

Pupil Premium Strategy Statement and Strategy for St Peter at Gowts Primary School (written September 2019)



Summary information 2019/20					
School	St Peter at Gowts Primary School				
Academic Year	2019/20	Total PP budget + Carry Forward (from April 2019)	£120,314 + £62,047 £182,361	Date of most recent PP Review	21 st March 2019
Total number of pupils inc Nursery	251	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Nov. 2019

1. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Reading	77%	75%
% achieving expected standard or above in Writing	69%	78%
% achieving expected standard or above in Maths	85%	76%
% achieving expected standard or above in Reading, Writing and maths combined	54%	64%

2. 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.	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,	
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	
3. 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	<ul style="list-style-type: none"> • Pupils eligible for PP in Reception make rapid progress throughout the year. • Pupils eligible for PP receive high quality speech and language intervention, as well as language development through individual readers. • 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	<ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress compared to non-PP pupils across Key Stage 1 and 2 in Reading, Writing and Maths.

C.	Social, emotional, communication and behavioural difficulties of children across KS2 addressed.	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded in Safe and Well books, reduced number of red cards. • Pupils with PP have a proactive response to mental wellbeing, confidence and behaviour, removing any barriers so that the children present in line with non-PP children.
D.	Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school.	<ul style="list-style-type: none"> • Parents of pupils eligible for PP to engage with family learning in order to improve outcomes for children. • PP children are supported at home, with parents being upskilled to support learning through family based approaches.
D.	Increase resilience of children in receipt of PP.	<ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress across Key Stages in Reading, Writing and Maths through focussed intervention programmes led by trained TAs. Individual and small group attention ensures that pupils are developing the skills of resilience through small group pre and post learning and also self confidence
E.	Continued improved attendance and increased punctuality rates for eligible for PP.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees/lateness among pupils eligible for PP to 5% or below. • PP/NonPP attendance to both be above 96.1% • 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.	<ul style="list-style-type: none"> • 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	<p>Family issues such as domestic violence, single parenthood, worklessness etc</p> <p>Housing issues – overcrowding, housing conditions, noise levels and lack of routines impacting emotional stability of pupils, tiredness and well-being</p>	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> Children identified effectively to ensure opportunities meet the need, children respond positively to the support and report that it has had a positive effect on their mental wellbeing. Feedback shows counselling and mentoring is effective and reintegration and follow up work ensures the long lasting impact
J.	Provide children with a range of opportunities for enrichment and engagement throughout the Curriculum	<ul style="list-style-type: none"> 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 2019/20
Teaching and Learning	<p>Employment of DHT to work with PP children 2 days per week</p> <p>Employment of KS1 team leader to work with PP children 1 day per week Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.</p> <p>Employment of an HLTA in Key Stage 1 to work with PP children (UKS2 separate provision)</p>	<p>£18,085 2 Day DHT Projection</p> <p>£6680</p> <p>£6,604</p>	<ul style="list-style-type: none">
Teaching and Learning	<ul style="list-style-type: none"> 3rd Spaced learning – maths intervention in Year 6. 1:1 Booster Sessions for PP children in Y6 – January to May 	<p>£1,250 £7,040</p>	<ul style="list-style-type: none">
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 23 hours	£15,508	<ul style="list-style-type: none">
TA Interventions	TA s deployed throughout school in Year 1- Year 6 working with PP children to support good progress	£32,139	<ul style="list-style-type: none">
TA Interventions	TA in Reception working with PP children to support good progress	£5,090	<ul style="list-style-type: none">
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.	£10,750	<ul style="list-style-type: none">

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	•
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	•
Pupil premium intervention space	The creation of a bespoke space to enable the school to provide a space for classroom teaching, counselling, PSA work and other, in order for the work to be sustainable in the future. (Needs £60,000 from main budget too)	£60,000	•
Total Spend: £183, 203			