

*“Whatever you do, work at it with all your heart, as working for the Lord”  
Colossians 3:23*

## Lower Peover Church of England Primary School Pupil Premium Strategy Statement 2019/2020

*With the Lord by our side, we strive for excellence in everything we do; aiming to achieve highly within our spiritual community. Working together under God’s guidance, we endeavour to become the best that we can be in our school, where the Christian faith is taught, experienced and lived.*



### Introduction

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who come from Services families. From 2012-13 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). This funding now also includes any child who was looked after immediately before being adopted on, or after, 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being Looked after.

### Provision

After reviewing outcomes of support given to pupils in receipt of PP funding last year the school has decided to continue to provide similar provision in the form of small focussed and tailored interventions which meet the needs of all children in the group.

The school will look carefully at the needs of each pupil and will use the following intervention strategies:

- Providing **small group work** for pupils entitled to funding with an experienced teacher, HLTA (Higher Level Teaching Assistant) or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.
- **Additional teaching and learning opportunities** both within and outside the classroom supported by teachers and teaching assistants to raise attainment and promote lifelong learning skills to ensure future economic well-being.
- **Emotional Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.
- Acquiring **effective materials for pupils and training for staff** to narrow the gap as required.

Pupil premium resources will be aimed at helping children to achieve maximum progress and/or at least age related expectations in Phonics, Key Stage 1 and Key Stage 2.

**At Lower Peover C of E Primary School, we use Pupil Premium to fund some important roles in our school. These roles are focussed on raising standards, especially in English and Mathematics, as well as ‘diminishing the attainment gap’ for those pupils who are not on track to be at age related expectations and/or have not made as much expected progress.**

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Summary information					
<b>School</b>	Lower Peover C of E Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£28,000.80	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	July 2020

Current attainment			
Summer 2019	<i>Pupils eligible for PP (Lower Peover)</i>	<i>All Pupils (Lower Peover)</i>	<i>All Pupils (national average)</i>
<b>Early Years and Foundation Stage</b>			
<b>% achieving ‘Good Level of Development’ (GLD)</b>	3% (1)	82.1%	71.8%
<b>Key Stage One</b>			
<b>% Achieving expected level in Phonics</b>	0% (1)	90%	81.9%
<b>% achieving expected standard in Y2 Reading</b>			
% achieving Greater Depth in Reading	0%	23.7%	25.1%
<b>% achieving expected standard in Y2 Writing</b>			
% achieving Greater Depth in Writing	0%	19.4%	14.8%
<b>% achieving expected standard in Y2 Mathematics</b>			
% achieving Greater Depth in Mathematics	0%	25.8%	21.8%
<b>Key Stage Two</b>			
<b>Key Stage 2 Progress in Reading</b>	+7.7	+6.5	
<b>% achieving expected standard or above in Y6 Reading</b>	100%	100%	73.1%
% achieving Greater Depth in Reading	100%	59%	26.9%
<b>Key Stage 2 Progress in Writing</b>	+3.0	+2.0	

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<b>% achieving expected standard or above in Y6 Writing</b>	100%	92.6%	78.4%
% achieving Greater Depth in Writing	100%	37%	20.1%
<b>Key Stage 2 Progress in Mathematics</b>	-0.1	+4.9	
<b>% achieving expected standard or above in Y6 Mathematics</b>	100%	100%	78.6%
% achieving Greater Depth in Mathematics	100%	66.7%	26.6%
<b>% achieving expected standard or above combined (R, W &amp; M)</b>	100%	92.6%	64.8%
% achieving Greater Depth combined (R, W & M)	100%	33.3%	10.5%

<b>Actions</b>	
<i>In-school Actions</i>	
<b>A.</b>	To further improve attendance and children’s attitudes towards learning with a focus on developing resilience.
<b>B.</b>	Ensure all children contribute to society as responsible, respectful and active citizens.
<i>External barriers</i>	
<b>C.</b>	Although increasing, attendance is still below national for disadvantages pupils.
<b>D.</b>	Lack of enrichment experiences/opportunities for children.
<b>Desired outcomes</b>	
<b>A.</b>	Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties.
<b>B.</b>	All children will contribute and take part in the school achieving the ‘Rights Respecting School’ Bronze Award.
<b>C.</b>	Reducing the proportion of pupils regularly late for school, do the rates of attendance improve to be at least in line with national average.
<b>D.</b>	For children to access enrichment experiences and other opportunities.

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Planned expenditure					
Academic year	2019/2020				
A. To further improve attendance and children’s attitudes towards learning with a focus on developing resilience.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties.	<ul style="list-style-type: none"> <li>Continue with the differentiated HeartSmart resources</li> <li>ELSA Sessions</li> <li>Sessions with Inclusion Manager</li> <li>Interventions with HLTA and TAs</li> </ul>	<ul style="list-style-type: none"> <li>See School Impact Plan</li> <li>HeartSmart impact was outlined in our recent SIAMS inspection (Nov 2018)</li> <li>Past impact of ELSA sessions and sessions with HLTAs, TAs and Inclusion Manager see school self-evaluation summary</li> </ul>	<ul style="list-style-type: none"> <li>Termly monitoring linked to appraisal targets</li> <li>Pupil progress meetings</li> <li>Key Stage Meetings</li> <li>Team Around the Child meetings (TAC).</li> <li>Lesson observations and drop ins.</li> </ul>	HT/DHT/SLT/SENDCo	July 2020
<b>Total budgeted cost</b>					Heartsmart £350 ELSA 10 hours weekly £9880 Inclusion Manager 2 hours weekly £2204 HLTA £9880 TAs £6080
B. Ensure all children contribute to society as responsible, respectful and active citizens.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children will contribute and take part in the school achieving the ‘Rights Respecting School’ Bronze Award and to achieve the Archbishop of York award.	<ul style="list-style-type: none"> <li>Bronze Award Training</li> <li>Rights of the Child Resources</li> <li>Archbishop of York award</li> </ul>	<ul style="list-style-type: none"> <li>To promote the voice of the child and their rights through recognised avenues.</li> </ul>	<ul style="list-style-type: none"> <li>Support given from both organisations in delivering the two schemes.</li> </ul>	SENDCo	July 2020

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<b>Total budgeted cost</b>					Rights Respecting Course £140 Archbishop of York award £1000
C. Although increasing, attendance is still below national for disadvantages pupils.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reducing the proportion of pupils regularly late for school, do the rates of attendance improve to be at least in line with national average.	<ul style="list-style-type: none"> <li>Monitor lateness (9-9:10am) and unauthorised lateness (after 9:10am) weekly.</li> <li>Head teacher to speak to parent/carer whose absence is 95% of lower.</li> <li>If lateness or absence continues, the Head Teacher will hold an attendance panel/interview with parent/carer to support reasons of absence/lateness.</li> <li>If there is no further improvement, a fixed penalty notice will be issued.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure absences for Pupil Premium children are in line or above national expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Admin will produce reports weekly and these will be checked by the Headteacher. Who will report her findings in her termly Head Teacher report to governors</li> <li>At all stages, the process will be overseen by the finance committee. This ensuring there is transparency.</li> </ul>	Head Teacher	Review it weekly and report termly.
<b>Total budgeted cost</b>					Headteacher £1220 Admin £780
D. Lack of enrichment experiences/opportunities for children.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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For children to access enrichment experiences and other opportunities.	<ul style="list-style-type: none"><li>• Access to Manor Adventure</li><li>• Beeston Residential</li><li>• London Trip</li><li>• Foxhowl</li><li>• Additional Class trips</li></ul>	<ul style="list-style-type: none"><li>• Enabling all pupils equal access to the wider curriculum and the opportunities that the school offers.</li></ul>	<ul style="list-style-type: none"><li>• We will review the experiences with pupils and consider staff evaluation of visits and the impact of learning.</li></ul>	SLT	<ul style="list-style-type: none"><li>• .July 2020</li></ul>
<b>Total budgeted cost</b>					Manor Adventure £640 Beeston £200 London £460 Foxhowl £100 Additional Class trips £280

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Review of expenditure			
Previous Academic Year		2019/2020	
A.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
B.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
C.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
D.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
		<b>Total Spent in 2019/2020</b>	
		£	