



Pupil Premium Impact Plan



2018/2019

Summary information					
School	St Peter's CE Primary School, Newton-le-Willows				
Academic Year	2018-19	Total PP budget	£44,080	Date of most recent PP Review	10/18
Total number of pupils	244	Number of pupils eligible for PP	18 (7.3%)	Date for next internal review of this strategy	02/19

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies	Implement when? (from and to)	Monitoring (who and when)	Evaluation (to be reviewed in Feb 2019 and July 2019)
<p>To embed the teaching of mastery within the subject of mathematics across the school.</p>	<p>Learning Behaviours</p> <p>Parental attitude/mindset to challenges of curriculum.</p>	<p>Ensuring attainment and progress improves significantly on the previous year by the end of Key Stage 2 so it is in line with National averages.</p>	<p>An increased progress score in maths for disadvantaged pupils to become more in line with national average for non-disadvantaged pupils</p>	<p>Staff training (Mastery)</p> <p>At least good quality first teaching in all years.</p> <p>Encourage more reasoning activities in lessons.</p> <p>Greater use of accurate working walls – training for all staff</p>	<p>Maths Lead</p> <p>SLT – monitor books</p>	<p>Maths Lead & SLT 31.10.18 & May 2019</p>	

<p>Progress in phonics, reading, maths and writing is improved & sustained through robust assessment and quality first teaching and intervention.</p>	<p>Learning Behaviours</p> <p>Parental attitude/mindset to challenges of the curriculum.</p>	<p>High Quality First teaching (at least good in all lessons).</p> <p>Approach to teaching in Y6 changed so that 2 teachers are working with all children for all maths and English lessons as well as a TA.</p> <p>Improved progress and attainment in maths and English.</p>	<p>Increased progress scores from previous year.</p> <p>Increased % of children passing the Phonics Screening Check.</p>	<p>IDL</p> <p>Reading Plus</p> <p>Staff Insets</p> <p>Weekly 1:1 intervention sessions offered outside normal curriculum time.</p>	<p>Class teachers</p> <p>TA's (JL, NB, NP) who are offering intervention.</p>	<p>SLT</p>	
<p>To introduce and embed growth mindset in school.</p>	<p>Learning Behaviours.</p> <p>Mental Health</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 go wrong.</p>	<p>Improved happiness and well-being within in children.</p> <p>A shift in pupil attitudes from Fixed to Growth Mindset across all year groups.</p>	<p>Growth Mindset visible around school.</p> <p>More positive attitudes displayed by school community</p>	<p>Staff training to raise the focus December 2018 - AC</p>	<p>Ac and SLT</p>	
<p>Introduce the role of Pastoral</p>	<p>Mental Health</p>	<p>Children to have an improved</p>	<p>Improved happiness and</p>	<p>Art therapist to offer weekly</p>	<p>Pastoral lead Autumn 2 and</p>	<p>SLT and class teachers to</p>	

<p>lead within school</p>		<p>attitude and self-belief.</p> <p>Children to have time to talk in a safe environment with a known person who they are comfortable with</p>	<p>well- being within in children.</p>	<p>sessions to 2 of our most vulnerable children.</p> <p>Designate pastoral lead to offer sessions to children to meet individual needs.</p> <p>Lego therapy sessions offered by Pastoral lead.</p>	<p>then continuous over the year.</p>	<p>monitor well-being and attitudes of children.</p>	
<p>Improving attendance and punctuality for disadvantaged pupils</p>	<p>Parental disorganisation</p>	<p>Improved punctuality and attendance</p>	<p>All disadvantaged pupils meet the school's new aspirational target of 98% attendance.</p>	<p>All disadvantaged pupils on vulnerable children list for first day response; home visits by attendance officer prioritised; attendance panel when appropriate; phone calls home from teachers and discussions at parents' evening.</p>	<p>EWO to report to SLT</p>	<p>SBM with SLT and EWO</p>	
<p>To improve the life experiences offered to our children.</p>	<p>Lack of time/experiences offered to children outside of school.</p> <p>Difficulties in their</p>	<p>Children to have a wider range of experiences, introducing them to new activities (as well as an increased vocabulary from</p>	<p>Children's comments (either verbally or written) about their new experiences.</p> <p>Children a wider</p>	<p>School to use PP funding to pay a % of school visits/residential.</p>	<p>As required</p>	<p>SLT throughout the year as such experiences arise.</p>	

	backgrounds	such experiences)	view of communities around them. Children have new experiences – growth in confidence and social skills.				
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