

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Peter's CE (VC) Primary School
Pupils in school	412
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£30,240
Academic year or years covered by statement	2019 - 2020
Publish date	09.03.2020
Review date	13.07.2020
Statement authorised by	Mark Davis
Pupil premium lead	Mark Davis
Governor lead	John Wardle

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.57
Writing	0.84
Maths	-1.31

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	11%
Measure	Activity
Priority 1	All staff, including new to school, receive ½ day training for phonics. (Helen Maron SIPs) Aut 19 and 20.
Priority 2	Introduce teaching for mastery(Power Maths) text books and slides across whole school
Barriers to learning these priorities address	Ensure all staff use these approaches consistently across whole school.
Projected spending	£5,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve the national average in progress scores.	September 21
Progress in Writing	Achieve the national average in progress scores.	September 21
Progress in Mathematics	Achieve the national average in progress scores.	September 21
Phonics	Achieve 95% + (maintaining and improving school performance)	September 21
Other	School attendance target 97%	September 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff, including new to school, receive ½ day training for phonics. (Helen Maron SIPs) Aut 19 and 20.
Priority 2	Introduce teaching for mastery(Power Maths) text books and slides across whole school Online tutoring for identified Year 6 children.
Barriers to learning these priorities address	Ensure all staff use these approaches consistently across whole school.
Projected spending	£10,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Lowest 20% of children to be targeted for daily reading (WTS) and 3 times a week reading (EXS) in order to develop fluency and automaticity.
Priority 2	Pre and post teaching to support children for maths who have not understood the learning objective fully.
Barriers to learning these priorities address	Pupils reading a wider range of texts (i.e. not focusing on popular, established authors).
Projected spending	£20,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is available for staff development.	2 INSET days collapsed to provide longer, weekly PDMs. TA training to happen during the school day. Some teacher development to happen during the school day.
Targeted support	Consistency of pedagogy and practice across year groups.	Monitoring and support focus of reading and maths leaders.
Wider strategies	Enough time available for teachers to work with the children who need support.	TA provision focused on areas where there is the greatest identified need.

## Review: last year's aims and outcomes

Aim	Outcome
Attendance of disadvantaged children improves to be in line with others.	Current tracking of groups shows disadvantaged children's attendance is above non disadvantaged children's attendance.
Pupils develop emotional security in school and are able to articulate their feelings and are increasingly able to take risk.	Vast majority of behaviour is good. Where behaviour is not good, there are clear structures and procedures to address it. Parents are kept fully informed
Gaps in prior learning or SEN needs, which lead to lower levels of attainment.	Approaches above for reading and maths are continuing to close the gaps in learning.
Poor oral and receptive language skills and lower levels of vocabulary.	Children demonstrate higher levels of vocabulary and vocabulary is a focus within lessons.