



Pupil Premium Impact Strategy



2020/21

Summary information					
School	St Peter's CE Primary School, Newton-le-Willows				
Academic Year	2020-21	Total PP budget	£34,520	Date of most recent PP Review	10/20
Total number of pupils	248	Number of pupils eligible for PP	20	Date for next internal review of this strategy	02/21

Barriers to future attainment	
In school barriers:	
A	Lack of engagement and support from home for some children
B	Significant number of pupils with PP also additional needs (LAC, CP, SEN)
C	Narrow vocabulary and oracy / access to high quality reading and writing material outside of school.
External barriers (issues which also require action outside school, such as low attendance rates)	
C	Parental mindset to writing expectations.
D	Low attendance for some pupil premium students in previous year

Due to Covid – 19 and the impact of lockdowns on schools and the availability of staff, the impact strategy has changed to accommodate the very different and fluid circumstances we were in.

FOCUS	DESIRED OUTCOMES	SUCCESS CRITERIA	STRATEGIES	IMPACT
Raise standards and achievements in writing across school	Writing attainment and progress is improved across school and is more in line with national average	End of year results improved and PP results in line with non PP results	More opportunities for writing across the curriculum More focused and robust writing moderation throughout the year. Regular writing observations and book	Writing moderations allowed staff to share ideas and agree on assessments and next steps for children. This resulted in staff moving children on in their writing and gaps being filled. English lead used for Writing intervention in Year 5 (only

				towards the end of the year due to COVID), resulted in good progress in Year 5 writing.	
--	--	--	--	---	--

			<p>looks by SLT</p> <p>Staff insets with writing focus</p> <p>Writing expectations for each year group shared on school website with good examples of writing for each year group.</p> <p>Introduce writing rewards.</p> <p>Use of English lead for writing intervention</p> <p>World Book Day – vocabulary</p> <p>Book weeks</p> <p>Book weeks across school which provide writing opportunities</p>	
<p>Improve the teaching of Reading and the quality of texts offered.</p>	<p>All children access to reading scheme.</p> <p>Daily reading lessons in all classes.</p> <p>Intervention for those working below A.R.E.</p>	<p>End of year results improved and PP results in line with non PP results</p>	<p>Reading scheme established in KS2</p> <p>Reading lessons with clearer focus</p> <p>Reading journals regularly completed by teachers and parents</p> <p>Reading sessions monitored by SLT</p> <p>Parents are informed on strategies to</p>	<p>KS2 reading scheme established and being enjoyed by children – regular comments from children and parents’ in reading records. Good parental engagement and support with reading across school.</p>

			support and develop at reading at home.	
Sustain the improved attendance and punctuality of disadvantaged pupils	Attendance of PP children is in line with national average	All disadvantaged pupils meet the school's attendance target.	<p>First day response by EWO</p> <p>Phone calls home</p> <p>Discussions at parents' evenings between class teacher and parents</p> <p>Interventions indicated on provision map</p> <p>s</p>	<p>2 children struggled with attendance due to a variety of issues but with close work with the family by school and the EWO attendance of the 2 children improved significantly by the end of the year but not enough to increase the data to our target percentage.</p> <p>Covid obviously impacted attendance figures, too.</p>

Attendance							
	HT 1	HT2	HT3	HT4	HT5	HT6	<u>Target</u> <u>%</u>
PP	97.30%	97.30%	87.60%	87.90%	89.50%	90.80%	98%
FSM	97.40%	95.90%	92%	92.30%	93.30%	94.40%	98%

<p>To improve the life experiences offered to our children</p>	<p>Children to have a wider range of experiences offered to them (as well as a wider vocabulary resulting from these experiences)</p>	<p>Children in receipt of PP funding are able to access a range of activities that are planned to nurture and support the whole child.</p> <p>Children's comments about such experiences.</p> <p>Children have a growth in confidence and social skills.</p>	<p>All PP children to have extra-curricular activities fully or partly funded when Covid allows.</p>	<p>Sports clubs offered when allowed due to lifting of COVID restrictions – they were offered to all in the class due to bubbles not being able to mix</p>
<p>To further develop nurture club across school to support the mental health of pupils in light of school closures due to COVID 19.</p>	<p>Widen and extend pupil's expectations and self-belief.</p> <p>Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things</p>	<p>Children are able to discuss concerns or worries which may impact on their learning and well-being. They feel safe and happy in school and know what to do if they feel unsure about any</p>	<p>More positive attitudes displayed by school community.</p> <p>Ability to talk 1 to 1 with a mentor</p> <p>Pastoral lead (AHT) Autumn 2 and then continuous over the year.</p>	<p>After school nurture sessions unable to happen as we intended but towards the end of the year (half term 6 they became year group based interventions for Y4 and Y6 – PP children were able to attend if available. In Y6 PP children the sessions due to them being focused on transition to Y7)</p>

	go wrong	aspect of school life. Learning and play mentors provide guidance and support for children who are experiencing difficulties in and out of the classroom. They promote an inclusive approach to playtimes and work to ensure positive experiences of all children. Children are able to utilise its benefits on a day to day basis throughout their learning.	Autumn Term SLT and class teachers to monitor wellbeing and attitudes of children.	
--	----------	--	---	--