils, homework club	£1000
Purchase of PASS (Pupil Attitude to School and Self) assessment for KS2	£182.25
Cool Milk subsidy	£130
<b>Total expenditure for 2019-20</b>	<b>£32,012.25</b>