



Pupil Premium Spending - St Paul's Peel C.E. Primary School

This document was reviewed in September 2020 - Please see COVID 19 notes (highlighted in blue). A full assessment of children's needs will take place during the Autumn term to identify support needed due to COVID-19 and the school closure.

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years.

Who is the Pupil Premium for?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income or other disadvantaged families and their peers.

The School's Commitment

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. St. Paul's Peel C.E. Primary School is committed to 'Diminishing the Gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Reporting Pupil Premium Information

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. St. Paul's Peel C.E. Primary School will publish a report on the school's website www.stpaulspeellh.co.uk annually. This report aims to detail information on how Pupil Premium has been used within school and the impact the funding has had.



Academic Year	2020 - 2021	Total Pupil Premium Budget	£213,060	Date of Review	October 2020
Total Number of Pupils	297 336 (including Nursery)	Number of Pupils Eligible for Pupil Premium	151 (51%)	Date of Next Review	December 2020

Percentage of Pupils Eligible for Pupil Premium in Each Year Group

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
34% (14)	59% (24)	45% (18)	65% (26)	40% (16)	40% (16)	44% (18)

Current Attainment Key Stage 2 S.A.T.s

	<u>Attainment 2018 Key Stage 2 S.A.T.s</u>	<u>Attainment 2018 Key Stage 2 S.A.T.s</u>	<u>Attainment 2019 Key Stage 2 S.A.T.s</u>	<u>Attainment 2019 Key Stage 2 S.A.T.s</u>
	28 Pupils Eligible for Pupil Premium	13 Pupils Not Eligible for Pupil Premium	32 Pupils Eligible for Pupil Premium	22 Pupils Not Eligible for Pupil Premium
% of Pupils Achieving Combined Standard in Reading/Writing/Maths	64%	62%	67%	63%
% of Pupils Achieving Expected Standard in Reading	71%	62%	58%	71%
% of Pupils Achieving Expected Standard in Writing	82%	77%	58%	86%
% of Pupils Achieving Expected Standard in Maths	79%	77%	68%	86%



Summary of the Main Barriers Faced by Eligible Pupils

BARRIERS TO FUTURE ATTAINMENT

A. Attainment and Progress at Key Benchmarks
B. Poor Communication Skills in EYFS
C. Emotional Health, Mental, Social Health and Well Being
D. Some children have not accessed home learning regularly during Lockdown/Lack of face to face teaching (Quality First Teaching)

ADDITIONAL BARRIERS

E. Attendance Below National Average
F. Poor Punctuality
G. Some Limited Experiences Beyond School
H. Some children have had limited access to computer devices at home

	Item/Initiative	Aims	Lead Person	Outcomes	How Impact Measured	Review Dates
A. D.	High Quality Learning Opportunities	To improve the attainment/progress of pupils EYFS/Phonics/ KS1/KS2 of PP pupils to be in line with non PP pupils	J.B. S.W.	Increase the percentage of pupils with GLD (2019 GLD Increase the percentage of pupils passing the phonic screening check (2019 Y1=68%) Increase the percentage of pupils expected + standard at KS1 RWM (2019 53%) Increase the percentage of pupils achieving age related expectations at KS2 (2019 65%)	Termly Data Collection	Termly



A. B. D.	T.A. led interventions 1:1/small groups	To assist PP pupils to narrow the gaps	SENCO S.L.T.	Outcomes for children in receipt of PP funding are in line with non PP pupils	Initial and Final Data	Half Termly
A. C. D.	TA 1:1/small group sessions	To provide support for academic/emotional well being	Headteacher	Improved well-being and behaviours	Pupil/staff feedback	Termly
A. C. D. G.	Release of Senior Leaders for 3 afternoons/week	To contribute to the strategic plan/target setting	Headteacher	Outcomes for children in receipt of PP funding are in line with national benchmarks	Data Collection Surveys	Termly
A. D.	Release of SENCO for 1 afternoon/week	To oversee/coordinate provision for children with SEND	Headteacher	SEND/PP pupils make at least expected individual progress	Data Collection	Termly
A.	Purchase of new resources/assessments/ training	To ensure pupils are provided with high quality resources	S.L.T.	Increased attainment/progress	Audits	Termly
A. D.	Additional T.A.s employed throughout school (class based)	To provide academic support for PP pupils	S.L.T.	Increased attainment/progress	Data Collection	Termly
B. D.	Salford Speech and Language Enhanced SLA	To complete a universal screening of EYFS pupils and targeted support programmes set up	EYFS Lead	Increase in pupils' understanding of vocabulary. Increase in pupils' ability to name items. Increase in the verbal reasoning of pupils	Initial and Final Data	Termly
B. D.	WELLCOMM Screening	To identify pupils with potential language difficulties offer a range of customised intervention activities to help support language development.	EYFS Lead	Outcomes for children in receipt of PP funding are in line with national benchmarks in communication and language and reading.	Initial and Final Data	Termly



C.	Kickstart 'Smart Choices'	To provide support and mentoring to pupils that require extra support	J.W.	Pupils have an understanding of how to reach their full potential	Analysis of Initial and Final Questionnaires	Half termly
C.	Mental Health Leaders (KS1 and KS2)	To support pupils around mental health and well being	L.D. H.G.	Staff able to identify pupils and offer support	Data Collection	Half termly
C. D.	'The Recovery Curriculum' Chris Quigley	To focus on the social and emotional aspects of overcoming the effects of the global pandemic	S.L.T.	A successful return to school after the pandemic - enhancing physical strength, resilience, coping strategies and character virtues through daily 'calm' and daily 'physical' activities	Pupil responses in Autumn 1	Half termly
C. D. E.	Full time Childrens' and Families Officer	To offer support for vulnerable pupils and their families	Headteacher	Pupils make at least expected progress	Pupil/family analysis	Half termly
C. D. E.	Full time Learning Mentor	To provide support and guidance to pupils who are experiencing difficulties in learning due to social, emotional or behavioural problems	Headteacher	Improved attitudes to learning Increased confidence and improved self esteem	Pupil analysis	Half termly
D. H.	Online Subscriptions (Home Access)	To access individualised tuition 'My Maths', 'Ed Shed' and whole curriculum support 'Espresso' at home	S.L.T.	Increased knowledge and understanding of year group expectations	Increase in usage compared to previous year	Termly
D.	Educational Psychologist	To provide professional	SENCO	Pupil's specific/complex individual	Data Collection	Termly



H.	S.L.A.	assessments for specific pupils		needs identified and support packages put into place		
E.	Attendance	Daily analysis of attendance, first response, parent meetings, half termly attendance letters, weekly class prizes, half termly individual prizes	C.F.O. L.M. J.F.	Improved attendance	Weekly Analysis	Termly
E.	EWO S.L.A.	To ensure that PP pupils have equal opportunities to take advantage of the education provided	C.F.O. Headteacher	Collaborative working ;fortnightly meeting with C.F.O Attendance Meetings with Parents	Improvement in pupils attendance and parental engagement	Termly
F.	Improve Punctuality	Daily analysis of punctuality, first response, parent meetings, half termly punctuality letters, weekly class prizes	C.F.O. L.M. J.F.	Improved punctuality so pupils do not miss out on learning	Weekly Analysis	Termly
G.	Part of the Childrens' University Scheme	To improve the aspirations and attainment of pupils	A.H.	A higher proportion of children accessing learning outside of the school day	Increase in pupils graduating and more pupils	Termly
G.	Provide enrichment and enhancement	To promote a learning culture so that pupils engender a love of learning	S.L.T.	Broaden horizons for pupils and enhance the desire to continue to learn	Increased uptake of activities	Termly
G.	Learning Environments - Outdoors	Enhance opportunities for pupils to use the outdoor areas	S.L.T.	Increased knowledge and understanding	Planning Data	Termly



2019 - 2020 Costings		2020 - 2021 Proposed Costings	
£202,250		£197,990	
A. - H. Staffing	£167,400	Staffing	£167,400
A. B. Tracking Tools	£1,211	Non Staffing	£30,590
B. D. Speech and Language Service	£3,480		
A. B. Aspire	£345.88		
C. Life Education	£1,475		
G. Childrens' University	£1,500		
D. H. Home Access	£642		
C. Crucial Crew	£357		
E. Educational Welfare Service	£5,432		
C. Enhancement	£3,316.85		
A. - H. Resources	£17,099.27		