

Pupil premium strategy statement (primary)

1. Summary information					
School	St Peter's Primary Academy				
Academic Year	17/18	Total PP budget	£26,400	Date of most recent PP Review	Sept 17
Total number of pupils	185	Number of pupils eligible for PP	18	Date for next internal review of this strategy	March 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	61%	60%
% making progress in reading	77%	71%
% making progress in writing	67%	79%
% making progress in maths	72%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment on entry. Pupils need to be able to access the curriculum and make accelerated progress through the school.
B.	Delayed Speech and Language. Pupils need to develop language skills. Poor speech and language prevents the acquisition of reading skills.
C.	Lack of family stability. LAC children need support to deal with social and emotional issues before they are ready to learn.
D.	Children acting as young carers. Children often tired and worried about what happens at home when they are not there.
E.	Chronic medical conditions. Pupils unable to come to school regularly, thus falling behind.
F.	Family mental health. Children often worried and tired through inconsistent boundaries and care at home. Sometimes manifests as poor behaviour.
G.	Bereavement. Pupils needing support emotionally to deal with the loss of a parent before they are ready to learn.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance rates for children with PP were 92.4% (2016/17). This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children enter Yr R ready to learn and socially integrate.	Pupils eligible for PP make at least as good progress as non-PP children to diminish the gap and achieve age related expectations.

B.	Improve children's language skills to enable them to access the curriculum.	Children will access appropriate support and make rapid progress to meet age related expectations.
C.	Children feel secure in school.	Children have the strategies to recognise and deal with emotional issues appropriately.
D.	Children are supported by professionals to understand their worries.	Children understand their home circumstances and feel confident to learn while they are in school
E.	Children attend as much as possible and are supported in their learning while at home.	Children make progress in their learning and utilise the support of outside agencies.
F.	Children are able to access learning and make good progress.	Children are making at least as good progress as their peers and family are supported by outside agencies where necessary.
G.	Increased attendance rates for PP pupils.	Reduce number persistent absences. Overall attendance improves to be in line with non-PP children.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve children's language skills to enable them to access the curriculum.	All Yr R children screened by independent SALT. TAs and Teachers trained to deliver intervention	Previous intervention of this kind has ensured good progress. It has been shown that children with poor speech and language struggle to develop reading and writing skills.	Use of experts to train staff. Dedicated time to deliver intervention. Regular reviews.	CR/SS/CE	Termly Pupil Progress interviews.
C.Children feel secure in school.	PaTHs program consistently taught and applied. JONK / growth mindset training for staff .	PATHS program has evidence to show improved confidence and improved relationships between adults and children in school. Growth mindset has been shown to increase children's resilience to dealing with challenging situations.	Quality Training for all staff. Consistent approach and involvement of whole Federation community.	MM	Termly.
Total budgeted cost					£8,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F.Children are able to access learning and make good progress.	ECaR Sounds Discovery Catch-Up Before school maths 'club'	Interventions used over time have proven to be effective in diminishing the gap between PP children and their peers.	Additional teacher to deliver intervention. Quality training for TAs.	RN	Termly at pupil progress interviews.
D. Children are supported by professionals to understand their worries.	Outside agencies used to support individuals using solution focussed approach.	Trusted professional with complex needs experience.	Regular feedback from professional and child/carer.	CT	½ termly

E. Children attend as much as possible and are supported in their learning while at home.	Staff liaise with parents and provide home learning.	Proven to work well in the past.	Review as necessary.	RN	Progress of learners reviewed as part of pupil progress interviews.
Total budgeted cost					£17,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.All children enter Yr R ready to learn and socially integrate.	Increased contact with onsite pre-school and other pre-school settings. CR to work with staff to facilitate smooth transition by ensuring preparation for school is appropriate. Home visits made where necessary.	It has been recognised that if children are well prepared for school, they settle quickly and make good progress.	Through performance management review and the use of appropriate training where necessary. Time will be given to EYFS lead to liaise with pre-school settings.	CR	Termly
G.Increased attendance rates for PP pupils.	Attendance awards. Letters to families if attendance drops. Referral to attendance officer as necessary.	Attendance has improved since we have been using this approach.	Weekly attendance check.	RN	½ termly
Total budgeted cost					£1000

Review of 2016/17 PPG is detailed in Pupil Premium Report 2015-16 and can be found on the website www.trinityfederation.co.uk or on request from the school office.