



**Pupil premium strategy statement 2021-2022**

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Peter's CoE Primary School
Pupils in school	288
Proportion of disadvantaged pupils	13.5%
Pupil premium allocation this academic year	£52,455
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	June 2022
Statement authorised by	Steve Hitchcock
Pupil premium lead	Phillip Lee
Governor lead	Penny Hargraves

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to cancellation of assessments caused by Covid-19
Writing	N/A due to cancellation of assessments caused by Covid-19
Maths	N/A due to cancellation of assessments caused by Covid-19

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Attainment 90%
Achieving high standard at KS2	Greater Depth 40% (reduced to 20% in respect of writing)

Measure	Activity
Priority 1: Cognitive science strategies/highly effective teaching strategies to support longer term learning.	<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 germaine. For example, full worked examples, reducing classroom noise, making connections with prior learning.</li> <li>Teaching includes deliberate practice following explicit teaching.</li> <li>Teachers plan their lessons (and sequences of lessons) to regularly include opportunities to consolidate and deepen learning including: retrieval</li> </ul>

	<p>practice; fade examples, elaborative interrogation etc.</p> <ul style="list-style-type: none"> <li>• Teachers reflect on the impact of these strategies and this informs future teaching and curriculum considerations.</li> </ul>
<p>Priority 2:</p> <p>Metacognitive development to ensure that pupils are aware of themselves as learners and the learning strategies and behaviours which are effective for them. Furthermore, such strategies are linked to self-regulation (cognition, metacognition and motivation).</p>	<ul style="list-style-type: none"> <li>• Teachers acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</li> <li>• Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</li> <li>• Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills.</li> <li>• Teachers set an appropriate level of challenge to develop pupils' self-regulation and metacognition. Any differentiation does not result in a lowering of expectations in terms of what progress pupils are expected to make.</li> <li>• Promote and develop metacognitive talk in the classroom.</li> <li>• Explicitly teach pupils how to organise and effectively manage their learning independently</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Overcomes the barriers related to retrieval of prior learning, and working memory overload, to ensure that learning is retained in the longer term. As a result, pupils are able to recall and apply prior learning in new situations.</li> <li>• Teacher knowledge of pupils (academic current understanding, as individuals) is essential in terms of ensuring that teaching and learning is delivered and received in the most effective and efficient way. A lack of such awareness results in misdirected teaching and learning.</li> <li>• Poorly regulated learners are not aware of their strengths and weaknesses, and find it difficult to motivate themselves to engage in, and improve, their learning.</li> </ul>
<p>Projected spending</p>	<p>£10,000</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All pupils are expected to make at least one academic year of progress resulting in attainment of 90%  Pupils who are below age-related expectation are expected to make more than one year of academic progress as a result of benefitting from PPG investment.	June 2022
Progress in Writing	As above	June 2022
Progress in Mathematics	As above	June 2022
Phonics	As above	June 2022
Early Years Good Level of Development	Attainment 80%	June 2022

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

## Targeted academic support for current academic year

Measure	Activity
Priority 1: RWI academic support targeted on the lowest 20% and supporting PPG pupils to maximise their potential.	<ul style="list-style-type: none"> <li>Regular (daily where possible) intervention providing additional support in relation to key areas such as speed sounds and fluency etc.</li> <li>Pupils are assessed half-termly to identify the impact of small group teaching and intervention on progress and attainment.</li> <li>The intervention also addresses the learning needs of pupils in Key Stage 2 who should have successfully completed their phonics.</li> <li>Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress.</li> </ul>
Priority 2: Numeracy academic support targeted at the lowest 20% and supporting PPG pupils to maximise their potential.	<ul style="list-style-type: none"> <li>Regular (daily for KS1) intervention providing additional support in relation to key areas such as place value, addition and subtraction, use of manipulative and reasoning. The intervention includes demonstrating abstract ideas and core mathematical concepts in a variety of representations and problem-solving contexts.</li> <li>Regular (two/three times a week for KS2) intervention providing additional support in relation to additive reasoning.</li> <li>Assessment for learning opportunities are used to assess progress and attainment.</li> <li>Pupils are assessed termly to identify the impact of whole class teaching and intervention on progress and attainment.</li> <li>Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress.</li> </ul>

Priority 3: SLCN support targeted at the lowest 20% and supporting PPG pupils to maximise their potential.	<ul style="list-style-type: none"> <li>• Regular (twice a week) intervention providing additional support in relation to SLCN.</li> <li>• This intervention is a key component of their communication passports.</li> <li>• Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• RWI decoding and fluency</li> <li>• Core numeracy and manipulative skills</li> <li>• Additive reasoning</li> <li>• SLCN</li> </ul>
Projected spending	£20,000

### Wider strategies for current academic year

Measure	Activity
<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>• Signpost pupils and their families to peripatetic music opportunities within school and allow for pupils to have ‘tasters’.</li> <li>• Celebrate participation, progress and attainment within peripatetic music and encourage the ‘value’ of music at home.</li> <li>• Provide opportunities for performance during the year, including in class and to all parents.</li> <li>• Ensure that all PPG pupils are able to access all clubs, including those hosted by external providers.</li> <li>• Celebrate participation, progress and attainment within sport/physical activity and encourage the ‘value’ of physical activity at home.</li> <li>• Provide opportunities, through Impact Days, for PPG participation in festivals/competitions.</li> </ul>
<p><b>Priority 2</b></p> <p>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>
<p><b>Priority 3a</b></p> <p>Acceleration of access for specialist SEND support e.g. EP assessment.</p> <p><b>Priority 3b</b></p> <p>Pastoral and educational support/guidance for the families of PPG pupils.</p>	<ul style="list-style-type: none"> <li>• Due to high demand, and a lack of availability, PPG funding will be directed to financing the private costs associated with educational specialists e.g. EP assessment. The rationale being that the earlier the educational specialist sees the pupil, then the earlier we receive advice and/or reports which support further referral/application, and the better we can support the need of the child.</li> <li>• Leaders and staff work with parents to offer pastoral and education support/guidance. By working within families, and affecting whole family change/change</li> </ul>

<p><b>Priority 3c</b></p> <p>Free access to curricular opportunities via Exeter University</p> <p><b>Priority 3d</b></p> <p>Free access to visits, residential trips, visitors and swimming contributions.</p>	<p>outside of school, Pupil Premium pupils are better supported.</p> <ul style="list-style-type: none"> <li>Enrichment opportunities will be initially focussed on PPG pupils work at or above age related expectations in order to broaden their horizons, foster the love of learning and nurture their ambition.</li> <li>All PPG pupils will be supported with the cost of visits, residential trips, visitors and swimming contributions.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Access to enrichment opportunities (music/sport) without cost being a barrier.</li> <li>Families are supported pastorally, academically and in relation to SEMH.</li> </ul>
Projected spending	£22,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching		
Targeted support		
Wider strategies		

### Review: last year's aims and outcomes

Aim	Outcome
<p><b>Note</b></p>	<p>It is noted that the impact of Covid-19, including the partial closure of school from January 2021 until March 2021 and the risk management measures e.g. bubbles, restricted the work planned in 2020-2021.</p> <p>Furthermore, the cancellation of formal assessment at KS1 and KS2, means that attainment measures/comparisons cannot take place.</p>
<p><b>Priority 1:</b> Cognitive science strategies/highly effective teaching strategies to support longer term learning.</p> <p><b>Priority 2:</b> Teacher knowledge of pupils (academic and relational) resulting in improved relationships and differentiation</p>	<p>CPD investment, including coaching and mentoring, focussed on these two specific areas. Teachers adapted the curriculum, particularly within Autumn, to create capacity to focus on relationships, including peer-to-peer. As a result of this work, the school vision is being redeveloped to emphasise the importance and impact of relationships. Hence further work is required in 2021-2022.</p>
<p><b>Priority 1:</b> Numeracy and Literacy support, including reading and spelling</p> <p><b>Priority 2:</b> SLCN and SEND support</p>	<p>Despite difficulties in terms of bubbles, intervention has taken place targeted at pupils identified by their teachers. The RWI</p>

	<p>and KS2 Additive Reasoning intervention both demonstrated a clear impact on the pupils taking part i.e. addressing gaps/misconceptions and promoting greater progress.</p>
<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> <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> <p><b>Priority 3:</b> Free access to curricular opportunities via Exeter University and/or curricular visits/trips/residentials.</p>	<p>We are very proud of the proportion of PPG pupils who access peripatetic tuition. The feedback from their teachers highlights the impact of 'success' in non-classroom based learning on their self-esteem. Pupil feedback has confirmed this outcome.</p> <p>Although we have had a reduced number of clubs operating, PPG pupils have attended our clubs. Furthermore, we provided free access to Sporting Steps holiday club at the May half term (overwhelmingly positive impact on family life, SEMH and work) and have plans for the Summer.</p> <p>Parental feedback in relation to SEMH support is overwhelmingly positive. Several families are now communicating differently, have opened up communication channels and have modified their way of 'being'. Engagement with this type of support has resulted in improved school-family relations and so further work can be done on academic needs.</p> <p>Due to Covid-19, the enrichment opportunities did not take place.</p>