



# St. Peter's Church of England Primary School

## Pupil Premium Funding 2020-2021

### Executive Summary

The school's full Pupil Premium Spending Plan 2020-2021 is available on request, please contact the school office.

| <b>St. Peter's Primary School Pupil Premium Funding Received 2020-2021</b> |                                   |
|--|-----------------------------------|
| <i>*Based on figures from October census 2019</i>                          |                                   |
| <b>Total PPG received</b>  | £21,880                           |
| <b>Total SPP received</b>  | £620                              |
| <b>Total PPG received</b>  | £1500                             |
| <b>Total Pupil Premium to spend in 2019-2020</b>                           | <b>£24,000</b>                    |
| <b>Equating to, per pupil funding of:</b>                                  | £1000 per eligible pupil on roll. |

#### **Current Position:**

- 17.6% of learners are identified as disadvantaged, through eligibility for additional Pupil Premium funding. The majority (83.3%) are currently in receipt of FSM and 37.5% are identified as persistently disadvantaged, having been eligible for FSM for the majority of their school life.
- Eligibility for PP has increased over the past year and is reflective of the impact of Covid-19 on our school community.
- At key points (end of key stage 1 and end of key stage 2) learners in receipt of pupil premium funding attain lower than peers, and make less progress given their starting points than peers.
- There is an in-school attainment gap between pupil premium learners and peers. In addition, fewer learners who are eligible for the pupil premium are targeted to attain the expected and greater depth standards when compared to other pupils who are not eligible for additional pupil premium funding.
- A significant proportion of learners eligible for the pupil premium across the school were identified as off-track to achieve their targets upon their return to school in September 2020.
- Pupil premium interventions to date, whilst ensuring that learners make progress, do not always have sustained impact on pupil outcomes over time.
- A significant proportion of learners in receipt of pupil premium funding are identified as having greater social and emotional needs than peers.
- Pupil premium learners attend school regularly.
- Pupils who may be eligible for the pupil premium in Early Years and KS1 do not apply as a result of UIFSM, meaning some disadvantaged learners are not identified for additional support until key stage 2.
- For some families in receipt of the pupil premium funding, parental engagement and support for learning are identified as having a negative impact upon pupil outcomes.
- For some families and individuals access to wider life experiences is identified as a barrier to achievement.
- For some families, access to the correct equipment was identified as a barrier to accessing the full range of learning experiences and opportunities in the classroom.

## **Intended Outcomes as a result of Pupil Premium Spending 2020-2021:**

- The attainment of those eligible for the PP in Reading, Writing and Maths across the school improves to match the proportion of non PP learners attaining the expected and greater depth standard at the end of the year.
- Learners in receipt of the PP make at least good progress from Key Stage 1 to Key Stage 2 in Reading, Writing and Maths.
- All class support and interventions for PP learners are highly impactful and enables learners to continue making good progress alongside peers through a keep up, not catch up approach.
- Learners are identified and supported to keep up at the earliest possible moment in their learning adventure.
- Combined PP and SEN needs are proactively met at the earliest opportunity.
- Learners are supported to develop the social skills, emotional resilience, confidence and character necessary to succeed in learning and life.
- SEMH needs are accurately identified and learners are well supported to ensure that PP learners are always ready for learning.
- Parents and carers are proactively supported to engage and support in learning at home.
- All learners, regardless of background, have the opportunity to experience life in all its fullness.
- Pupil Premium spending has a clear and proven impact upon pupil outcomes across the school.

## **Key Actions: Learning and Curriculum Support**

- Employ a strategic lead for PP to ensure funding is impacting upon outcomes for disadvantaged learners at every point.
- Track and monitor PP learners progress over time to ensure that targets set reflect the highest expectations for disadvantaged learners at every point.
- Provide a suite of impactful interventions and support in school for PP learners which enables all to keep up not catch up.
- Develop a process for evaluating the impact of all interventions and support in place.
- Review interventions and support regularly to ensure impact and adapt/change interventions rapidly when necessary.
- Utilise home learning and learning platform O365 to extend learning beyond the school day.

## **Key Actions: Behaviour and Emotional Support**

- Provide learners with opportunities to develop social skills and self-confidence through class projects, interventions such as Nurture groups and lego play, performing and seeking wider opportunities for pupils to showcase their unique gifts and talents.
- Explicitly teach resilience as part of the PSHE curriculum.
- Provide PP learners with 1:1 mentoring for learning to support them in developing and sustaining good learning habits for life.
- Deepen assessment for PP learners so that emotional literacy and SEMH needs are assessed regularly to enable any emerging needs to be swiftly addressed.
- Provide a range of support in school and through external partners to support learners in their emotional and mental-health development.

### Key Actions: Enriching Learning Support

- Provide learners with a range of extra-curricular activities in school through enrichment days.
- Enable all learners to attend extra-curricular activities and educational visits through funding or part-funding experiences for PP learners.

### Key Actions: Early Learning Support

- Quickly identify learners who have speech and language difficulties.
- Rapid interventions in place and impacting upon development in speech and language.
- Ensure effective Early Years transition processes and provide families with support and resources to make a positive start.

### Key Actions: Family Support and Home-Learning

- Invest in a suite of devices which are available on loan to support learners in accessing education at home for both homework and remote learning as necessary.
- Provide homework clubs in school at lunchtime and after school as necessary.
- Provide parental learning workshops and family learning project afternoons to encourage families to learn together.
- Be proactive in developing and maintaining effective relationships with parents.

### Summary Expenditure:

#### Planned Expenditure

|   |                    |
|---|--------------------|
| Learning and Curriculum Support               | £9,653 (40.22%)    |
| Strategic Leadership of Pupil Premium Support | £6,500 (27.1%)     |
| Behavioural and Emotional Support             | £1365(5.7%)        |
| Enriching Learning Support                    | £800(3.3%)         |
| Early Learning Support                        | £600(2.5%)         |
| Family Support                                | £4,900 (20.4%)     |
| <b>Total:</b>                                 | <b>£23,818</b>     |
| <b>Unallocated:</b>                           | <b>£182 (0.8%)</b> |

