



St Peter's C of E Infant School Pupil Premium Funding-report to parents and governors

Academic year 2020 - 2021

July 2021

Background

In 2011-12 the government introduced Pupil Premium funding. Pupil Premium funding is allocated in the school's budget and the amount depends on the number of families who are currently known to be eligible for Free School Meals or have been at any point within the last 6 years (This group of pupils is recorded as EVER6FSM and includes Reception pupils up to Year 6.) The Pupil premium provides schools in England with additional funding to help them raise the attainment of disadvantaged children and close the gap with their peers, so they may reach their potential. The allocation for 2020-2021 (financial year) is £1345.

In April 2014 the Pupil Premium was also extended to children adopted from care on or after 30th December 2005 and was then extended to all children adopted from care in summer 2014 (defined in the Children Act 1989). The government extended the premium in recognition of trauma and loss many adopted children have experienced in their early lives. This means that children who were looked after for one day or more and including children who have been adopted from care or leave care under a special guardianship or residence order (referred to as Pupil Premium Plus) are eligible for the allocation. The rate for the financial year 2020-2021 is £2345 per child.

A premium was also introduced for those children whose parents are currently serving in the armed forces (EVER6 service child) or have been within the last 3 years. This has been extended to children who were eligible previously but whose parents are no longer in the armed forces or are divorced. The rate for the financial year 2020-2021 for these pupils is £310.

The pupil premium for 2020 to 2021 will include pupils recorded in the **October 2020** school census.

From 2021 the allocation of the Pupil Premium will always be recorded from the October school census. This change brings the premium in line with how the rest of the core schools' budget is calculated and will provide both schools and DfE with greater certainty around future funding levels earlier in the year.

Schools are free to spend the pupil premium as they see fit. However, they are held accountable for how funding is used to support pupils and schools are required to publish this information online.

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’). In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.”

Extract taken from DfE Website (‘Pupil premium: What You Need to Know’)

St Peter’s School has developed robust tracking systems to ensure that our provision is best suited to our individual pupil’s needs; there is an unwavering commitment to improving outcomes academically and personally. The overall support for eligible pupils is comprehensive, integrated and responsive to their changing needs. The ‘Seven Building Blocks to Success’ that the school uses to assess actions and impact can be found at the end of this report.

The allocation of Pupil Premium funding is captured in performance tables to ensure parents and others are made fully aware of the progress and attainment of pupils covered by the premium.

At St Peter’s School the numbers of pupils eligible for pupil premium funding is very low (below the national average). We therefore look very carefully at individual needs when considering how best to support pupils.

The Pupil Premium report and corresponding data is reviewed half-termly.

Pupil premium funding	2019-2020	2020-2021
Pupils on roll on census day. No final data for January 2020 census count* October census count for 2020-2021	85*	85 Jan 2020. 79 October 2020
Pupils on roll in September	85	79
Number of pupils eligible for Pupil Premium funding	2.32%	3 pupils-3.79%
Pupils eligible for FSM in last 6 years	1.16%	1 pupil-1.26%
Looked after children (LAC)	0%	0%
Children adopted from care	1.17%	1 pupil-1.26%
Children in public care	0%	0%
Children from service families	0%	0%
Total pupils:		5 pupils 6.32%
Amount of pupil premium received per pupil per year	£1320	£1345
Amount of pupil premium received per ‘previously looked after from care’ pupil per year	£2300	£2345
Children in public care.	£2300	£2345

Total pupil premium grant expected for the full academic year. This would be split over two financial years.	£3620	£6380
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Summary Information: September 2020					
School	St Peter's C of E Infant School. Tandridge. Surrey				
Academic Year	2020-2021	Total PP Budget	Carry forward from 2019-2020 = £3852. Due to partial school closure. School will only receive £3690 before 2021.	Date of most recent PP Review	Sept 2020
Total number of pupils	75 (April 2021)	Number of pupils eligible for PP	Year 2 – 2 Year 1 – 0 Year R – 3	Date for next internal review	May 2021

Final Attainment <u>July 2019</u> . No data can be provided for the academic year 2019-2020 due to the COVID-19 pandemic.	Pupils eligible for PPG (your school)		
	Number	%	School %
EYFS Achieved a good level of development by the end of EYFS	1	50%	90%
Year 1 Phonic Screening	0 N/A	0%	90%
KS1 Reading Working at greater depth within the expected standard at the end of KS1	1	33.3%	30%
Working at the expected standard for the end of KS1	1	33.3%	50%
Working towards the expected standard for the end of KS1	1	33.3%	20%
Working below the expected standard for the end of KS1	0	0%	0%
KS1 Writing Working at greater depth within the expected standard at the end of KS1	0	0%	27%
Working at the expected standard for the end of KS1	2	66.6%	53%
Working towards the expected standard for the end of KS1	0	0%	3%
Working below the expected standard for the end of KS1	1	33.3%	17%
KS1 Maths Working at greater depth within the expected standard at the end of KS1	0	0%	33%
Working at the expected standard for the end of KS1	2	66.6%	47%
Working towards the expected standard for the end of KS1	0	0%	7%
Working below the expected standard for the end of KS1	1	33.3%	13%

Development Priority 3 (Strategic intent):

To ensure Pupil Premium funded children continue to be precisely supported (through targeted personal, social, physical, emotional, and academic support and careful monitoring of progress) at the highest level by ensuring procedures are embedded into the school's practice.

Success criteria:

The learning, quality of work and progress of pupils who receive the Pupil Premium Grant compares very well with National expectations.

Barriers to learning for specific pupils will be clearly identified, addressed and monitored through pupil progress meetings, meetings with parents and other appropriate agencies. This will include gap analysis at the beginning of the year, implementation of a recovery curriculum and accelerated catch-up learning provision as required.

Focused support and therapeutic interventions are implemented to meet the personal, social and emotional needs and well-being of PPG pupils as they arise and in liaison with parents and other agencies.

Tracking and evidence show that teachers and TA support has a clear impact on pupil's learning.

Barriers for future attainment (for pupils eligible for PPG)	
In-school barriers (issues to be addressed in school)	
1	COVID-19 has had a clear impact on the education of all children and especially those who are disadvantaged in any way as they have not been able to access school learning and resources for a significant period of time. This means that pupils may have emotional, social, physical as well as academic areas of delay/concern that need to be carefully considered. Use of recovery curriculum, gap analysis as well as accelerated learning opportunities as required.
2	The school needs to ensure it targets a higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS and Key Stage 1.
3	The nature of Special Educational Needs has become more complex over the last few years; in addition, the school has noticed an increase in the number of children with delayed speech and language development.
4	Pupils are not 'school ready' (pupils are not in a secure place emotionally and mentally due to a number of factors including the COVID-19 pandemic which has meant pupils did not access pre-school/nursery provision or daily education within a school setting) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience (stamina for learning).
External barriers (issues which also require action outside school)	
1	Pupils start Nursery or Reception with lower language and communication levels and are not prepared for school.

Staff have received regular training in areas such as SWAN and CAMHS looking specifically at attachment and developmental trauma.

	ACTIONS/APPROACH	IMPACT/MONITORING
<p>Pupil premium use: Estimated spend:</p> <p><u>Targeted individual Teaching assistant (HLTA or TA) support for pupils during whole class teaching to focus attention and encourage engagement with learning. (Academic development.)</u></p> <p>Personalised support to meet the needs of individual pupils. For example, developing stamina for learning, developing language and communication.</p> <p>Additional support in specific areas of English and Maths where tracking shows that progress and attainment are not in line with expected standards.</p> <p>Identification of pupils to ensure they are meeting or exceeding expected year end attainment targets.</p> <p>Increased opportunities to learn outside.</p> <p><u>Pre-teaching 2 hrs per wk.* £1043/year.</u></p> <p><u>Objective:</u> To enable all Pupil Premium funded children to meet or surpass age related attainment targets in reading, writing, and maths.</p>	<p>Aims, intended outcomes and monitoring:</p> <p>To provide support from a key person and develop stamina, self-confidence and speaking and listening skills.</p> <p>To develop language and communication by listening to pupils and modelling grammatically correct language with extended vocabulary.</p> <p>To ensure regular reading practice to develop reading skills.</p> <p>To give opportunities to revise and use new sounds learnt in phonics sessions.</p> <p>To develop understanding of number (within 30-50-month age expected attainment or within the national expected age range for KS1) and increase confidence in this area.</p> <p>To support pupils during teaching input, focus attention and use individual high order questioning to assess understanding.</p> <p>This may be on a group basis or individual 1:1 support and is evidence based.</p> <p>Progress will be monitored half termly (during the initial part of the year) using EYFS tracking, National curriculum performance descriptors for Key Stage 1 pupils and 'Impact trackers' for individual pupils.</p> <p>Monitoring is carried out by class teachers, the Headteacher, SENDCo, and governors.</p>	<p>The full impact of interventions will be determined at the end of academic year: Observations and tracking.</p> <p>Expected impact: <i>Pupil premium children will achieve targets set to make the progress required to meet the expectations at the end of each key stage. Improved self-esteem and confidence of pupils who require support.</i></p> <p>Due to Covid-19, a recovery curriculum and gap analysis/accelerated progress level was in place at the beginning of the autumn and spring terms. All pupils made progress from their starting points in these terms, and specific interventions are continuing through the summer term to account for the lockdown period in the spring term.</p>
<p><u>Additional 1:1 support with reading or writing skills development.</u></p> <p>TA to support reading and/or writing skills development and specific phonic knowledge, taking into consideration gaps in learning due to pandemic.</p> <p>30 mins/daily/3 hrs per wk: £1565/year.</p>	<p>Daily additional reading practise with support to apply a range of strategies as well as phonics and develop comprehension skills.</p> <p>Pre-teaching for writing to support children in their understanding of composition, spelling, punctuation, and grammar.</p> <p>This is active, personalised, and aimed at captivating further child-led learning.</p> <p>Interventions planned and delivered so pupils receive 1:1 daily reading with a TA or the class teacher. This includes tailored phonic intervention to meet end of year phonic check.</p>	<p>Expected impact: <i>Improvement in reading and writing attainment from age related and individual starting points. Improved self-esteem, stamina and confidence of pupils who require support.</i></p> <p>Benchmarking shows that pupils made progress in the last 2 terms and this trend continued as the children moved through the summer term. Interventions remained in place for all pupils in this cohort. Some pupils were tested for dyslexia and from these results support strategies were implemented. Pupils</p>

	<p>CPD for support staff in the delivery of high-quality phonic teaching.</p> <p>A reading morning was held for parents to see the techniques used by the school and understand the importance of supporting reading through reading activities at home.</p>	<p>gained confidence when reading aloud in either small groups, 1:1 or whole class activities.</p> <p>100% pass rate of pupil premium pupils in the KS1 phonic check.</p> <p>EYFS final internal data Reading and Writing.</p> <p>33.3% - emerging 33.3% - expected 33.3% - Exceeding</p>
<p><u>Learning Mentor support and Social skills nurture groups</u></p> <p>To provide Learning Mentor support for individual pupils as needed.</p> <p>Delivering a social skills programme based around play therapy and a further programme developed by Behaviour Support Service to pupils with emotional and behavioural difficulties.</p> <p>Social skills groups will run across the school requiring 3 hours per week HLTA and TA time including planning.</p> <p><u>Total ongoing cost of £1043 year*</u></p> <p><u>Network LM meetings: £200 per year.</u></p> <p><u>Objective:</u> For pupils to feel secure in themselves and with others. To understand how they are feeling and to relate to and respect the feelings and emotions of others. (Emotional and Social development.)</p>	<p>To develop pupil's self-esteem, emotional literacy, attitudes to learning, sense of well-being and enjoyment of school. This provision provides opportunities to develop social skills, interpersonal communication, and team building skills.</p> <p>Use of the National Trust 50 things to do before you are 11 ¾ as a way of engaging and enriching pupils experiences through these groups.</p> <p>Children are referred by teachers or the SENDCo following parental concerns, observations, or pupil progress meetings.</p> <p>Pupil assessments are made by the Learning Mentor and next steps identified.</p> <p>In the EYFS progress is assessed against the areas of Personal, social and emotional Development.</p>	<p>Expected impact:</p> <p><i>Pupil's attitudes to learning, and relationships are improved. Improved self-esteem and confidence. Pupils feel supported.</i></p> <p>Due to Covid-19 there has been a specific focus area around the development of social skills as children have not had these explicit interactions. Children were more confident to interact in different groups within their classes, listen and take turns in different activities. Listening skills continued to be developed through the year.</p>
<p><u>Establishing a Sensory area within school.</u></p> <p><u>Expenditure to date £1000 (2018-2019)</u></p>	<p>The aim for creating this space is to improve</p> <ul style="list-style-type: none"> •Sensory Stimulation – by encouraging the child to engage and explore the environment then it can have positive effects on their ability to react and interact with the larger world around them •To enhance Learning through Play –sensory stimulation can engage different areas of the brain, helping children absorb and retain more information and better meeting the needs of the individual •To improve Balance, Movement and Spatial Orientation – by developing visual processing abilities as well as the child's fine and gross motor skills, facilitating day-to-day living. •To help tackle Problems with Behaviour – as a sensory environment can be highly absorbing, providing a 	<p>Expected impact:</p> <p><i>Pupils have a designated area where they can feel safe and secure.</i></p> <p>This was useful for children who felt anxious on return from self-isolation who required an area to expel energy and have calming moments in the school day, having been away from friends.</p>

	<p>moment of comfort and calm for overactive and distressed individuals, and helping inactive individuals to feel better engaged. This improves focus and prevents the child from getting the urge to 'act up'. The impact of this area will be monitored by the SENDCo, Headteacher, class teachers, and teaching assistants so changes in behaviour, mood, and activity of the children using it can be observed and tracked.</p>	
<p><u>ELSA Support.</u></p> <p>3hrs per wk: £1151/year ELSA Mentoring/network meetings: £200</p>	<p><u>Emotional Literacy Support Training:</u> ELSAs work with children and young people from primary age. It is aimed at children and young people struggling to cope. (This is because it supports looking at behaviour as a form of communication of underlying needs, thus addressing causes rather than symptoms.) Staff may work with children experiencing emerging mental health needs and issues with emotional well-being; or those who have difficulty understanding and managing emotions. The intervention covers such areas as social skills, emotions, bereavement, social stories, anger management, and self-esteem. The intended outcomes include identifying young people with emerging health needs, re-framing and understanding behaviours in terms of needs and vulnerabilities and providing young people with coping strategies to manage their current situation and therefore to promote long term resilience.</p>	<p>Expected impact:</p> <p><i>Pupils know they have a designated member of staff to support them especially in times of uncertainty and unrest.</i></p> <p>Pupils enjoyed these private sessions where they could talk freely and in confidence. This allowed them to open up and talk about issues that were personal to their individual circumstances.</p> <p>Through the last lockdown children also received additional support via personal letters and phone calls if they did not attend school.</p> <p>All pupils agreed that they thoroughly enjoyed and looked forward to these sessions.</p>
<p><u>ELKAN Support</u></p> <p>3hrs per wk: £1227/year</p>	<p>ELKCAN trained teaching assistant to lead speech and language interventions for targeted pupils. Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills.</p> <p>Research undertaken at the Institute of Education states that early language skills are 'key to later success.'</p>	<p>Expected impact:</p> <p><i>Improved communication and speech and language skills. Speech and language outcomes are met. Intervention data shows that from their starting points, a higher proportion of pupil premium pupils achieve the end of year expected standards or make accelerated progress to diminish differences.</i></p> <p>Children made progress, and this was evidenced in their confidence to speak in whole class and group situations, as well as shown through their progression in reading.</p>
<p><u>Senior leadership team:</u> <u>Supply cover for monitoring and training.</u></p>	<p>To monitor interventions across the school. To ensure teaching and learning is good or outstanding. To assess</p>	<p>Expected impact:</p>

<p>No additional cost</p>	<p>ACTIONS and IMPACT of intervention groups run for pupil premium children with time allocated targets, challenge, and clear evidence to support the above. Rigorous observations and assessments underpin learning and therefore lead to good planning of next steps towards the expected end of year standards. Monitoring is also carried out by the school governors and reported to the Full governing body at termly meetings.</p>	<p><i>Improved outcomes for all pupils. Evidence evaluated by all staff. Baseline data and end of intervention data show next steps and expected progress for these pupils.</i></p> <p>Impact trackers show detailed monitoring of this pupil cohort, with specific action and impact narratives.</p>
<p><u>Projected cost: based on a 12-week term/3 terms per year.</u> B/fwd End of financial year 2019-2020: £1207 Allocation financial year 2021-2022: £6380 Total: £7587 Balance remaining: £1357</p>		

*based on a 12-week term.

7 Building Blocks for Success

NFER research found that schools which are more successful in promoting high attainment have a number of things in common. These have been identified through seven building blocks of success. **The information below is based on 2019-2020 progress and achievements by school staff and pupils.**

1

St Peter's School has this ethos and includes in its principles 'Achievement for All'. The school is continually striving to ensure the needs of all pupil cohorts are met.
The schools' vision statement:

'For we know the plans we have for you... Plans to prosper you and not to harm, plans to give you hope and a future'. Jeramiah 29:11

As a church school our ethos is rooted in our Christian faith and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children.

We believe that our children have unlimited potential and we strive to play our part in the promises of God for their future.

To continue to develop very positive attitudes to learning and keep this vision at the forefront of everyone's minds.

2

Addressing behaviour and attendance

Pupils have an excellent behaviour for learning and this has been commented upon in numerous external reports.

The school has rapid response systems for poor attendance.

Prior attendance for our pupil premium children was very good and stood at 96.37% at the end of the academic year 2018-2019.

If broken down into disadvantaged and pupil premium plus pupils we can see there have been variants, but these were minor and consideration was taken to age and starting dates for these pupils.

Attendance up to February 2020 for the academic year 2019-2020

Disadvantaged pupils =98.4%

Pupil premium plus pupils =97.6%

No further data can be provided for 2019-2020/2021.

Overall =98%

Continue to monitor attendance and provide enjoyable learning experiences so behaviour and love of learning continues to develop.

3

High quality teaching for all

Staff have undertaken a number of training opportunities identified to raise the levels of attainment for all even further. These include whole school EASEL training (Everyone a successful and effective learner) which includes training in 'Quality First teaching'. Two teaching assistants are ELKAN and ELSA (Communication and Language and Emotional Literacy) trained.

Assess the IMPACT of these training opportunities as they are introduced into the learning times. Continue to monitor performance of teachers and pupils, so tailored support is suited to the pupils, and good practice is shared.

4

Meeting individual learning needs

Staff identify through rigorous monitoring and learning opportunities the support required for each individual. Attainment and progress is tracked regularly and interventions and additional support

The school through its school development plan has identified a need to 'hook' pupils through engaging learning opportunities. These will continue to be reviewed and responded to, such as the use of football analogies to remember key events, dates and times.

Underachievement in all areas of the child's development is targeted through curriculum opportunities and extended school provision. 1:1 and small group work is included in the timetable. This may be social skills and nurture groups or focused academic support. Strategies such as precision teaching are included and the impacts of these will be evident in pupil progress and shown through their work and in pupil discussions.

Through EASEL, ELKAN and ELSA training monitor individual pupil needs and implement programmes accordingly.

5

Deploying staff effectively

Strengths of staff are identified to find the best ways to use them. Teachers and teaching assistants are well trained and undertake CPD on a regular basis, to support pupils' learning as well as in specific learning interventions, so they provide effective support to individuals or small groups. The school has 1 Higher Level Teaching Assistant who is trained in specific areas such as phonic intervention or social skills. The HLTA is also the Learning Mentor so is trained in the use of play therapy and social skills/nurture groups. 1 further TA is trained in the areas of Speech and Language and Emotional Literacy.

Regular meetings are held between teachers and support staff so areas for collaboration or intervention are identified, thus ensuring strong teamwork

Continue to look at staff skill sets so all are supported in CPD needs and gaps in learning opportunities can be identified and closed.

6

Data driven and responding to evidence

The school uses a wealth of data to identify learners' needs. This happens from the moment pupils enter the school and continues throughout their school journey. There are regular progress meetings and day to day teaching through formative assessment. Underperformance is spotted through these regular opportunities and actions are taken to address these areas for development. Impact trackers are used to individually track the interventions and progress of our pupil premium children and these are up-dated twice termly. These give a clear picture of an individual's development in all areas of their school life. Responsive marking is used across the school so pupils can see their areas for growth and have the opportunity to respond to questions or misconceptions. In this way they can see or identify for themselves their 'next steps to success.

Continue to monitor the use of response times in the class timetable so all pupils have the relevant time to respond to marking and feedback.

7

Clear, responsive leadership

All staff are held accountable for pupil progress. They are given training opportunities to develop their teaching and learning skills further and have been trained to provide high quality feedback to pupils, through the school's marking policy. Regular meetings are held with all staff to inform and share information and up-dates/initiatives that are been reported to the leadership team. The school uses, for example, many materials from the Sutton trust and EEF to acknowledge the developments in pupil premium funding and opportunities for their pupils. The school is linked to a local cluster of schools and shares strong links with other local Church schools in the area. There is an active approach to seeking out new ideas and putting systems in place for staff to share best practice.

Continue to communicate openly to staff and parents the opportunities available and initiatives being rolled out. Continue to assess appropriate and relevant materials.