

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Leigh St. Peter's CE Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£273,240	<b>Date of most recent PP Review</b>	27.01.2017
<b>Total number of pupils</b>	422	<b>Number of pupils eligible for PP</b>	207	<b>Date for next internal review of this strategy</b>	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	20%	60%
<b>% making progress in reading</b>	0.67	0.3
<b>% making progress in writing</b>	3.94	0.1
<b>% making progress in maths</b>	1.42	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The majority of children at St Peter's CE Primary School enter school below age expectation.
<b>B.</b>	Children start school with poor language acquisition due to limited experiences in early childhood.
<b>C.</b>	Experiences of the wider world are limited for a high number of children.
<b>D.</b>	Limited perseverance, resilience and aspirations.
<b>E.</b>	Parental engagement with school is low.
<b>F.</b>	Fewer than 70% of pupils met the expected standard for phonics in Y1.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attendance was low for FSM, boys, and SEN support (lowest 10% nationally).	
<b>B.</b>	Persistent absence was high for all pupils and: FSM, boys, SEN support and no SEN (highest 10% nationally).	
<b>C.</b>	The attainment and progress gap for PPG children and other children nationally will have narrowed/closed.	Every year group in school will show the in school gap is closing.
<b>D.</b>	Improved speech and language acquisition in the Early Years.	Elklan Program - Good progress for children from their starting point.
<b>E.</b>	Wider range of activities provided for all children to enhance the curriculum. Targeted children to attend specific events.	Increased levels of aspirations and engagement. Improved attainment and progress.
<b>F.</b>	There is an increase of understanding of skills to learning for all children. Resilience in all children is increased.	Measured improvement in Pupils attitudes questionnaire.

<b>G.</b>	Increased parental engagement of Pupil Premium families with children's learning.	Improved attendance at parents evening. Parental engagement with schools social media. Questionnaires show high level of satisfaction of families.
<b>H.</b>	Attendance for PPG children is improved over time. The number of PPG children accessing the homework clubs is increased.	Attendance and punctuality percentage will improve for all PPG pupils.

5. Planned expenditure								
Academic year		2016 - 2017						
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?
Continue to increase the percentage of pupil premium pupils who are working at expected levels in Reading, writing and Maths at KS 1 and KS 2.	Pupil Premium Lead and Assessment Manager to monitor standards and identify areas of success to share across the school. Pupil Progress meetings to focus on PPG attainment – especially pupils highlighted on the learning quadrant.	% of the school is Pupil Premium Highlight pupil premium children who are higher ability – provide challenge to develop greater depth of learning.			Pupil Premium Lead to report to SLT and the Governors on the spending and its effectiveness.		KM KN	
<b>Higher Ability PPG pupils</b>								
	Number in cohort	Number of PPG	R%		W%		M%	
			PPG	OTHER	PPG	OTHER	PPG	OTHER
Reception	50	14 (28%)						
Year 1	59	25 (42%)	100	78		70		77
Year 2	52	23 (44%)	91.7	78	100	70	83.3/72.7	77
Year 3	48	26 (54%)	100/86.7	78	100/100	70	100/85.7	77
Year 4	56	31 (55%)	60	72	87.5	79	79.3	76
Year 5	55	32 (58%)	100/22	72	100/40	79	100/24	76
Year 6	51	37 (73%)	100/8.3	72	100/0	79	87.5/62.5	76
The table above shows the progress that higher PPG pupils are making. Where there are two figures this shows the % of pupils working at ARE and the % who are above ARE at the point where this data was recorded.								
<b>Next steps:</b>								
<ul style="list-style-type: none"> <li>To ensure that other pupils are performing as well as PPG pupils.</li> </ul>								
Quality first teaching – Judged to be Good or higher. Effective assessment procedures in place to identify gaps and effectively differentiated lessons.	In KS 1 and KS 2 maths and English will be delivered through differentiated input. Gap analysis will be used to identify gaps in learning and next steps.	The most vulnerable pupils will be taught by the highest qualified. The use of formative assessment and high quality feedback is proven to aid progress (EEF Toolkit – Feedback).			Pupil Premium Lead to track the progress		KM KN TF	

Teaching, learning and assessment judged to be good during Ofsted inspection in May 2017.  
 Across the school, the gap of disadvantaged children has diminished as pointed out by Ofsted.  
 Spending for interventions from teachers which has included: 0.5 x Additional provision for those children struggling to access full class teaching (am) 1.7 x Wave 2 interventions for identified children – Teacher support. 0.5 x SLT to support raising standards across school. 2.5 x TLR leadership for PPG / Differentiated input and Developing a growth mind-set. Also, teaching assistant support: 0.5 x L2 Additional provision for those children struggling to access full class teaching (am) 0.5 x L2 Nurture provision for those identified vulnerable children (PM) 2 x EYFS; 2 x KS1; 3.5 x KS2 Wave 2 interventions for identified children. 0.5 x Nurture type activities 1 x Learning Mentor (pastoral support) 1 x L2 Additional class support for those children that are looked after to work on interventions, including, SALT, phonics, R,W and emotional needs across the school.

**Next steps:**

To focus on ensuring that other pupils perform as well as other pupils, nationally.  
 To ensure that middle leaders and class teachers have a clear understanding of their class data in order to move the learning on of their children as quickly as possible.

**Total budgeted cost**

**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?
Improved Speech and Language provision in Early Years	Elklan Intervention to be delivered in Reception by an Intervention teacher.	Improvements in speech and language leads to improvements in access to the curriculum.	Monitored by SLT 2 twilight session for all EY department.  Discuss in pupil progress meetings with teachers.		

The targeted group that received the Elklan intervention have all made or exceeded the 9 points expected in Reception.  
 The percentage of the cohort who achieved the ELG in Communication and Language at the end of Reception is 71%.  
 All the Early Team attended the twilight sessions and completed the session tasks. Please see the attached list of pupils and the progress from the baseline to their current summer assessments.

Child	Baseline Assessment	End of Year Assessment
1	30 – 50 b	ELG
2	30-50b+	ELG
3	30-50b	ELG
4	30 – 50 b	ELG
5	22-36 s	ELG
6	22-36 s+	40- 60 s+
7	30 – 50 b	40 – 60 s+
8	30 – 50 b	40 – 60 s
9	30 – 50 b+	40 – 60 w
10	30 – 50 b	ELG
11	30 – 50 b	40 – 60 s
12	30 – 50 b	40 – 60 s+
13	30 – 50 b	40 – 60
14	22-36s	40 – 60 s+
15	30 – 50 b	40 – 60 s+

Improvement in maths attainment of PP pupils in Years 4 and Year 5.	Intervention at the point of need.	Vulnerable pupils will achieve targets using prior attainment from EYFS and end of KS 1 data.	Class teacher to monitor progress. Maths lead to monitor. SLT to monitor as part of assessment cycle.	KM	
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	Number in cohort	Number of PPG	R%		W%		M%	
Year 4	56	31 (55%)	60	72	87.5	79	79.3	76
Year 5	55	32 (58%)	100/22	72	100/40	79	100/24	76

In Y4 and Y5 it is clear to see that the data presented shows that pupil premium children of higher ability in both year groups are performing well. In Y4, 79% of pupils in maths are in line with age related expectations at this point in the year. In Y5, 100% of the 58% who are PPG are performing in line with age related expectations and 24% of the cohort are making better than age related expectations for this point in the year.

**Next steps:**

Ensuring that NPPG pupils are performing as well as PPG pupils.  
To focus on narrowing the gap between PPG pupils and other nationally across the whole cohorts.

Improvement in writing attainment of PP pupils in Years 1 and Year 4.	IPN	Vulnerable pupils will achieve targets using prior attainment from EYFS and end of KS 1 data.	Class teacher to monitor progress. English lead to monitor. SLT to monitor as part of assessment cycle.	JR	
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	Number in cohort	Number of PPG	W%	
			PPG	OTHER
Year 1	59	25 (42%)	62.5	62.7
Year 4	56	31 (55%)	87.5	79

In Y1 and Y4 the data presented shows that pupil premium children in both year groups are performing well. In Y4, 87.5% of PP pupils in Writing are in line with age related expectations at this point in the year. In Y1, 62.5% who are PPG are performing in line with age related expectations.

**Next steps:**

Ensuring that NPPG pupils are performing as well as PPG pupils.

To enable children to have a smaller setting in which to develop routines in a structured environment, thus impacting on attainment.	Identified children to access the Small Learning Community in the morning.  Identified children to access the Nurture provision in the afternoon.	Vulnerable pupils are identified and the provision is in response to their needs.	Teacher to monitor progress. SLT to monitor as part of assessment cycle.	KN KN	
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All children in the SLC are making progress. This has been seen within book scrutinise and data analysis.

**Next Steps:**

Review of children accessing the provision and identify children for next year.

## Autumn Data

Child	1	2	3	4	5	6	7
Reading on entry	3s	2w	2w+	2w Should be 1s	1s Should be 1w	P8	P6
Reading autumn 2	3s+	2s	2s+	2w+	1w	P8	P6
Writing on entry	3w+	2w	2w+	2w Should be 2b	1b+ Should be p8	P8	P8
Writing Autumn 2	3s	2s	2s	2w	1b+	P8	P7
Maths on entry	2s	2s	2w+	2w+ Should be 2b+	2b+ Should be 1b	P8	P6
Maths Autumn 2	3b	3b+	3b	2w+	2b+	P8	P6

## Spring Data

Child	1	2	3	4	5	6	7
Reading spring 1	4b+	2S	2S+	2s	1w	P8	P6
Reading spring 2	4w	3b	3w	3b	1s	P8	P6
Writing spring 1	3s	2s	2s+	2w+	1w	P8	P7
Writing Spring 2	4b	3b	3b+	2s	1w+	P8	P7
Maths spring 1	3b+	3w	3W	2w+	2b+	P8	P6
Maths spring 2	3w+	3w+	3w+	2s+	2w+	P8	P6

Total budgeted cost

## 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?
Improved mental health and well-being of PP pupils to ensure access to the curriculum and build resilience and perseverance.	pm sessions dedicated to develop the resilience and perseverance of pupils.  Small Learning Community  Pyramid Club	Home lives can lead to low confidence and low self-esteem in turn can lead to a barrier to learning.	Monitoring of attainment. Pupil voice – outcomes in attitude and achievements.	VB KN KM	
<p>Pupil voice have shown that the majority of the children have a positive attitude towards school. They are able to talk about their learning and what has an impact on this. Growth Mindset afternoon – Children carried out tasks to help them understand and identify the skills they needed to complete the challenges. A whole school mantra is being developed and will be used across the school to support the 'Learning to Learn' skills.</p> <p><b>Next Steps:</b> 2017 – 2018 TLR role for Growth Mindset and one for PSHE. This will allow the work started this year to be built upon and continued next year.</p>					
Improve attendance and punctuality of PP pupils.	Rigorous monitoring of attendance data. Clear system in place to inform parents.		Attendance officer to work directly with families and the Pastoral team.	AF KM	

Early support where necessary.  
Reward systems in place.  
Penalty notice system in place via LA

**ATTENDANCE FIGURES FOR TARGET GROUPS**

2015/2016	Whole school	Girls	Boys	SEN	EAL	CiC	TRAVELLERS	PA 10%	PA 15%	PPG	Non PPG	Asylum seekers	Refugee		
PERIOD 1	94.9	95.42	94.4	93.2	85.9	100	97.3	18.5	9.8	94.9	94.9	-	100		
PERIOD 2	94.7	95.2	94.2	94.6	87.9	99.5	95.8	18.5	8.7	94.4	95.2	100	66.3		
PERIOD 3	94.4	94.9	93.8	91.6	89.3	96.9	100	17.1	7.0	94.2	95.2	97.44	69.5		
PERIOD 4	94.7	95.1	94.2	92.8	88.8	98.6	95.1	15.6	5.4	94.2	95.4	96.7	76.0		
PERIOD 5	94.8	95.4	94.2	94.1	90.8	98.6	94.8	14.3	4.1	94.4	95.3	97.8	82.0		
PERIOD 6	94.0	94.6	93.2	93.6	91.6	98.0	93.6	14.1	4.5	94.1	95.3	96.8	84.6		
2016/2017	Whole school	Girls	Boys	SEN	EAL	CiC	TRAVELLERS	PA 10%	PA 15%	PPG	Non PPG	Asylum seekers	Refugee	FSM	Non FSM
PERIOD 1	96	96.4	95.7	96.9	96.4	97.5	81.4	12.3 (12.0)	8.5 (8.2)	95.1	96.9	100	99.2	94.0	97.1
PERIOD 2	95.6	95.6	95.6	96.5	94.9	97.9	87.7	13.4 (11.0)	4.9 (4.0)	95.2	95.9	96.8	98.1	94.3	95.5
PERIOD 3	95.5	95.6	95.3	96.8	94.5	98.0	88.4	14.0 (11.0)	4.1 (3.5)	95.0	95.7	94.6	97.8	94.6	95.4
PERIOD 4	95.2	95.3	95.1	96.0	94.2	97.7	87.8	13.5 (12.4)	3.2 (2.9)	95.0	95.4	94.1	98.2	93.9	95.9
PERIOD 5	95.2	95.4	95.0	95.9	94.1	97.8	88.6	11.6 (10.8)	3.8 (3.5)	94.9	95.5	92.4	98.4	93.9	95.9
PERIOD 6															
2014/2015	Whole school	Girls	Boys	SEN	EAL	CiC	TRAVELLERS	PA 10%	PA 15%	PPG	Non PPG	Asylum seekers	Refugee		
PERIOD 1	93.4	93.4	93.5	95.1	92.8	95.1	47.3	21.1	12.9	94.3	92.3	-	-		
PERIOD 2	92.9	93.3	92.3	93.5	91.5	96.3	64.4	24.5	11.6	93.2	92.6	-	-		
PERIOD 3	93.2	93.7	92.7	92.8	93.4	96.4	69.6	22.2	8.2	93.3	93.3	-	-		
PERIOD 4	93.6	94.0	93.0	87.6	93.1	96.1	74.3	20.3	6.5	93.5	93.8	-	-		
PERIOD 5	93.8	94.2	93.3	85.4	86.1	96.5	76.6	19.5	7.3	93.6	94.0	-	-		
PERIOD 6	94.1	94.6	93.5	86.7	86.6	95.9	77.5	17.4	7.6	93.3	94.0	-	-		

5/1/17 –  
2/5/17  
131 days  
lost to

chickenpox = 0.25%

Parental engagement to improve the attainment and progress of PP pupils.

EYFS half termly Play and Stay sessions.  
Tapestry being used in the EYFS.  
Use of social media to improve knowledge of curriculum and enrichment.  
Specific workshops for parents

Direct link with parental engagement and attainment and attendance.

Monitored by SLT via feedback and questionnaire.

WSC



All classes have offered parent enrichment sessions. These have shown an increase in parental engagement compared to previous years. Feedback sheets have been collected and parents' comments have been very positive.

School Facebook page is informing parents of school events, along with the blog.

**Next Steps:**

To introduce Tapestry with the new Reception parents on 8.6.17 .

Widen pupils' experiences and raise aspirations.	Subsidise school trips Visitors into school Pantomime Trip for whole school	By exposing children to different opportunities helps to develop the whole child. Linked to British Values.	Monitored by SLT via feedback and questionnaire.	KM TF	
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The children attended a whole school trip to a Pantomime – Dick Whittington, Horwich.

Each class has had visitors and/ or trips to enrich their curriculum. (TF has an overview)

For both the above pupil voice has been collected to ascertain the impact the children feel these activities have had on their learning.

<b>Total budgeted cost</b>	
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6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>