

St Peter's Church of England Primary School

Pupil premium Grant Strategy: 2021 / 2022



Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	308
% of pupils eligible for PPG	14%
% pupils eligible for PPG on the SEN register	27%
EAL Pupils	2
FSM	33
Service Family	1
LAC	0
Amount of PPG received per pupil	FSM = £1320 Service = £300 LAC= £1900
Total amount of PPG received	£43,040

Attainment KS2 2019	DP (8 pupils)	All
% achieving expected standard or above in reading	78%	82%
% achieving expected standard or above in writing	56%	78%
% achieving expected standard or above in maths	78%	86%
% achieving expected standard or above in GAPS	44%	73%

*based on 2019 SATS due to cancellation of SATS 2020 and 2021

RATIONALE

IN SCHOOL BARRIERS TO FUTURE ATTAINMENT (FOR PPG PUPILS)
A large amount of PPG children also have SEN
Entry profiles for many of our PPG children in EYFS are lower than non-PPG, putting children at a disadvantage.
EXTERNAL BARRIERS
Attendance and punctuality rates of PPG children are lower than non-PPG children
Incidents of SEMHS needs are higher in the school PPG population and they need more support to manage this. Parents also need more support in managing this.
Many PPG parents lack confidence in communicating with teachers and may be “hard to reach” and engage. Significant additional time is needed to build relationships and confidence.
Children lacking “cultural capital” and therefore at a disadvantage in accessing life experiences that will positively influence attainment at school

DESIRED OUTCOMES	SUCCESS CRITERIA
“Close the gap” between PPG and non-PPG in terms of overall attainment and accelerate progress.	Children will make expected or accelerated progress from their starting points PPG children will make the same amount of progress from their starting points, as non-PPG children Attainment

Attendance of PPG children is same as non-PPG children	Percentage attendance of PPG children will be the same as non-PPG (or as close as possible)
Develop home-school relationships with parents of PPG pupils and empower them to be confidently involved with their children's education	PPG Parents will have "open access" to school support and will report greater confidence in supporting children and attend all school based meetings that they invited to.
Children with SEMH needs will develop coping strategies and self-regulation skills, better enabling them to access their academic learning	Objective behaviour reports, (by staff), wellbeing measures e.g. Boxhall, attitudes to learning etc will be more positive and impact on progress and attainment.
Children will have a higher level of "cultural capital" through enrichment and school based activities	Children able to better access meaning of texts and curriculum content and enhance content of written texts

QUALITY OF TEACHING FOR ALL

DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE/RATIONALE FOR THIS APPROACH?	MONITORING	KEY LEADS	REVIEW DATES
Higher rates of progress for PPG across both phases in reading and writing	<p>Teachers to begin implementing Whole Class Reading Lessons (A Booth approach) and consistently using a class reader.</p> <p>Children at risk of not meeting ARE to be targeted as Frequent Reader and any additional LSA time for this to be prioritised for PPG children.</p> <p>Focus on high quality modelled and shared writing sessions in English lessons so children</p> <p>Use of Booster clubs when COVID restrictions allow (eg only within bubble) and use of Government ringfenced Catch Up Premium money for tutoring with teacher.</p> <p>Use of Continuous Provision in KS1 classes to support</p>	<p>Continual practice is essential in gaining reading fluency throughout different age ranges. Fluency then supports the ability and confidence to develop comprehension skills. Numerous studies demonstrate that reading fluency and comprehension are strictly inter-related in primary education, and also correlated with important aspects of academic life, such as school outcomes (Álvarez-Cañizo et al., 2015), or training success (Krumm et al., 2008). It is essential for children's future academic success at Secondary level and personal efficacy in adulthood, that they are confident readers.</p> <p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Early deficits can persist throughout primary education (Olofsson & Niedersoe, 1999; Foorman et al, 1997; Sparks et al.</p>	<p>CS overall subject leadership view</p> <p>CB to monitor phonics and continuous provision</p>	CS/Vs/CB	At every assessment window (termly) plus by CT as formative assessment

	independent learning and support children who have missed significant amounts of their EYFS education.				
Higher rates of progress for PPG children across both phases in Maths	<p>Use of Maths Surgeries small group approach to tackle misconceptions and personalise learning – use LSAs and class teacher where viable.</p> <p>Use of Booster/Breakfast Booster clubs for PPG children in Year 6</p>	<p>Limits to our budget mean more strategic we need to use of LSAs to support a broader range of pupils to close gaps in learning and respond to needs as they arise.</p> <p>Continue to embed White Rose mastery scheme of work, to ensure skills are consolidated and confidently applied across different contexts and incorporate DfE Recovery Document curriculum, to ensure gaps are identified and tackled.</p>	SB overall subject leadership view with additional support from LT.	SB/VS	At every assessment window (termly) plus by CT as formative assessment
Greater awareness of PPG children's attainment and progress to provide early intervention	Create PPG provision map and update regularly, with formative assessment data: discuss weekly in PPA amongst teachers minuting actions/notes and compare alongside non-PPG to ensure equality of access and monitor any gaps. Discuss PPG as part of termly Pupil Progress meetings.	Schools performing well have close level tracking systems in place, which is accepted good practice. Using this data in such as format will help predict future attainment and progress and any trends developing. Governors and all members of teaching and support staff will be able to access a direct and clear snapshot of data for this specific group of pupils.	VS to continue updating overall data reports and liaise with core subject leaders to discuss any issues.	VS/AC	At every assessment window (termly)
Recent knowledge informs classroom practice to improve "curriculum offer" and ensure good and outstanding teaching	<p>Ongoing professional development, informed by local and national good practice and recent research through staff meeting, training, and partnership working with other local schools.</p> <p>CPD to take place to train teachers in recent developments in science of learning: Cognitive Load, Repetition and Rehearsal in</p>	<p>Working with local delivery groups and partnerships (who also work with DfE), ensures we have access to up to date research and good practice, including Maths Mastery Hubs, Literacy Network etc</p> <p>The EEF Evidence Review Toolkit states that as a strategy, Metacognitive strategies provide most progress in attainment (up to 7 months) for a very low cost. Evidence Based Education Toolkit also states as one of its four Elements of Great Teaching, that an understanding of CLT, Metacognition and an</p>	All SLT to deliver but all staff involved.	SLT	Every half term

	Memory, Meta-cognition and use of Instructional Talk	understanding of memory are essential for all excellent classroom practitioners.			
TARGETED SUPPORT					
DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE/RATIONALE FOR THIS APPROACH?	MONITORING	KEY LEADS	REVIEW DATES
Improve PPG parental relationships and confidence with school involvement in supporting their children	Continue to use the “Structured Conversations” (adopted via AfA) Approach to build relationships with PPG parents and roll out across school.	The remit of the AFA organisation is to support social mobility, helping schools to aspire and achieve for all disadvantaged children. In their Impact Report, 98 target groups were found to be consistently progressing at a higher rate than expected for their year groups.75% of children in the groups reported higher levels in confidence in their ability to achieve higher marks at school.	SLT will work with RN and monitor whether structured conversations are taking place and analyse outcomes.	RN AC	Termly
Gap between PPG and non-PPG children potentially exacerbated by Covid lockdown reduced.	PPG Children to have tailored targets from class teachers that are monitored bi-weekly. Conduct pupil surveys to identify and specific difficulties (academic or otherwise) linked to lockdown and access issues e.g, lack of technology, support they feel is needed.	NFER Research this year established that based on estimates supplied by teachers, the learning gap between disadvantaged pupils and their peers in July 2020 was 46% bigger than it was a year earlier. However, it said that 46% was “likely to be an underestimate” if differences between schools were included. Therefore, targeted academic support is essential to ensure this gap does not continue to widen.	Discuss ongoing progress with tutors	Year 5/6 and ¾ Leader, alongside VS	Half termly
Promote hardship fund to support families in crisis	FOSP to receive anonymised applications for families in need from HT/DHT to direct specific funding to support parents to buy school equipment, uniform, pay for breakfast club to support return to work etc	Recent media reports have highlighted the issues of increased hardship due to the transfer of the benefit system to universal credit and increased need for food bank usage. Families in need have already confided during meetings the stress this is causing at home and how this is having a detrimental effect on their children and readiness to learn/emotional health.	VS/HT alongside FOSP representatives	FOSP Chair VS/AC	FOSP to review termly with HT/DHT to discuss impact
Monitor attendance of PPG children	Complete a weekly summary spreadsheet of data for	Most recent nationally DFE statistics has shown that Overall absence rates are higher	VS/AC/Office manager	VS/C	Weekly

	attendance (with due consideration to impact of increased absences linked to self-isolation and Covid testing), to provide close level monitoring of attendance patterns and try to provide early interventions, where children are at risk of persistent absence.	for pupils who are eligible for and claiming free school meals – 7.2% compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1). These differences are also reflected in our own school data (Overall absence for PPG children is 9% compared to 5% for non-PPG)			
OTHER APPROACHES					
DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE/RATIONALE FOR THIS APPROACH?	MONITORING	KEY LEADS	REVIEW DATES
PPG Children with high level emotional and behavioural needs able to manage own behaviour better and develop resilience and emotional stability.	Continue to embed all behavioural training for all staff, adopting therapeutic approach and continue to build on mindfulness practices adopted by school. Introduce Zones of Regulation and continue to embed the use of Sensory Diets.	A large body of research as demonstrated the importance of early development of self-regulation skills, which facilitate goal orientated behaviour and optimal responding to emotionally and cognitively demanding stimuli. There is a higher than average number of PPG children, who struggle to manage and regulate their emotions effectively. Alongside classroom practice, additional sessions delivered by pastoral lead and other support staff can complement this.	Pupil perception surveys Classroom drop ins.	VS RN	End of Feb, end of April, end of May, end of July
Develop and increase “cultural capital” amongst PPG children	Help develop life skills and access other “non-academic” elements of learning/knowledge that will help access lesson content that may not have had previous experience of e.g. themes for texts though encouragement to join additional after school or before school clubs, library visits, healthy cookery	The Sutton Trust have recently published various articles about attempts headteachers have made to reduce inequality for PPG children. According to the research, poorer children perform better in classes mixed with middle class children with which to share experiences and ultimately, children achieve higher outcomes when they read for pleasure and go on educational trips in and out of school time.	Monitor enrichment available to PPG introduce for any extra-curricular online/virtual events given current restrictions eg BBC Connecting the Dots workshops, applying for musical tuition vouchers from Essex Music Hub.	VS AC	Throughout academic year

<p>Targeted pastoral/emotional support and social skill development</p>	<p>KD to deliver Drawing and Talking therapy. CH to deliver short scale Art Therapy Project using PLN funding to respond to any emotional trauma as a result of lockdown and other emerging needs</p> <p>NFOS and PLN network provided links to various services e.g. FiF, Barnardos, Relate and Youth Counselling services and refer families, who consent to provide emotional support and manage anxiety.</p> <p>Work on achieving Young Carers award, as some PPG children in school are in this category.</p>	<p>The recent DfE document entitled “Mental Health and Behaviour in Schools” (2018) describes the role of the school in the process of prevention, identification, early support and access to specialist support. Social disadvantage is named as a risk factor and this subsequently has an effect on a child’s ability to learn effectively. Social disadvantage and stressful life events then create cumulative risk factors.</p>	<p>VS, RN, AC</p>	<p>KD CH</p>	<p>Weekly monitoring of children accessing groups/individual interventions and overall commentary of children accessing</p>
<p>Nuffield Early Speech Intervention Speech Program</p> <p>Consider introduction of PECS to Preschool as additional S and L tool.</p>	<p>KS1 and EYFS to participate in adult led structured sessions.</p> <p>Designated staff to receive online training from the appropriate bodies.</p>	<p>This program has an empirical base, which means its good results in helping to close the gap in early speech</p>	<p>AC, RN</p>	<p>RN</p>	<p>Half termly but weekly with class teachers</p>
<p>Promote Coggeshall Library as a source of reading pleasure and encouragement for reading practice</p>	<p>Engage with Coggeshall library about providing book packs for targeted PPG children to choose and discuss and regular intervals eg every 3 week, to promote engagement.</p>	<p>Children who read for pleasure have been shown by research to be happier, and are more successful in employment and personal efficacy in adulthood with reading for pleasure being the biggest contrinutory factor when all other factors are accounted.</p>	<p>VS, JS</p>	<p>JS</p>	<p>Half termly</p>

<p>Precision Teaching in English for selected groups in KS1</p> <p>Revise and recap earlier stages of phonics curriculum, to target any gaps emerging through targeted intervention</p>	<p>This intervention will target phonic recognition and HF sight words to improve reading and writing outcomes.</p> <p>Apprentices will deliver to small priority groups.</p>	<p>The gaps caused by the national lockdown have identified that the gap between PPG and non-PPG children’s outcomes is increasing again and as much as a third of PPG children did not access any learning in lockdown. Effective evidence based reading instruction has five essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension, all of which matter, providing phonemic awareness and decoding skills are acquired as an essential precondition. (Buckingham et al, 2013).</p>	<p>CB, CS</p>	<p>CB</p>	<p>Every week</p>
<p>Engage with Impact Ed to monitor and evaluate intervention programs</p>	<p>Impact Ed non-profit organisation provide baseline assessment tools, to help schools measure progress in ways other than direct summative test data and then steer and adapt strategies as necessary, by working with an allocated educational consultant.</p>	<p>There is an increasing awareness of the importance of evidence based education. Over a 6 month research process conducted by Impact Ed, only 3% of schools were confident in their impact evaluation. Not only does this mean that schools don't know whether many programmes have a positive, negligible or negative impact, it also means schools may well be spending time on activities that have no benefit for young people</p>	<p>VS, RN</p>	<p>VS, RN</p>	<p>Half termly intervals with Impact Ed consultant</p>
<p>Participate in Tackling Disadvantage Program with Essex County Council</p>	<p>School will allocate a Disadvantaged Champion to train and share recent evidence based approaches to improving outcomes for disadvantaged pupils, using “what is in our gift” as a school.</p>	<p>Marc Rowland (leading on this project in co-ordination with ECC Leads) is part of the Unity Research School and liaises with other academic and non-profit based organisations to share most recent advances in pedagogy to benefit school approaches.</p>	<p>VS, AC</p>	<p>VS, AC</p>	<p>Half termly sessions facilitated by ECC</p>

Planned expenditure	
Objective	Expenditure
Objective - Attainment and Achievement	£20,000
Objective - Emotional wellbeing and support for families	£8000
Objective - Teaching and learning	£15,000

Quality Monitoring and impact evaluation
Date for next review April 2022
Review of expenditure and Key Findings 2020-21
<p>Review April 2021</p> <p>Education continued to suffer serious disruption this year after a second period of lockdown, in which the school closed to all but Key Worker and Vulnerable children. A significant percentage of PPG children were also classed as being vulnerable and were invited in to the school to be supported. Families were also supported educationally, practically and emotionally through deliveries of food parcels, education resources and work packs, laptops and through regular phone calls from key staff leads. This meant school we were aware of any issues before the school re-opened and adapted teaching strategies and pastoral support as necessary. It is clear from both qualitative and quantitative data, that the lockdown has had a clearly detrimental effect on progress and attainment for some PPG children.</p> <p>During times when school was open to all pupils, children have been accessing high quality academic support through use of small group interventions, booster clubs and now tuition and we continued to provide support. This was beginning to yield positive results but the frequent breaks have made it difficult to assess the impact.</p>

Free School Meals

For information on how to claim Free school meals please ask our office staff or go to:

<http://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Healthy-Living-School-Meals.aspx>