



Pupil Premium Impact Plan



2019/2020

Summary information					
School	St Peter's CE Primary School, Newton-le-Willows				
Academic Year	2019-20	Total PP budget	£36,592	Date of most recent PP Review	10/19
Total number of pupils	247	Number of pupils eligible for PP	20	Date for next internal review of this strategy	02/20

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies	Implemented by	Impact
<p>To further 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>Change of philosophy</p>	<p>Ensuring attainment and progress improves significantly across school.</p> <p>Continuity but progression in the teaching strategies used for teaching maths.</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>Children more confident mathematicians.</p>	<p>3 year Maths Hub participation</p> <p>Maths intervention program in EYFS & KS1</p> <p>Further staff training (Mastery)</p> <p>At least good quality first teaching in all years.</p> <p>Encourage more reasoning activities in lessons.</p> <p>Improved use of accurate working walls – training for all staff.</p>	<p>Maths Lead</p> <p>SLT – monitor books</p> <p>Strategic monitoring plan and pupil progress reviews.</p>	<p>There is no end of year data due to COVID-19</p> <p>The impact in the first half of the year was the Mastery training being undertaken by Mrs Ainsworth and Mr Moorcroft. These teachers delivered to the staff and early indications in the s Spring showed that teachers had changed their approach to mastery and how math's could be approached in different ways. We have no reliable data to show the effect due to school effectively closing in March.</p>

<p>Progress in KS1 phonics, KS2 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>Lack of parental engagement.</p>	<p>High Quality First teaching (at least good in all lessons).</p> <p>More focused intervention sessions with teaching assistants focusing on gaps in learning.</p> <p>Improved progress and attainment in Maths and English.</p> <p>More effective use of adult support.</p>	<p>Increased progress scores from previous year in combined reading, writing and maths.</p>	<p>Use of staff and teaching time in EYFS/KS1.</p> <p>IDL</p> <p>Reading Plus</p> <p>Staff Insets</p> <p>Review intervention timetables provision map.</p> <p>Talk Boost to be used in EYFS and Y1</p> <p>On track maths intervention in KS1</p>	<p>Class teachers</p> <p>TA's who are offering intervention</p> <p>DHT & SENCO to monitor interventions.</p> <p>AHT to introduce and monitor changes in EYFS and KS1</p> <p>Strategic monitoring plan and pupil progress reviews</p>	<p>There is no end of year data due to COVID-19</p> <p>Mrs Harrison has changed the approach of phonics with more sustained interventions and ongoing assessment.</p> <p>Mrs Colley and Mrs Vinyard introduced a wide scale intervention timetable, based upon the needs of the individual, provision mapping all children that required it, including pupil premium.</p>
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<p>To introduce a Pastoral Care Team led by a new pastoral care team.</p> <p>Nurture Club</p>	<p>Learning Behaviours.</p> <p>Mental Health</p> <p>Stigma of being in a nurturing environment for some post LAC children</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>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 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. Time to Talk provides</p>	<p>Growth Mindset visible around school.</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>Autumn Term</p>	<p>Assistant head teacher creteda nurture team with individual members of staff being assigned children who require attention.</p> <p>This had a positive impact on children who were able to talk to an adult and we as a school were able to action if required. PP children had access to this if required.</p> <p>Growth Mindset was also reintroduced across the school with staff and children being trained in the art of being resilient and positive.</p>
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			<p>opportunities for children to develop language and communication skills.</p> <p>Confidence is built, enabling children to articulate thoughts, feelings and ideas with increased clarity and expression.</p>			
<p>Improving attendance and punctuality for disadvantaged pupils by entering into SLA with EWO.</p>	<p>Parental disorganisation</p>	<p>Improved punctuality and attendance for children in receipt of Pupil Premium .</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>The attendance at school dipped slightly due to certain classes having a number of children off on a regular basis. One PP child in particular had very low attendance and this was being dealt with by the EWO</p> <p>Incoming children in reception had a higher than normal absence rate, although St Peter's still remained higher than the national average.</p> <p>The HT and EWO had multiple meeting with parents in the Autumn term to discuss attendance and offer help if it was required. These meeting lead to an immediate increase in attendance.</p> <p>The average attendance was 90% for 15 pupil premium children. 9 of the pupils had 100% with two at 75% as they took their children out of school some weeks before lockdown due to Covid – 19.</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 backgrounds</p>	<p>Children to have a wider range of experiences, introducing them to new activities (as well as an increased vocabulary from such experiences)</p>	<p>Children in receipt of pupil premium funding are able to access a range of activities which are planned to support and nurture the whole child.</p> <p>Children's comments (either verbally or written) about their new experiences.</p> <p>Children a wider view of communities around them.</p> <p>Children have new experiences – growth in confidence and social skills.</p>	<p>School to use PP funding to pay a % of school visits/residentials.</p>	<p>As required</p>	<p>SLT throughout the year as such experiences arise.</p> <p>The majority of school visits after Christmas did not happen due to the impending closure followed by full closure.</p>
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