

# Pupil premium strategy for St.Peter's C of E school

1. Summary information					
<b>School</b>	St. Peter's C of E school.				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>	14960	<b>Date of most recent PP Review</b>	Jan 18/ July 18
		<b>Jan 19</b>	17680		
<b>Total number of pupils</b>	94 Ft 10 pt	<b>Number of pupils eligible for PP</b>	11 sept 18 13 Jan19	<b>Date for next internal review of this strategy</b>	July 19

2. Current attainment		
	<i>Pupils eligible for pupil premium ks2 results)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	100%	70%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	100%	
% making expected progress in mathematics (as measured in the school)	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> As small numbers of children the barriers are often individual and specific.	
<b>A.</b>	In year progress is in line or above those children who are not receiving Pupil Premium in reading, maths and writing.
<b>B.</b>	Well being of pp children – looking at improving resilience, self-esteem and self confidence.
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>C.</b>	For many families where children are eligible for PP funding for enrichment activities which provide pupils with wider opportunities is

4. Review of expenditure
--------------------------

Previous Academic Year		2017-2018		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance	Attendance improves in -line with national averages.	Attendance of 60% with 20% gaining 100% attendance. PP children was above or inline with the national average and PP children's attendance was in line with school's average. PP attendance overall was 96%.	This approach was a whole school approach and we will certainly continue with incentives to improve attendance and instil this into our youngsters.	£90
TA support	The number of PP children who obtain combined attainment in reading, writing and maths is moving in line with national expectations	That PP children would gain combined attainment at the end of KS2.  All PP children in year 6 gained combined . Some gained Greater depths score.	Using TA support to support maths lessons and individually support children's needs has worked well and is a strategy we will continue to implement.  New reading books  Rockstars	£9670  £400  £103
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Trips and extracurricular activities paid for by school.	PP children attend extracurricular events and residential visits.	All PP children attended residential trips and visits.  Most took part in extracurricular activities such as piano lessons, clubs.	Continue to support children in this way.  Parents' have said that without this support children wouldn't be able to access all the activities.	5700

### 5. Planned expenditure

Academic year

2018-2019

#### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
TA support used in class 1, 2 and 3 for maths lessons to reduce the class size. Booster classes for year 6 children.	PP children are able to make progress in line or above non PP children.	Sutton Trust Toolkit identifies that an effective way of improving numeracy is by using a mix of whole class teaching, small group and intervention work. Aiming for some pupil premium children to gain 110 at end of ks2 tests.	Pupil progress meetings. Monitoring progress Speaking to teachers. Quality assurance calendar.	BH	Termly
TA support to individual or small groups of children in the afternoons.	PP children are able to make progress in line or above non PP children.		Pupil progress meetings. Monitoring progress Speaking to teachers Quality Assurance calendar	BH	Termly

Booster classes for children in class 2 for reading.					
Training of staff to deliver strategies to support children's well being and resilience.	PP children are able to show resilience and have an emotional	Sutton trust has identified that PP children are more likely to have high levels of anxiety and low self esteem.	Regular relaxation sessions in class. Purchase heartsmart. TA training – 10 days cover.( Thrive) Talking to children Secure transition to secondary schools and through classes.	BH	Termly
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Funding residential and extra curricular costs e.g. piano lessons etc	All PP children attend visits, extra curricular events and residential	Sutton Trust research shows that parents' of PP children are 4 times less likely to pay for extra opportunities than non pp children	Monitoring of spending. Pupil's voice Make sure parents are aware . Tracking of attendance on extra curricular activities. Track this in line with non pupil premium children	Pupil Premium lead And Office Manager.	End of the Summer Term