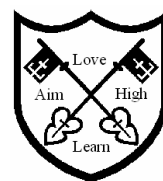




## **Pupil Premium Strategy – St Peter’s CE Primary, Cowfold**

**Academic Year 2019-20**



**Reviewed – March 2020 – Final Money Allocation Confirmed**

**Next Review – September 2020 – Strategy for Next Academic Year Published**

### **2019 – 2020 ACADEMIC YEAR ALLOCATION (September 2019 to August 2020)**

#### **7/12<sup>ths</sup> 2019-20 Budget**

7/12ths of £14,520 – ALLOCATION for 12 pupils. (£10,560 for 8 PP pupils & £3,960 for 4 Ever 6 pupils)

Amount received = £8,470

#### **5/12ths 2020-2021 Budget**

5/12ths of £9,595 – ALLOCATION for 7 pupils.

(£5,380 for 4 PP pupils + £1,870 for 2X Ever 6 pupils + £2,345 for a PP+ child)

Amount received = £3,998

**TOTAL ALLOCATION FOR ACADEMIC YEAR 2019-20 = £12,468**

### **BARRIERS TO EDUCATIONAL ACHIEVEMENT**

It can sometimes be the case that Pupil (PP) children, at St Peter’s, receive less support at home than other non-PP pupils. This may be because academic work has a low priority in the home environment or because parents themselves don’t have the subject knowledge to assist their children. It may also be the case that, due to a lower than average family income, our PP pupils have a low level of access to the resources needed for home learning e.g. the internet, reading books, laptops/tablets, stationary etc.

Lower than average attendance can also be a barrier as school may not be viewed as important as it should be. Or the family may have logistical issues in getting pupils to school on time / at all / due to inhibited capacity for transport/ child care brought on by lower income.

A lack of access to curriculum enrichment activities (due to cost implications) may limit PP pupils’ life experience / personal independence and self-confidence.

However, it is stressed that these are general patterns observed over a number of years and do not necessarily apply to all Pupil Premium pupils currently attending the school.

### **HOW IT WILL BE SPENT**

<b>Planned Expenditure</b>	
The bulk of our expenditure will be on Teaching Assistant (TA) hours. These TAs first priority is to assist the inclusion, and support, of PP pupils in a ‘Quality First’ whole class learning experience. The emphasis is upon support for PP pupils in the whole class setting because this has been found to have the most impact on pupil progress by The Education Endowment Foundation (see 2019 The EEF Guide To The Pupil Premium).	<b>£10,753 – on support staff</b>
Where it does not compromise a PP child’s ‘Quality First’ whole class learning, additional interventions will be set up with these TA hours. Details of these interventions are recorded on our TA timetable. The impact of interventions is measured using our ‘Intervention Impact Tracking Sheets’ and provision is adapted if staff feel there should/ could be more impact.	<b>£915 – help for PP pupils to attend the Residential trip in September 2019</b>
	<b>£700 (estimated) - for a course of counselling to help a pupil develop</b>

<p>A small proportion of our PP funding is used to ensure PP children have the same access to opportunities that develop their 'cultural capital' as Non-PP children do. This year it was specifically to enable 3 pupils to attend the residential trip to Windmill Hill in September 2019.</p> <p>We are also putting approx. £700 aside to set up a series of counselling sessions with Your Space Therapies for the development of pupil self-confidence.</p> <p>We will also use PP to fund a 'breakfast club' for PP pupils who struggle with their attendance due to anxiety issues to give them a 'soft-landing' in school 2 days a week.</p>	<p><b>their self-confidence and reduce their anxiety.</b></p> <p><b>£100 – Croissant Club Costs.</b></p>
<b>Total Expenditure</b>	<b>£12,468</b>

### **HOW WE WILL MEASURE THE IMPACT OF WHAT WE SPEND**

Overall impact of PP Funding Expenditure is evaluated in our Annual Impact Report and monitored during the school year, at regular intervals, in our PP Pupil Data Overview.

More specifically:

#### **Academic Achievement**

- STAR READING TEST – progress in Reading Age & NRSS Score compared to National & Non-PP. Are we closing the gap?
- NEW NTS MATHS & READING Tests - (Standardised Score remaining the same or improving)
- Progress through Spelling Phases (Use 'Phonic Phases Diagnostic Book' and record in Staff Share - 2019-20 ASSESSMENT FOLDER) see definition for expected progress to track.
- For Key Stage 1 & Yr R - Phonic Assessment Grids – see definition for expected progress to track.
- Pupil Progress Target Sheets (TEACHER ASSESSMENT) - WTS/EXS/GDS (remaining the same or improving)

#### **Cultural capital**

Pupil and parental questionnaire.

#### **Counselling sessions with Your Space Therapies**

Report from Counsellor and parents

#### **Breakfast club for Attendance**

Improvement in % attendance rates.

**Next Review – September 2020 – Strategy for Next Academic Year Published**

**Next Annual Impact Review – due September 2020**