



## Pupil premium strategy statement: St Peter's CoE Primary School 2020/2021

Summary information					
<b>School</b>	St Peter's CoE Primary School				
<b>Headteacher</b>	Steve Hitchcock				
<b>Pupil Premium Lead</b>	Phillip Lee (Deputy Headteacher)				
<b>Governor PP Lead</b>	Penny Hargraves				
<b>Academic Year</b>	2020-2021	<b>PP budget (excluding CiC)</b>	£39,600	<b>Date of most recent PP Review</b>	July 2020
		<b>PP budget (including CiC)</b>	£48,800		
<b>Total number of pupils</b>	289	<b>PP pupils (excluding CiC)</b>	30	<b>Date for next internal review of this strategy</b>	July 2021
		<b>PP pupils (including CiC)</b>	34		
		<b>All numbers exclude Services PP and Early Years PP</b>			

For details of Early Years and Service Pupil Premium, please refer to the separate Early Years Pupil Premium and Services Pupil Premium reports.

## Pupil performance overview for the 2019-2020 academic year

Number of pupils to which this data relates		
	PPG Pupils	All Pupils
<b>Reception</b>	N/A	N/A
<b>Year 1 (Phonics)</b>	N/A	N/A
<b>Year 2</b>	N/A	N/A
<b>Year 6</b>	N/A	N/A

Reception Good Development for 2018-2019		
	PPG Pupils	All Pupils

<b>% achieving a good level of development</b>	N/A	N/A
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<b>Year 1 Phonics Check Pupil Premium Attainment for 2018-2019</b>		
	PPG Pupils	All Pupils
<b>% passing the Year 1 phonics check</b>	N/A	N/A

<b>End of Key Stage 1 Pupil Premium Attainment for 2018-2019</b>		
	PPG Pupils	All Pupils
<b>% achieving in reading</b>	N/A	N/A
<b>% achieving in writing</b>	N/A	N/A
<b>% achieving in maths</b>	N/A	N/A

<b>End of Key Stage 2 Pupil Premium Attainment and Progress for 2018-2019</b>		
	PPG Pupils	All pupils
<b>% achieving expected in reading</b>	N/A	N/A
<b>% achieving expected in writing</b>	N/A	N/A
<b>% achieving expected in maths</b>	N/A	N/A
<b>% achieving expected in reading, writing and maths (combined)</b>	N/A	N/A
<b>% achieving greater depth in reading</b>	N/A	N/A
<b>% achieving greater depth in writing</b>	N/A	N/A
<b>% achieving greater depth in maths</b>	N/A	N/A
<b>% making good or better progress in reading</b>	N/A	N/A
<b>% making good or better progress in writing</b>	N/A	N/A
<b>% making good or better progress in maths</b>	N/A	N/A

## Strategic Aims for the 2020-2021 academic year

Strategic Aims		
Aim	Activity	Intended Outcome
<p><b>Priority 1:</b> Introduce Read Write Inc as the preferred method of delivering phonics, developing reading and promoting a transfer through to spelling and writing.</p>	<ul style="list-style-type: none"> <li>• Reception, Year 1 and many Year 2 pupils will access daily RWI lessons (30 minutes with the exception of Monday which is 60 minutes) focusing on phonics, reading and spelling (no direct input in relation to writing).</li> <li>• Where required, Pupil Premium pupils are provided with support to ensure that they attain in the Phonics check and develop good reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils pass the KS1 phonics check in Year 1.</li> <li>• Pupils make good or better than good progress in reading, writing and maths.</li> </ul>
<p><b>Priority 2:</b> Clarity for all staff and Governors regarding the Pupil Premium vision.</p>	<ul style="list-style-type: none"> <li>• Teacher input into the Premium Premium Strategy, in particular the barriers to achieving priorities.</li> <li>• Sharing of the Pupil Premium Strategy with Governors allowing time for challenge, which will be recorded on the strategy document (see below).</li> <li>• Updates to Governors to include data based upon progress and attainment, but to also include specific feedback on each of the priorities (Strategic, Teaching and Learning, etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Future plans form part of the three year strategic vision. This will allow gaps to be consistently and repeatedly narrowed over a period of time rather than teachers expected to close all gaps within 12 months (may be an unrealistic target).</li> </ul>
<p><b>Barriers to achieving priorities</b></p>	<ul style="list-style-type: none"> <li>• Due to Covid-19 the progress made during the 2019-2020 academic year, in some cases, was less than expected. Therefore, we currently have a much greater proportion of pupils in Year 2 and lower KS2 who remain on the RWI scheme.</li> <li>• Due to the school priorities and CPD needs, based upon a 'Recovery Curriculum' the strategy will only be shared with staff in January 2021.</li> </ul>	

## Teaching and Learning Aims for the 2020-2021 academic year

Teaching and Learning		
Aim	Target	Target Date
Early Years Good Level of Development	Attainment 75%	End of June 2021
Year 1 Phonics	Attainment 90%	End of June 2021
Key Stage 1 Reading	Attainment 90%	End of June 2021
Key Stage 1 Writing	Attainment 85%	End of June 2021
Key Stage 1 Maths	Attainment 90%	End of June 2021
Key Stage 2 Reading	Attainment 90% (Greater Depth 40%)	End of June 2021
Key Stage 2 Writing	Attainment 90% (Greater Depth 20%)	End of June 2021
Key Stage 2 Maths	Attainment 90% (Greater Depth 40%)	End of June 2021

Teaching and Learning		
Measure	Activity	Intended Outcome
<p><b>Priority 1:</b> Cognitive science strategies/highly effective teaching strategies to support longer term learning.</p>	<ul style="list-style-type: none"> <li>Teachers use cognitive science strategies to manage the intrinsic load of learning, reduce the extrinsic load and maximise the germane. For example, full worked examples, reducing classroom noise, making connections with prior learning.</li> <li>Teachers plan their lessons (and sequences of lessons) to regularly include opportunities to consolidate and deepen learning including: retrieval practice; fade examples, elaborative interrogation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>Pupils are able to recall and apply prior learning to future contexts i.e. away from the 'teaching sequence';</li> <li>Learning environments are designed and resources to manage the intrinsic load and provide appropriate support. Over the course of the academic year this support is faded (reduced).</li> </ul>

		<ul style="list-style-type: none"> <li>● Learning environments are designed and maintained to reduce the extrinsic load (e.g. noise levels, space etc)</li> <li>● Pupils are able to explain their learning across the curriculum in greater depth.</li> </ul>
<p><b>Priority 2:</b> Teacher knowledge of pupils (academic and relational) resulting in improved relationships and differentiation</p>	<ul style="list-style-type: none"> <li>● Teachers develop their knowledge of pupils (relational) and their gaps/misconceptions results (academic).</li> <li>● Learning is suitably differentiated to meet their learner at their 'bus stop'.</li> <li>● Equally the learning is designed to promote progress with regular opportunities for success and attainment in the longer term.</li> <li>● The differentiation does not result in a lowering of expectations in terms of what progress pupils are expected to make.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>● Gaps and misconceptions are addressed within teaching.</li> <li>● Whilst pupils may have different starting points, there are regular opportunities for pupils to be successful.</li> <li>● Teacher expectations are consistently high for all pupils.</li> </ul>
<p><b>Barriers to achieving priorities</b></p>	<ul style="list-style-type: none"> <li>● The above targets are ambitious and aspirational as they do not take into account the return to school in September following national lockdown and the focus on 'Recovery curriculum'</li> </ul>	

## Targeted academic support for the 2020-2021 academic year

Targeted academic support		
Measure	Activity	Intended Outcome
<p><b>Priority 1:</b> Numeracy and Literacy support, including reading and spelling</p>	<ul style="list-style-type: none"> <li>• Pupils access reading for pleasure groups/individual support with an adult.</li> <li>• Pupils access regular small groups support or one-to-one support in Literacy and Numeracy delivered by a teacher or teaching assistant.</li> <li>• Pupils access the teaching of reading through within small groups and learn based upon phonically decodable books.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have access to a broad range of text types and are guided to develop regular reading practices and to develop their preferences and exposure.</li> <li>• Pupils access personalised support which meets them at their 'bus stop'.</li> <li>• Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>• Gaps and misconceptions are addressed within teaching.</li> <li>• Numeracy and/or Literacy are less of a barrier to future learning.</li> <li>• Secure progress within reading and phonics resulting in improved outcomes at the Phonics check.</li> </ul>
<p><b>Priority 2:</b> SLCN and SEND support</p>	<ul style="list-style-type: none"> <li>• Teachers access training and support in relation to SLCN and SEND.</li> <li>• Pupils access regular small groups support for their SLCN and SEND needs</li> <li>• Pupils are assessed for speech and language development delays and if appropriate access regular one-to-one support with a teaching assistant.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and/or Language are less of a barrier to future learning.</li> <li>• Learning is designed and delivered in such a way as to meet the needs of pupils with SLCN and SEND needs.</li> <li>• Pupils are able to fully communicate with peers and adults.</li> <li>• Improved communication results in improved progress.</li> </ul>
<p><b>Barriers to achieving priorities</b></p>	<ul style="list-style-type: none"> <li>• Room availability and social distancing requirements mean that interventions will often need to take place in the classroom.</li> </ul>	

## Wider strategies for the 2020-2021 academic year

Wider strategies		
Measure	Activity	Intended Outcome
<p><b>Priority 1a:</b> Free peripatetic music provision for all Pupil Premium pupils are part of our commitment to arts participation.</p> <p><b>Priority 1b:</b> Free access to clubs for all Pupil Premium pupils as part of our commitment to sport/physical activity participation.</p>	<ul style="list-style-type: none"> <li>• Host a Pupil Premium specific music event to promote the learning of instruments.</li> <li>• Access additional funding from Music Devon to cover the cost of peripatetic music tuition in the Spring Term.</li> <li>• Provide opportunities for performance during the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School.</li> <li>• As per EEF, wider benefits of arts participation such as more positive attitudes to learning and increased well-being have also consistently been reported.</li> </ul>
<p><b>Priority 2:</b> PPG pupils and their families (parents, guardians, grandparents) have access to social, emotional and wellbeing support to meet their needs.</p>	<ul style="list-style-type: none"> <li>• PPG pupils have access to social, emotional and wellbeing support to meet their needs.</li> <li>• The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils.</li> <li>• Pastoral support for Services pupils and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have their social, emotional and wellbeing needs met and are hence more likely to engage and attain academically.</li> <li>• Parental support ensures a consistency of approach between parents and between school and home.</li> </ul>
<p><b>Priority 3:</b> Free access to curricular opportunities via Exeter University and/or curricular visits/trips/residentials.</p>	<ul style="list-style-type: none"> <li>• Promote access to curricular enrichment opportunities via Exeter University. Support given to parents in applying for places and organising private transport.</li> <li>• Ensure that the cost of all visits/trips/residentials are covered by the Pupil Premium.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School.</li> <li>• As per EEF and AfPE, wider benefits of sport/physical activity participation (social, character, learning and health)</li> </ul>
<p><b>Barriers to achieving priorities</b></p>	<ul style="list-style-type: none"> <li>• Curricular enrichment opportunities may not be hosted due to Covid-19 restrictions.</li> </ul>	

## Monitoring and implementation

Monitoring and implementation: Pupil Premium Lead and Headteacher		
Area	Challenge	Mitigating Action
Strategic Aims		
Teaching and Learning Aims		
Targeted Academic Support		
Wider Aims		

Monitoring and implementation: Challenge by Lead Governor		
Area	Challenge	Mitigating Action
Strategic Aims	<p>Review of Pupil Premium took place in October 2020, following which this plan was shared with the T&amp;L Governor committee.</p> <p>Review of Pupil Premium took place in June 2021 following which the PPG Lead Governor updated the governing body. A copy of the 2021-2022 plan was submitted to Governors in July 2021.</p>	
Teaching and Learning Aims	Review of Pupil Premium took place in October 2020, following which this plan was shared with the T&L Governor committee.	
Targeted Academic Support	Review of Pupil Premium took place in October 2020, following which this plan was shared with the T&L Governor committee.	
Wider Aims	Review of Pupil Premium took place in October 2020, following which this plan was shared with the T&L Governor committee.	
Overall	<p>Review of Pupil Premium took place in June 2021 following which the PPG Lead Governor updated the governing body.</p> <p>Key areas for further development were identified, including:</p> <ul style="list-style-type: none"> <li>• Broad parental involvement and engagement</li> <li>• Importance of evidence to support.</li> </ul>	These comments were tkae



- The needs to ensure higher and middle pupils are included
- Ensuring that all PPG spending is evidence based.

## Review of 2019-2020 Academic Year

Monitoring and implementation: Challenge by Lead Governor Spring 2020 for the 2019-2020 Academic Year		
Area	Challenge	Mitigating Action
<b>Strategic Aims</b>	Provide a detailed breakdown of spending on each aspect of the development plan	Meeting SEMH lead to review the provision for PPG pupils.  SLT to provide clarity on PPG spending.  Reflection and feedback is needed summarising the impact of CPD and coaching on pupil premium pupils
<b>Teaching and Learning Aims</b>	Query regarding how the impact of the provision is measured and what responses there are if there is no impact or limited impact.	Discussion about the format of termly Data Chats which include PPG pupils and how coaching sessions are used to support and challenge teachers in regards to provision and their pupil progress. The reflection from this is that leaders need to be more systematic in ensuring that PPG pupils have been specifically discussed during the coaching conversations.
<b>Targeted Academic Support</b>	Query regarding how the impact of the provision is measured and what responses there are if there is no impact or limited impact.	Discussion about the format of termly Data Chats which include PPG pupils and how coaching sessions are used to support and challenge teachers in regards to provision and their pupil progress. The reflection from this is that leaders need to be more systematic in ensuring that PPG pupils have been specifically discussed during the coaching conversations.

<b>Wider Aims</b>	The Governor was satisfied with the actions, spending and impact.	None
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### Strategic Aims

<b>Aim</b>	<b>Intended Outcome</b>	<b>Review of Actual Outcome</b>
<b>Priority 1:</b> Introduce Read Write Inc as the preferred method of delivering phonics, developing reading and promoting a transfer through to spelling and writing..	<ul style="list-style-type: none"> <li>All Pupil Premium pupils pass the KS1 phonics check in Year 1.</li> <li>Pupils make good or better than good progress in reading, writing and maths.</li> </ul>	<ul style="list-style-type: none"> <li>Good evidence of reading progress in the Autumn and Spring Term validated by visits from Ilsham Hub.</li> <li>The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>
<b>Priority 2:</b> Clarity for all staff and Governors regarding the Pupil Premium vision.	<ul style="list-style-type: none"> <li>Teacher input into the Premium Premium Strategy, in particular the barriers to achieving priorities.</li> <li>Sharing of the Pupil Premium Strategy with Governors allowing time for challenge, which will be recorded on the strategy document (see below).</li> <li>Updates to Governors to include data based upon progress and attainment, but to also include specific feedback on each of the priorities (Strategic, Teaching and Learning, etc)</li> </ul>	<ul style="list-style-type: none"> <li>There was the opportunity for the Lead Governor challenge (see above).</li> <li>Governors updated during the academic year.</li> <li>The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>

### Teaching and Learning

<b>Measure</b>	<b>Intended Outcome</b>	<b>Review of Actual Outcome</b>
<b>Priority 1:</b> Cognitive science strategies to support longer term learning.	<ul style="list-style-type: none"> <li>Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>Pupils are able to recall and apply prior learning to future contexts i.e. away from the 'teaching sequence';</li> <li>Learning environments are designed and resources to manage the intrinsic load</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of recall, revisiting and use of cognitive science strategies within learning walks across the curriculum.</li> <li>Learning walks evidence good practice in relation to the learning environment and the resources provided to reduce intrinsic load. However, not embedded.</li> </ul>

	and provide appropriate support. Over the course of the academic year this support is faded (reduced).	<ul style="list-style-type: none"> <li>The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>
<b>Priority 2: Differentiation</b>	<ul style="list-style-type: none"> <li>Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>Gaps and misconceptions are addressed within teaching.</li> <li>Whilst pupils may have different starting points, there are regular opportunities for pupils to be successful.</li> <li>Teacher expectations are consistently high for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of gaps being addressed in some classes, though not always consistently.</li> <li>This remains a target.</li> <li>The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>

<b>Targeted Academic Support</b>		
<b>Measure</b>	<b>Intended Outcome</b>	<b>Review of Actual Outcome</b>
<b>Priority 1: Numeracy and Literacy support, including reading and spelling</b>	<ul style="list-style-type: none"> <li>Pupils access personalised support which meets them at their 'bus stop'.</li> <li>Pupils make at least good progress (one academic year) with the aim that they make better than good progress.</li> <li>Gaps and misconceptions are addressed within teaching.</li> <li>Numeracy and/or Literacy are less of a barrier to future learning.</li> <li>Secure progress within reading and phonics resulting in improved outcomes at the Phonics check.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of personalised support and 'meeting at their bus stop' for most classes, though not always consistently.</li> <li>This remains a target.</li> <li>The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>
<b>Priority 2: SLCN support</b>	<ul style="list-style-type: none"> <li>Speech and/or Language are less of a barrier to future learning.</li> <li>Learning is designed and delivered in such a way as to meet the needs of pupils with SLCN needs.</li> </ul>	<ul style="list-style-type: none"> <li>Significant increase in the number of SLCN assessment and, where relevant, referrals for additional support.</li> <li>Good evidence from learning walks that teachers are adopting SLCN teaching and learning strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>● Pupils are able to fully communicate with peers and adults.</li> <li>● Improved communication results in improved progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>
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Wider Aims		
Measure	Intended Outcome	Review of Actual Outcome
<p><b>Priority 1a:</b> Free peripatetic music provision for all Pupil Premium pupils are part of our commitment to arts participation.</p> <p><b>Priority 1b:</b> Free access to clubs for all Pupil Premium pupils as part of our commitment to sport/physical activity participation.</p>	<ul style="list-style-type: none"> <li>● Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School.</li> <li>● As per EEF, wider benefits of arts participation such as more positive attitudes to learning and increased well-being have also consistently been reported..</li> </ul>	<ul style="list-style-type: none"> <li>● Whilst PPG pupils do access peripatetic music tuition, planned events to increase participation did not take place.</li> <li>● Data in relation to club participation for PPG pupils showed an increase in access to gymnastics club.</li> <li>● The progress towards the intended outcome has been significantly affected by disruption to education in relation to Covid-19.</li> </ul>
<p><b>Priority 2:</b> PPG pupils and their families (parents, guardians, grandparents) have access to social, emotional and wellbeing support to meet their needs.</p>	<ul style="list-style-type: none"> <li>● Pupils have their social, emotional and wellbeing needs met and are hence more likely to engage and attain academically.</li> <li>● Parental support ensures a consistency of approach between parents and between school and home.</li> </ul>	<ul style="list-style-type: none"> <li>● This work has continued, despite lockdown, and families have maintained access to social, emotional and wellbeing support.</li> </ul>
<p><b>Priority 3:</b> Free access to curricular opportunities via Exeter University and/or Forest School and/or curricular visits/trips/residentials.</p>	<ul style="list-style-type: none"> <li>● Pupil Premium pupils have unrestricted access to extracurricular opportunities at St Peter's CoE Primary School.</li> <li>● As per EEF and AfPE, wider benefits of sport/physical activity participation (social, character, learning and health)</li> <li>● As per EEF, outdoor and adventurous learning does not have an impact on self-confidence as well as academic attainment.</li> </ul>	<ul style="list-style-type: none"> <li>● Excellent access to extracurricular opportunities, including trips and visits. For example, all PPG children access our residentials.</li> <li>● Pupil uptake with Exeter University opportunities was limited.</li> <li>● Forest School did not take place.</li> </ul>

