



1. Summary information 2018/19					
School	St Peter at Gowts Primary School				
Academic Year	2018/19	Total PP budget + Carry Forward (from April 2018)	£113,520 + £61,982 =£175,502	Date of most recent PP Review	22 nd Sept 2015
Total number of pupils inc Nursery	251	Number of pupils eligible for PP	88	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Reading	44%	75%
% achieving expected standard or above in Writing	56%	78%
% achieving expected standard or above in Maths	44%	76%
% achieving expected standard or above in Reading, Writing and maths combined	44%	64%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language and communication skills are lower for pupils eligible for PP than for other pupils. This impacts on Reading, Writing and Maths progress in subsequent years. Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling.
B.	On entry data lower than non-pp children, with slower progress in basic skills as children progress through school.
C.	Social communication and behavioural difficulties for a small group of children across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. SEN higher amongst PP children.
D.	Aspiration and attitudes to learning, lack of resilience and failing concentration (possibly due to diet and home routines)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Lower attendance and punctuality rates for pupils eligible for PP were below that for all children. This reduces their school hours or prevents them accessing the start of lessons to fall behind on average- use of PSA and TAs to ensure no child is left behind. However this is now improving through provision being provided and we need to continue to ensure PP and Non PP children have similar attendance rates.	
F	Poor nutrition and health attributed to many children not accessing a balanced diet	
G	Family issues such as domestic violence, single parenthood, worklessness etc	
H	Housing issues – overcrowding, housing conditions, noise levels and lack of routines impacting emotional stability of pupils, tiredness and well-being	
I	Trauma and other mental health issues in the family and/ or child including loss and bereavement of loved ones	
J	Lack of life experience and lack of support / ability to support learning and home	
K	Safeguarding and welfare issues, sometimes with social services involvement	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve communication and language skills for pupils eligible for PP in the Early Years and KS1	Pupils' eligible for PP in Reception can make rapid progress by the end of the year, so that all pupils eligible for PP meet age related expectations. This will impact positively on Phonics in Year 1 and SATS in Year 2
B.	Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth especially in writing	Pupils eligible for PP name accelerated progress as 'other' pupils identified, across Key Stage 2 in Reading, Writing and Maths
C.	Social, emotional, communication and behavioural difficulties of children across KS2 addressed.	Fewer behaviour incidents recorded in Safe and Well books, reduced number of red cards. Pupils perform in line with peers. Peer mediators and use of Beastly brilliance
D.	Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school.	Parents of pupils eligible for PP to meetings, homework workshops, adult learning sessions to support their child. Use of parents evening for training- opportunities for family learning.

D.	Increase resilience of children in receipt of PP.	Pupils eligible for PP make accelerated progress across Key Stages in Reading, Writing and Maths through focussed intervention programmes led by trained TAs every afternoons and a designated PP teacher 3 days weekly.
E.	Continued improved attendance and increased punctuality rates for eligible for PP.	Reduce the number of persistent absentees/lateness among pupils eligible for PP to 5% or below. Continue to improve attendance for children. Use of PSA to support attendance matters- leaflet, home visits, leading TACs
F.	All children are well fed and feel prepared for the day ahead. Have the 'brain power' and sustainability to succeed.	All children in KS2 receive a fruit snack throughout the morning, in order to provide them with nutrition and energy and PP children in receipt of milk. Fuel for School weekly deliveries to help families access healthy food on a pay as you feel basis.
G/H/K	Family issues such as domestic violence, single parenthood, worklessness etc Housing issues – overcrowding, housing conditions, noise levels and lack of routines impacting emotional stability of pupils, tiredness and well-being	PSA to support families who are vulnerable, offering signposting to services, working proactively to support families through EHA process within the TAC arena and beyond. All families supported who need it.
I.	Counselling and mentoring services ensure that children who are suffering a trauma receive the appropriate support and mentoring.	Children identified effectively to ensure opportunities meet the need. Feedback shows counselling and mentoring is effective.
J.	Provide children with a range of opportunities for enrichment and engagement throughout the Curriculum	PP children subsidised for educational visits and enrichment opportunities, varying dependent on parents' needs. No child to not attend a club/experience due to financial hardship.

Intervention	Description of in school use	Amount allocated Total:	Impact Summary 2018/19
Teaching and Learning	Employment of a fully qualified teacher for 3 days a week for KS2 and to provide quality first teaching for the Pupil Premium group in order to help children to make accelerated progress and to meet or exceed national attainment expectations Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	£27,961	

Teaching and Learning	Employment of a fully qualified teacher for 1 1/2 days a week for KS1 and to provide quality first teaching for the Pupil Premium group in order to help children to make accelerated progress and to meet or exceed national attainment expectations Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	£13,399	
Employment of PSA	Increased attendance and punctuality rates for pupils eligible for PP. Provide increased support for parents at the end of a school day. Employ PSA for 23hours	£14,729	
TA Interventions	TA s deployed throughout school in Year 1- Year 6 working with PP children to support good progress	£32,139	
TA Interventions	TA in Reception working with PP children to support good progress	£5,090	
Curriculum and Nutrition	Provide Fruit to all children in KS2 and ensuring all PP children in school are given milk daily. Daily salad bar at lunch time and also Fuel For School initiative to promote healthy eating both at school and at home.	£9,680	
Inclusion and Behaviour	Provide counselling for KS2 children using CASY	£2,850	
Inclusion and Behaviour	Employ Energise 2 afternoons per week to work with PP children in Key Stage 2 on self-esteem, social skills and attitude to learning	£4,320	
Inclusion and Enrichment	Offer parents of PP children financial support to allow children to attend any enrichment activities, including educational visits and residential.	£4,000	
Inclusion and Enrichment	Employ Pete the Music Man once a weekly for Breakfast and After- School club to engage children through music and enjoyment. Encourage PP children to attend	£3,960	
Inclusion	<ul style="list-style-type: none"> 1:1 Booster Session for PP children in Y6 – January to May Booster Session for PP children in Y6/Y2 from January- July for 2 days a week (Qualified Teacher) 	£1,250 £7,040	
Recruitment	2 x TLRs to retain outstanding teachers and lead initiatives to benefit PP children within school	£3,677	

Speech and Language	Employment of drama teacher to run sessions and after school club promoting story-telling and oral language in the early years	£1,250	
Enrichment	Thorpe partnership to enrich children's experiences of a rural school	£2,493	
Total Spend: £129,257			

Below is a breakdown of expenditure from the previous year spending and impact: 2017/18

Pupil Premium Strategy 2017/18

Academic Year	2017-18	Total PP budget 2017-18	£108,240	Date of most recent PP Review	22 nd Sept 2015
		Carry forward:	£54,776		
		Total PP budget	£163,016		
Total number of pupils inc Nursery	235	Number of pupils eligible for PP	82	Date for next internal review of this strategy	September 2018

Intervention	Description of in school use	Amount allocated Total:	Impact Summary 2017/18
Teaching and Learning	Employment of a fully qualified teacher for 3 days a week for KS2 and to provide quality first teaching for the Pupil Premium group in order to help children to make accelerated progress and to meet or exceed national attainment expectations Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	£27,708	Data shows increased progress of PP children throughout KS2 with a particular emphasis on Year 6. Children were re-grouped with targeted support and planning to accelerate progress. The PP teacher supported whole class grammar teaching, and writing with a focus on GD writers in summer term in Year 6. There was accelerated progress for PP children across KS2, but the gap was wider in KS1, this needs to be addressed next year. There was reduced PP timetabling due to deployment of PP teacher to support our NQT in Year 6.
Employment of PSA	Increased attendance and punctuality rates for pupils eligible for PP. Provide increased support for parents at the end of a school day. Employ PSA for 23hours	£14,042	PSA has worked tirelessly to improve the punctuality and attendance of children, ensuring they have access to all support networks available and are aware of any help available to them. Attendance meetings, home visits, attendance matters leaflet distributed. Data shows improved attendance for PP children, with no –

			significant gap between PP and non-PP children. 96.0 % attendance for PP children and 96.5% attendance for non-PP children.
TA Interventions	TA s deployed throughout school in Year 1-Year 6 working with PP children to support good progress	£29,296	Effective deployment of TAs supporting teaching and learning across school did happen, but it could be even more focussed on specific year groups, genders and lower attaining PP children.
Curriculum and Nutrition	Provide Fruit to all children in KS2 and ensuring all PP children in school are given milk daily.	£2,750+ £605 for milk	Children responded well to this. There is lots of research to suggest children need this, no child was hungry during morning sessions. Children given a good start nutritionally and enabling them to learn and concentrate better. Impact on attainment. Healthy lifestyle was promoted across school. Increased concentration and implication on attainment has been evidenced and reviewed.
Inclusion and Behaviour	Provide counselling for KS2 children using CASY and play therapy through Shades provider for KS1 children.	Shades £3,325 CASY-£2850	Vulnerable children felt supported. Anxiety levels in school reduced, children were able to be listened to and work through any issues, for example parental separation, self-harming, self-esteem, friendships and attachment worries – shown through parent and child questionnaires
Inclusion and Behaviour	Employ Energise (Tom) 2 afternoons per week to work with PP children in Key Stage 2 on self-esteem, social skills and attitude to learning	£3,800	Improved social skills, confidence and attitude to learning with all PP children, impact shown through parent and child questionnaires
Inclusion and Enrichment	Offer parents of PP children financial support to allow children to attend any enrichment activities, including educational visits and residential.	£4, 000	This allowed PP children to visit PGL and access clubs that they would not have been able to. This has led to increased self-esteem and enjoyment of school (see parent questionnaires).
Inclusion and Enrichment	Employ Pete the Music Man once a weekly for Breakfast and After- School club to engage children through music and enjoyment. Encourage PP children to attend	£2,960	Children are given a broad and balanced curriculum where no barrier narrows the children's experience- opportunity to develop and nurture the St Peter's Child. Children respond very well to Pete's approach and his positivity.
Inclusion	Booster Session for PP children in Y6 – Y2 from January- July for 2 days a week (Qualified Teacher) Enrichment opportunities for More able children throughout school (1 day a week)	£8,337	This did not happen. Other ways were found to support the children. This carry forward will be used to solve some space issues next year.
Total Spend: £106,353.81			