



# LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

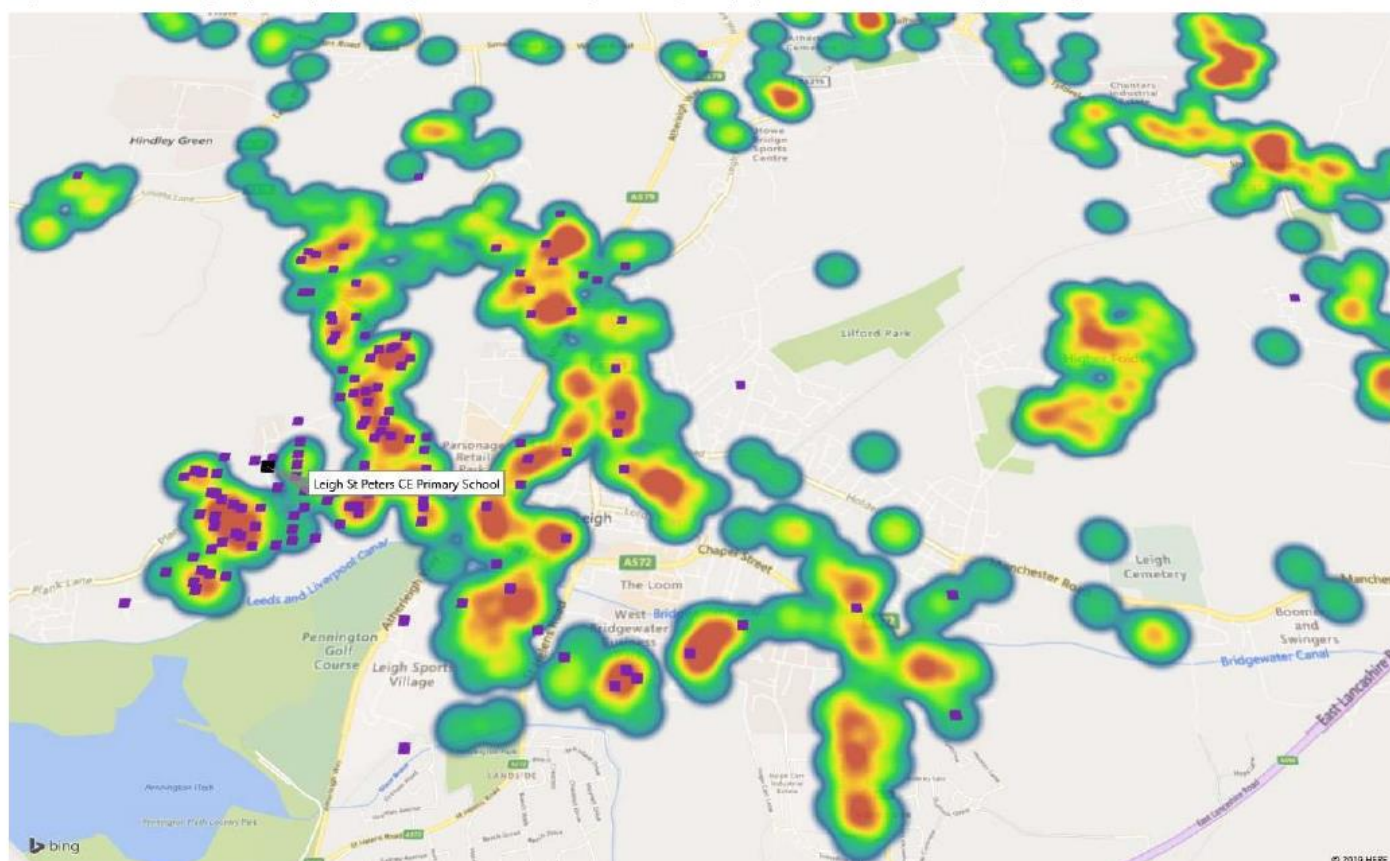
## School overview: 2019 - 2020

<b>School name:</b>	Leigh St Peter's CE Primary School
<b>Pupils in school:</b>	359
<b>Proportion of disadvantaged pupils:</b>	54.2% (January 19 Census)
<b>Pupil premium allocation this academic year:</b>	£249,254
<b>Publish date:</b>	September 2019
<b>Review date:</b>	January 2020
<b>Statement authorised by:</b>	Governing Body
<b>Pupil premium lead:</b>	Wendy Cathie
<b>Governor lead:</b>	Margaret Hughes

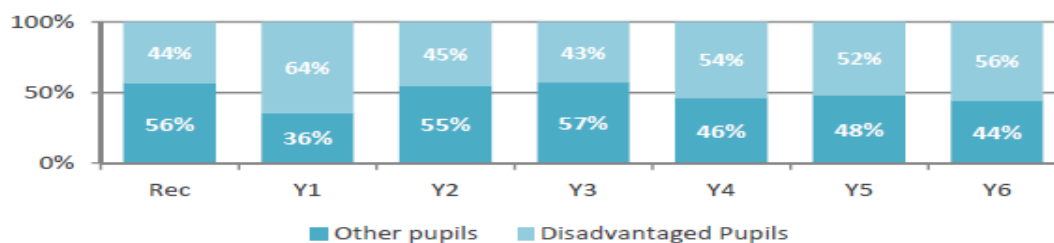
## Overview of context

### Context: Free School Meals

The heat map below shows FSM eligibility for all pupils in Reception - Year 6 across Wigan and Leigh and purple marks to show where the pupils from your school live.



Disadvantaged pupils by NC year



## Disadvantaged pupil progress scores for last academic year 18-19:

### PHONICS:

	% Working At - Year 1				% Working At - End of Year 2			
	No. in cohort	School	LA	School/LA Gap	No. in cohort	School	LA	School/LA Gap
All	41	61	80	-19	53	87	92	-5
Disadvantaged	27	59	65	-6	24	88	84	3
Other Pupils	14	64	84	-20	29	86	94	-8

### END OF KEY STAGE DATA FOR DISADVANTAGE CHILDREN:

Year 2: 18-19 – 53 pupils; 45.3% PP children, 30% SEND of which 50% are PP children, 1 EHCP who is a PP child.

### KEY STAGE 1

		% Not achieving the expected standard			% Working at the expected standard or above				% Working at greater depth within the expected standard			
		2017	2018	2019	2017	2018	2019	3 Year Trend	2017	2018	2019	3 Year Trend
		Disadvantaged	RWM	62	70	58	38	30	42	↓↑	0	0
Reading	43		48	50	57	52	50	↓⇒	10	13	13	↑⇒
Writing	62		70	58	38	30	42	↓↑	0	0	0	⇒⇒
Maths	48		57	42	52	43	58	↓↑	0	0	13	⇒↑

#### Key stage 1: Teacher Assessment - Reading - Pupil Groups

	No. in cohort	BLW		PK1 to PK4		WTS		EXS		GDS		EXS+
		Working below the pre-key stage standards		Pre-key stage standards 1 to 4		Working towards the expected standard		Working at the expected standard		Working at greater depth within the expected standard		Working at the expected standard and above
		No.	%	No.	%	No.	%	No.	%	No.	%	%
All	53	1	2	4	8	22	42	21	40	5	9	49
Disadvantaged	24	1	4	1	4	10	42	9	38	3	13	50
Other Pupils	29	0	0	3	10	12	41	12	41	2	7	48

#### Key stage 1: Teacher Assessment - Writing - Pupil Groups

	No. in cohort	BLW		PK1 to PK4		WTS		EXS		GDS		EXS+
		Working below the pre-key stage standards		Pre-key stage standards 1 to 4		Working towards the expected standard		Working at the expected standard		Working at greater depth within the expected standard		Working at the expected standard and above
		No.	%	No.	%	No.	%	No.	%	No.	%	%
All	53	1	2	3	6	23	43	26	49	0	0	49
Disadvantaged	24	1	4	0	0	13	54	10	42	0	0	42
Other Pupils	29	0	0	3	10	10	34	16	55	0	0	55

#### Key stage 1: Teacher Assessment - Maths - Pupil Groups

	No. in cohort	BLW		PK1 to PK4		WTS		EXS		GDS		EXS+
		Working below the pre-key stage standards		Pre-key stage standards 1 to 4		Working towards the expected standard		Working at the expected standard		Working at greater depth within the expected standard		Working at the expected standard and above
		No.	%	No.	%	No.	%	No.	%	No.	%	%
All	53	0	0	3	6	21	40	24	45	5	9	55
Disadvantaged	24	0	0	1	4	9	38	11	46	3	13	58
Other Pupils	29	0	0	2	7	12	41	13	45	2	7	52

Year 6: 18-19 – 54 pupils; 59% PP children, 27.8% SEND of which 91.7% are PP children, 3 EHCP all are PP children.

## KEY STAGE 2

		% Not achieving the expected standard			% Achieving the expected standard				% Achieving a High Score			
		2017	2018	2019	2017	2018	2019	3 Year Trend	2017	2018	2019	3 Year Trend
Disadvantaged	RWM	55	67	72	45	33	28	↓ ↓	11	3	3	↓ →
	Reading	45	58	59	55	42	41	↓ →	13	6	6	↓ →
	Writing (TA)*	39	30	56	61	70	44	↑ ↓	18	3	9	↓ ↑
	Maths	37	52	34	63	48	66	↓ ↑	16	9	9	↓ →
	GPS	37	67	63	63	33	38	↓ ↑	16	3	9	↓ ↑

## Comparison PPG against other pupils.

### Key stage 2: Test - Reading - Pupil Groups with LA and National Comparators

	No. in cohort	AS					110+				
		% achieving the expected standard					% achieving a high score				
		School	LA	School/ LA Gap	National^	School/ National Gap	School	LA	School/ LA Gap	National^	School/ National Gap
All	54	54	73	-19	73	-19	7	26	-19	27	-20
Disadvantaged	32	41	61	-20	62	-21	6	16	-10	17	-11
Other Pupils	22	73	79	-6	78	-5	9	30	-21	31	-22

### Key stage 2: Teacher Assessment - Writing - Pupil Groups with LA and National Comparators

	No. in cohort	% working at the expected standard					% working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National^	School/ National Gap	School	LA	School/ LA Gap	National^	School/ National Gap
All	54	63	80	-17	78	-15	19	23	-4	20	-1
Disadvantaged	32	44	66	-22	68	-24	9	13	-3	11	-2
Other Pupils	22	91	86	5	83	8	32	27	5	24	8

### Key stage 2: Test - Maths - Pupil Groups with LA and National Comparators

	No. in cohort	AS					110+				
		% achieving the expected standard					% achieving a high score				
		School	LA	School/ LA Gap	National^	School/ National Gap	School	LA	School/ LA Gap	National^	School/ National Gap
All	54	78	80	-2	79	-1	15	27	-12	27	-12
Disadvantaged	32	66	66	0	67	-1	9	15	-6	17	-8
Other Pupils	22	95	87	8	84	11	23	32	-9	31	-8

## 2019-20: Information to support reasons for priorities:

There is a higher proportion of SEND children that are also PPG. This can affect the ARE data in some year groups more than others. Current SEND children...

Year Group	No. of Pupils	Boys / Girls	Pupil Premium
Rec	8	7 (87.5%) / 1 (12.5%)	3 (37.5%)
Y1	17	10 (58.8%) / 7 (41.2%)	13 (76.5%)
Y2	23	16 (69.6%) / 7 (30.4%)	20 (87.0%)
Y3	29	19 (65.5%) / 10 (34.5%)	19 (65.5%)
Y4	21	11 (52.4%) / 10 (47.6%)	13 (61.9%)
Y5	15	11 (73.3%) / 4 (26.7%)	13 (86.7%)
Y6	28	18 (64.3%) / 10 (35.7%)	15 (53.6%)
All	141	92 (65.2%) / 49 (34.8%)	96 (68.1%)

### Baseline (Starting Points): Teacher Assessment

	Number in cohort	Number of PPG pupils	R%		W%		M%	
			PPG	OTHER	PPG	OTHER	PPG	OTHER
<b>YR</b>	46	35% (16)						
<b>Y1</b>	48	54% (26)	65.4%	77.8%	57.7%	72.2%	69.2%	94.4%
<b>Y2</b>	41	71% (29)	48.3%	80%	31%	40%	34.5%	40%
<b>Y3</b>	57	53% (30)	48.1%	52.2%	40.7%	60.9%	51.9%	60.9%
<b>Y4</b>	59	44% (26)	52%	70%	40%	53.3%	48%	56.7%
<b>Y5</b>	54	57% (31)	36.7%	76.2%	30%	71.4%	46.7%	81%
<b>Y6</b>	54	50% (27)	51.9%	60%	44.4%	56%	66.7%	52%

\* Year 1 has been taken from the ELG for Reading, writing and maths

## REVIEW DATE: Dec 2019

### Autumn Term: Teacher Assessment

	Number in cohort	Number of PPG pupils	R%		W%		M%	
			PPG	OTHER	PPG	OTHER	PPG	OTHER
<b>YR</b>	46	35% (16)	0%	0%	0%	0%	0%	0%
<b>Y1</b>	48	54% (26)	38.5%	18.8%	34.6%	31.33%	32.1%	43.8%
<b>Y2</b>	41	71% (29)	28.6%	66.7%	42.9%	55.6%	42.9%	44.4%
<b>Y3</b>	57	53% (30)	0%	0%	0%	0%	0%	0%
<b>Y4</b>	59	44% (26)	13.3%	20.8%	30%	41.7%	43.3%	41.7%
<b>Y5</b>	54	57% (31)	23.3%	50%	36.7%	65%	43.3%	65%
<b>Y6</b>	54	50% (27)	46.2%	46.2%	61.5%	38.5%	53.8%	61.5%

BARRIERS TO LEARNING THESE PRIORITIES ADDRESS	PRIORITIES 2019 - 2020			
	A: Early Reading (SIP 1.1 and 1.2)	B: SEND support (SIP 1.5)	C: SEMH and well-being (SIP 3.1 and 1.2)	D: Cultural Capital (SIP 1.3 and 1.4)
1. Baseline entry data is low – particularly in C&L	x	x	x	x
2. Low levels of parental engagement	x		x	x
3. Limited support for home learning	x	x	x	x
4. Limited life experiences	x		x	x
5. Attendance and safeguarding issues		x	x	x
<b>PROJECTED SPENDING</b>	<b>£249.254</b>			

### OVERVIEW: SUMMARY OF SPENDING:

Details	Brief description:	AMOUNT												
Teaching Staff: Priority: A,B,C,D Barrier: 1,4	<ul style="list-style-type: none"> <li>Makaton training and support for all KS1 and EYFS staff</li> <li>Increased rigour of the curriculum – Development of high level vocabulary / developing unit overviews</li> <li>SLC support</li> <li>Phonics and Early Reading support</li> <li>SEND and IPN interventions</li> <li>Well-being and mindfulness activities</li> </ul> <p>Makaton training completed (Jan 2020) and beginning to be used in year groups N-Y3. We now need to look at how that can be</p>	£117,993												
Support Staff Priority: A,B,C,D Barrier: 1,3,4	<p>Curriculum overviews have begun to be produced and staff have been given time to complete these – looking in particular at the vocabulary within each unit.</p> <p>Support has been given to a small number of PPG children who have been struggling to engage in a mainstream class.</p> <p>Phonic scheme and training have been provided – initial results for Y1 phonics look promising with an expected 75% pass rate (although unknown impact of closure due to COVID)</p> <p>Additional support for TA's in the afternoon for IPN and SEND provision.</p>	£116,476												
Provision of snack Priority: C,D Barrier: 3,4,5	<ul style="list-style-type: none"> <li>Toast and staffing for making toast</li> </ul> <p>All children access toast daily. Additional toast is provided for vulnerable children when they come into school, if needed.</p>	£2,000												
Attendance SLA Priority: A,B,C,D Barrier: 1,2,4,5	<ul style="list-style-type: none"> <li>LA support for improving attendance</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Autumn data:</td> <td>93.4 (192)</td> <td>92.8 (200)</td> </tr> <tr> <td>Spring Data</td> <td>94.7 (191)</td> <td>92.5 (199)</td> </tr> <tr> <td>Summer Data</td> <td>93.6 (184)</td> <td>13.0 (197)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>19-20 COVID-19 and national lockdowns</li> </ul>		18-19	19-20	Autumn data:	93.4 (192)	92.8 (200)	Spring Data	94.7 (191)	92.5 (199)	Summer Data	93.6 (184)	13.0 (197)	£1,800
	18-19	19-20												
Autumn data:	93.4 (192)	92.8 (200)												
Spring Data	94.7 (191)	92.5 (199)												
Summer Data	93.6 (184)	13.0 (197)												
PP Eligibility SLA Priority: D	<ul style="list-style-type: none"> <li>Eligibility SLA with LA – to support accurate funding.</li> </ul>	£638												

Barrier: 1,2,3,4,5	Support for home visits and parental contract meetings completed.	
Pantomime Priority: D Barrier: 4	<ul style="list-style-type: none"> <li>▪ January Pantomime</li> </ul> Very successful – children loved it – booked again for next year..	£1,000
School trips/visitors Priority: D Barrier: 3,4	<ul style="list-style-type: none"> <li>▪ Subsidising trips linked to topic work</li> </ul> Trips, visitors and experiences completed for each year group as per plan.	£3,500
General expenses Priority: C,D Barrier: 2,4,5	<ul style="list-style-type: none"> <li>▪ shoes, uniform etc</li> <li>▪ access to after school clubs</li> </ul> Additional uniform was bought for those that didn't meet the uniform policy – mainly ties and PE kits, including pumps/trainers.	£5,847
<b>Total</b>		<b>£249,254</b>