

St Peter's Pupil Premium strategy statement 2020-21

| 1. Summary information | | | | | |
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| School | St Peter-in-Thanel CE Junior School | | | | |
| Academic Year | 20/21 | PP April 20-21 | £125,670 | | |
| | | PP April 21-22 forecast | £118,635 | | |
| | | Total PP budget Academic year | £122,739 | Date Major PP Review | |
| Total number of pupils | 363 | Number of pupils eligible for PP | 81 | Date for review & evaluation of this strategy | Sept 21 |

| 2. Most Recent Attainment | | | | | | |
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| Results for year 2018-19 (19-20 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% | 73% | 60% | 89% | 77% |
| % achieving Expected Standard in Writing | 90% | 78% | 77% | 66% | 93% | 81% |
| % achieving Expected Standard in Maths | 89% | 79% | 77% | 63% | 89% | 80% |
| % achieving Expected Standard in Reading, Writing & Maths Combined | 77% | 65% | 64% | 48% | 79% | 67% |

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| % achieving Expected Standard in SPAG | 90% | 78% | 77% | 66% | 90% | 82% |
| 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*)

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| 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*)

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| 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

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| A. | Most pupils to achieve national average in reading, writing and maths. | PP children to achieve in line with non-PP children in RWM. |
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| 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 | | | | | | |
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| 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 | £2000 | EEF Toolkit +5 | To increase children's desire to read and increase their repertoire of authors. |
| Year 3 | Literacy | Mrs. Wordsmith To improve teachers vocabulary pedagogy | Observations of teaching by literacy lead. | £1000 | EEF toolkit + 5 | Further developed teaching of vocabulary. |
| Year 6 + new teachers | Maths Mastery | To improve teachers' mathematical pedagogy. | Maths Mastery coaching for year 6 teachers. Observations of teaching by maths lead. Maths TA training by maths lead. | £4000 | EEF toolkit - moderate impact for low cost +5 stating Mastery learning appears to be a promising strategy for narrowing the gap. | Teachers will have further developed their teaching of maths. |

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| | | | Parallel sets in year 6 to increase greater depth working. | | | |
| Whole School | Maths Mastery | To improve teachers' mathematical pedagogy. | Whole staff training by maths lead | £800 | EEF +5 | |
| 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 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 | £310 £200 | EEF +5 | |
| Whole School | Catch Up Groups | To target specific learning gaps. | Daily catch up groups for literacy and maths to close gaps in learning | £10000 | EEF + 4 (small group tuition) | Positive impact on data |

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| 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. |
| Whole School | Enhanced Parental Engagement | To develop ways to improve links with parents while they cannot visit the school | Telephone conferences Virtual tours Website and Facebook profile | £1000 | EEF toolkit +3 – moderate impact for moderate cost. | To encourage the active engagement of parents in supporting their child's learning at school. |

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| 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 |
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Equality of Access

| Year Group | Area of Spend | Strategy | Actions | Cost | Evidence Supporting action | Outcomes |
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| Whole School | Technology for home use | Ensure all children have access to broadband and technology to access blended home learning if they or their 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 pupils on school trips. | Subsidised school and residential trips Forest School experience (year 3) Swimming lessons – if possible | £5000 £2000 | EEF +4 (moderate impact for moderate cost) | Children will be included in enjoyment and enrichment activities. Peer collaboration is further developed. Children will develop a more |

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| | | To offer the opportunity of educational experiences outside of the curriculum increasing self-confidence and building self-belief | | | | positive attitude and motivation to learning. Resilience and confidence is increased. |
| 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) | Pupils feel part of extended school life. Equal opportunities for all is fully embraced. Pupils have support for homework activities. Social skills developed. |
| 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. | £1000 | EEF +4 (moderate impact for moderate cost) | |

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| | | | Targeted children offered free places to improve punctuality and attendance and therefore attainment | | | |
| 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 |
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| Whole School | Attendance personnel | To track attendance and punctuality. | <p>Liaise with Deputy Head to monitor attendance.</p> <p>Liaise with school SLO</p> <p>Celebrate good attendance.</p> <p>100% attendance hoodies.</p> <p>Regular contact with parents regarding attendance.</p> <p>Meetings with parent, deputy head and attendance personnel (sometimes SLO) to discuss attendance.</p> | £1000 | <p>School attendance and absence document</p> <p>www.gov.uk (medium cost high impact).</p> | School will be in band 2 for attendance. |

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| 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 lunchtime to reduce behaviour issues and increase self-esteem. | | £1000 | EEF +2 | <p>Increased confidence and self-esteem.</p> <p>Increased engagement and attainment..</p> |

7. Review of expenditure

Previous Academic Year

2019-2020

The school went into national lockdown in March 2020 when 'normal' school life ceased. Many of our objectives or initiatives from last year remain valid and have been rolled forward into this year's strategy.

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 64% and the National Pupil Premium figure was 48%.

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.