

St Peter's Pupil Premium strategy statement 2021-22

1. Summary information					
School	St Peter-in-Thanel CE Junior School				
Academic Year	21/22	PP April 21-22	£135,930		
Total number of pupils	369	Number of pupils eligible for PP	103	Date for review & evaluation of this strategy	Sept 2022

2. Most Recent Attainment						
Results for year 2018-19 (19-20/20-21) Results not available due to Lockdown and Cancellation of SATs)	<i>School all pupils</i>	<i>National all pupils</i>	<i>School pupil premium</i>	<i>National pupil premium</i>	<i>School non-pupil premium</i>	<i>National non-pupil premium</i>
% achieving Expected Standard in Reading	86%	73%	86%	62%	86%	78%
% achieving Expected Standard in Writing	90%	78%	86%	68%	92%	83%
% achieving Expected Standard in Maths	89%	79%	86%	67%	90%	84%
% achieving Expected Standard in Reading, Writing & Maths Combined	77%	65%	76%	51%	78%	71%
% achieving Expected Standard in SPAG	90%	78%	95%	67%	89%	83%

Results for year 2018-19	<i>School all pupils</i>	<i>National all pupils</i>	<i>School pupil premium</i>	<i>National pupil premium</i>	<i>School non-pupil premium</i>	<i>National non-pupil premium</i>
% achieving Greater Depth in Reading	43%	27%	33%	17%	46%	31%
% achieving Greater Depth in Writing	34%	20%	38%	11%	33%	24%
% achieving Greater Depth in Maths	35%	27%	43%	16%	33%	32%
% achieving Greater Depth in Reading, Writing & Maths Combined	20%	11%	19%	5%	21%	13%
% achieving Greater Depth in SPAG	57%	36%	57%	24%	57%	41%

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Limited language acquisition – poor sentence structure and limited vocabulary for a significant amount of PP children. (This limits reading comprehension, writing standards and understanding of complex maths problems).
B.	Limited access to a range of experiences, including social, educational and out of school activities which impacts on their attitude and motivation to learning.
C.	National data shows that pupils from junior schools, on average, have lower progress scores at the end of key stage 2 than pupils at all other primary schools.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Lack of parental engagement affects progress and attainment for some eligible pupils.
E.	Emotional and Well-being effect of Lockdown and Pandemic on vulnerable children and families.

5. Desired outcomes (*Desired outcomes and how they will be measured*)

Success criteria

A.	Most pupils to achieve national average in reading, writing and maths.	PP children to achieve in line with non-PP children in RWM.
B.	Children will be included in enjoyment and enrichment activities.	Resilience and confidence is increased.

C.	To accelerate attainment levels and target specific learning gaps.	Barriers to learning are reduced and targeted children make progress.
D.	The active engagement of parents in supporting their child's learning at school.	A greater % of parents will engage with a range of school activities.
E.	Emotional and Well-being initiatives relieve anxiety and increase attendance and engagement.	Emotionally vulnerable children and families feel supported

6. Planned Expenditure for 2020/21

Attainment and Progress						
Year Group	Area of spend	Strategy	Actions	Approx Cost	Evidence Supporting action	Outcomes
Yr3 and Yr4	Literacy	Improved text based literacy resources.	Books to support Power of Reading initiative – higher interest books for emerging readers to higher attainers	£3000	EEF Toolkit +5	To increase children's desire to read and increase their repertoire of authors.
Year 3,4,5,6	Literacy	Mrs. Wordsmith vocabulary enrichment To improve teachers' vocabulary pedagogy	Observations of teaching by literacy lead.	£1000	EEF toolkit + 5	Further developed teaching of vocabulary.
Yr3456	Literacy	To improve reading age of dyslexic children	Restock the Barrington Stokes dyslexia friendly texts	£1000		Children engaged by lower level but high interest texts
new teachers	Maths Mastery	To improve teachers' mathematical pedagogy.	Maths Mastery coaching for new teachers. Observations of teaching by maths lead.	£2000	EEF toolkit - moderate impact for low cost +5 stating Mastery learning appears to be a	Teachers will have further developed their teaching of maths.

			Maths TA training by maths lead..		promising strategy for narrowing the gap.	
Whole School	Maths Mastery	To improve teachers' mathematical pedagogy. To improve TA's understanding of Mastery	Whole staff training by maths lead TA training sessions	£800 £200	EEF +5	Teachers and TAs understand the mastery approach
Year 6	Girls Maths Group	To improve girls attainment at GDS	Maths lead to carry out weekly session with identified girls from the Spring	£2000	EEF +5	Increase girls attainment at GDS.
Whole School	FunKey Maths	Peer mentoring project whereby Year 5/6 mathematicians work alongside and support year 3 and year 4 children who are struggling with basic maths concepts.	Training for children from the Spring (Supply for 2 teachers ½ day each) Resources	£400 £200	EEF +5	Increase maths fluency

Whole School	Catch Up Groups	To target specific learning gaps.	Daily catch up groups for literacy and maths to close gaps in learning	£12000	EEF + 4 (small group tuition)	Positive impact on data
Whole School	Data Analysis & Teacher Assessment Release Time	To ensure clear data tracking systems to drive teaching and learning. To ensure all pupils make the progress expected nationally.	Assistant Head and Coordinator release time to track data and complete gap analysis Year group leaders release time for monitoring to ensure consistency across year group. Pupil progress meetings.	£5000	Data analysis and monitoring	Increased progress and attainment data across school.
Whole School	Interventions	To provide targeted small group teaching to accelerate progress.	Small group interventions for: reading, writing, maths, auditory/visual memory, phonics, speech and language, and fizzy/clever hands programmes.	£14,000	EEF +4	Barriers to learning are reduced and targeted children make progress.
Yr3&4	Phonics	To close gaps in children's phonic knowledge caused	All children screened to identify gaps in knowledge	£1000	EEF+5 positive impact	Children acquire key phonic knowledge and

		by disruption in KS1	8 phonics groups implemented led by 2 HLTAs			became capable readers
Year 6	Quality First Teaching	To be able to teach in smaller groups	Year 6 split into 4 class groups	£60000	EEF +3	Smaller class sizes give each child more teacher time and input

Equality of Access

Year Group	Area of Spend	Strategy	Actions	Cost	Evidence Supporting action	Outcomes
Whole School	Technology for home use	Ensure all children have access to broadband and technology to access blended home learning if they or their Omicron bubble isolate at home	Parent Survey Sims and Routers DfE equipment School's own equipment	£500	EEF +4 (moderate impact for moderate cost)	Children will be able to access home learning
Whole School	Trips including residential and local.	To develop pupil experiences beyond the classroom curriculum. To enable equal access for all	Subsidised school and residential trips Swimming lessons – intensive Yr6 + Yr 5	£5000 £2000	EEF +4 (moderate impact for moderate cost)	Children will be included in enjoyment and enrichment activities.

		<p>pupils on school trips.</p> <p>To offer the opportunity of educational experiences outside of the curriculum increasing self-confidence and building self-belief</p>				<p>Peer collaboration is further developed.</p> <p>Children will develop a more positive attitude and motivation to learning.</p> <p>Resilience and confidence is increased.</p>
Whole School	After-School Clubs	After-school club manager to ensure a range of activities are available with careful tracking of the attendance of PP children.	All vulnerable children to be offered an after-school club for no charge	£7000	EEF +4 (moderate impact for moderate cost)	<p>Pupils feel part of extended school life.</p> <p>Equal opportunities for all is fully embraced.</p> <p>Pupils have support for homework activities.</p> <p>Social skills developed.</p>

Whole School	Breakfast Club	To ensure children have a good start to the day.	Places provided in breakfast club to ensure that our vulnerable pupils have a good start to the day and improve attendance and punctuality. Targeted children offered free places to improve punctuality and attendance and therefore attainment	£1000	EEF +4 (moderate impact for moderate cost)	
Whole School	Outdoor learning	The development of the school's outdoor learning forest school to improve resilience and self-esteem,.	An outdoor learning area that gives children the opportunity to be creative and learn in an unstructured environment.	£1000	EEF +4	

Behaviour, Wellbeing and Attendance

Year Group	Area of Spend	Strategy	Actions	Cost	Evidence Supporting Action	Outcomes
Whole School	Attendance personnel	To track attendance and punctuality.	Liaise with Deputy Head to monitor attendance. Liaise with school SLO Celebrate good attendance. 100% attendance hoodies.	£1000	School attendance and absence document www.gov.uk (medium cost high impact).	School will be in band 2 for attendance.

			<p>Regular contact with parents regarding attendance.</p> <p>Meetings with parent, deputy head and attendance personnel (sometimes SLO) to discuss attendance.</p>			
Whole School	Social, emotional learning	To support emotional wellbeing/mental health	<p>To provide support for vulnerable children with a range of needs.</p> <p>To run groups for children on the autistic spectrum</p> <p>To provide support for bereavement etc.</p> <p>To provide 1:1 and small group activities for social interventions.</p> <p>To provide social stories when needed.</p> <p>To work closely with outside agencies such as: Project Salus, Headstart, Counselling Srvices, Thanet Inclusion Services and Early Help</p>	£5000	EEF +4 (moderate impact for moderate cost).	Barriers to learning are reduced and targeted children make progress.
Whole School	Sports Coach	Additional lunchtime sports coach and equipment. To work with pupils at		£1000	EEF +2	Increased confidence and self-esteem.

		lunchtime to reduce behaviour issues and increase self-esteem.				Increased engagement and attainment..
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7. Review of expenditure	
Previous Academic Year	2020-21
<p>The school went into national lockdown at Christmas when 'normal' school life ceased until the end of March. Children had a second significantly interrupted year of education. For the second year there were no formal end of year statutory assessments. Much of the year while children were in school children operated in bubbles, preventing cross class intervention groups.</p> <p>Many of our objectives or initiatives from last year remain valid and have been rolled forward into this year's strategy.</p>	

8. Additional detail

At St Peter's we recognise the barriers that many Pupil Premium children face. We are determined that the school will strive to enable our Pupil Premium children to overcome these barriers so that they are able to continue their successes in the next stages of their education, growing into young adults able to make the most of every educational, occupational and cultural opportunity that there is.

In the last formal assessments taken in May 2019, we were very proud that our Pupil Premium children achieved the Expected Standard in line with All Children nationally and way beyond the national Pupil Premium figure. For example for Reading, Writing, Maths Combined the National figure for all children was 65%, our St Peter's Pupil Premium children achieved 76% and the National Pupil Premium figure was 52%.

Likewise we are enormously proud of the success of our Pupil Premium children who achieve the highest academic outcomes of Greater Depth. Here our Pupil Premium children significantly out-performed the All Children national figure and were exponentially more likely to achieve the Higher Standard than Pupil Premium children nationally – for example for Greater Depth Reading, Writing, Maths Combined the national figure for all children was 11%, our Pupil Premium children figure was 19% and the National Pupil Premium figure was just 5%.

We believe that our Pupil Premium children achieve so well because of the expertise and commitment of our teachers and teaching assistants, our effective use of the Pupil Premium funding and of course the hard work and positive attitude of our children.