

*“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

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					
School	Lower Peover C of E Primary School				
Academic Year	2018/2019	Total PP budget	£22,280	Date of most recent PP Review	October 2018
Total number of pupils	203	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2019

Current attainment			
Summer 2018	<i>Pupils eligible for PP (Lower Peover)</i>	<i>All Pupils (Lower Peover)</i>	<i>All Pupils (national average)</i>
Early Years and Foundation Stage			
% achieving ‘Good Level of Development’ (GLD)	0% (0)	80%	71.5%
Key Stage One			
% Achieving expected level in Phonics	100% (2)	90%	83%
% achieving expected standard in Y2 Reading	75%	86.2%	75.5%
% achieving Greater Depth in Reading	25%	31%	25.6%
% achieving expected standard in Y2 Writing	75%	82.8%	69.9%
% achieving Greater Depth in Writing	0%	17.2%	15.8%
% achieving expected standard in Y2 Mathematics	100%	86.2%	76.1%
% achieving Greater Depth in Mathematics	50% (2)	24.1%	21.8%
Key Stage Two			
Key Stage 2 Progress in Reading	0	+3.1	
% achieving expected standard or above in Y6 Reading	0	95.2%	75%
% achieving Greater Depth in Reading	0	57.1%	27.8%
Key Stage 2 Progress in Writing	0	+2.1	
% achieving expected standard or above in Y6 Writing	0	95.2%	98.2%

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% achieving Greater Depth in Writing	0	42.9%	19.7%
Key Stage 2 Progress in Mathematics	0	+4.2	
% achieving expected standard or above in Y6 Mathematics	0	95.2%	75.3%
% achieving Greater Depth in Mathematics	0	52.4%	23.3%
% achieving expected standard or above combined (R, W & M)	0	95.2%	64.1%
% achieving Greater Depth combined (R, W & M)	0	33.3%	9.7%

Actions	
<i>In-school Actions</i>	
A.	To develop pupil resilience and enabling children to develop a better growth mind set.
B.	Children not accessing homework at home
C.	To ensure children are following the school behaviour policy
<i>External barriers</i>	
D.	Although increasing, attendance is still below national for disadvantages pupils.
E.	Lack of enrichment experiences/opportunities for children.
Desired outcomes	
A.	Children will know strategies that will support them in developing a better growth mind set: so they keep trying with their work, even if they encounter difficulties.
B.	Pupils will complete their homework and will willingly engage with all set activities.
C.	Children will follow school policy and will be an improvement example of expectations in Lower Peover.
D.	Reducing the proportion of pupils regularly late for school, do the rates of attendance improve to be at least in line with national average.
E.	For children to access enrichment experiences and other opportunities.

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Planned expenditure					
Academic year	2018/2019				
A. To develop pupil resilience and enabling children to develop a better growth mind set.					
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 growth mind set: so they keep trying with their work, even if they encounter difficulties.	<ul style="list-style-type: none"> Differentiated HeartSmart resources for each year group. Resources for Staff on growth mind set. E.g. books, online web based support. Sessions with ELSA Sessions with Inclusion Manager Small group sessions with HLTA 	<ul style="list-style-type: none"> HeartSmart has previously shown a positive impact on the children's wellbeing. 	<ul style="list-style-type: none"> Observations and monitoring of class worship books 	Head Teacher	Termly
Total budgeted cost					ELSA training: £600 ELSA Support: £2,100 HeartSmart Resources: £200 Growth Mind Set Resources: £200 HLTA: £17,760 SENCO: £1100
B. Children not accessing homework at home					
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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<p>Pupils will complete their homework and will willingly engage with all set activities.</p>	<ul style="list-style-type: none"> • Booster clubs for Years 5 and 6. • Homework club will be held Friday afternoon weekly. • Implement new spelling strategy programme (Spelling Shed). • Spelling group to begin in Autumn 2, to support children with Dyslexia (IDL). 	<ul style="list-style-type: none"> • See School Impact Plan: Maintaining attainment and progress in Reading, Writing and Mathematics. • All homework will be completed in preparation for the following week. • To prepare and provide children with strategies to improve their spelling ability. 	<ul style="list-style-type: none"> • Analysing termly data with all staff and shared with Governors. • Year 5 and 6 homework diaries to allow them to become more independent with their organisation. 	<p>Senior Leadership Team</p>	<p>Summer 2019</p>
Total budgeted cost					<p>Maths-Whizz: £2800 (negotiated cost for 18/19) Homework diaries: £160 Booster Club: £1,920 Homework club: £950 Spelling Shed: £120 IDL Software: £440 Classroom resources: £500 Testbase: £240</p>
<p>C. To ensure children are following the school behaviour policy</p>					
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?
<p>Children will follow school policy which will result in improved behaviour.</p>	<ul style="list-style-type: none"> • Revisit school behaviour policy • Ensure consistency of sanctions for all children • Children to be clear of expectations at Lower Peover. • Introduce reflection sheets when amber or red card is given. 	<ul style="list-style-type: none"> • See school impact plan, ‘personal development, behaviour and welfare’ 	<ul style="list-style-type: none"> • Lesson observations of staff. • Appraisal targets for all teaching staff and teaching assistants relating to consistent approach of behaviour. 	<p>Jason Haslam</p>	<p>Termly Summer term 2019</p>
Total budgeted cost					<p>£1900 (deputy time)</p>

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D. Although increasing, attendance is still below national for disadvantaged 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"> Monitor lateness (9-9:10am) and unauthorised lateness (after 9:10am) weekly. In line with school lateness and attendance policy, Head Teacher to speak to parent/carer whose absence is 95% or lower. If lateness or absence continues, the Head Teacher will hold an attendance panel/interview with the parent/carer to support reasons for absence/lateness. If there is no further improvement, a fixed penalty notice will be issued. 	<ul style="list-style-type: none"> To ensure absences for Pupil Premium children are in line or above national expectations. 	<ul style="list-style-type: none"> Admin will produce reports weekly and these will be checked by the Head Teacher. Who will report her findings in her termly Head Teacher report to the Governors. At all stages, the process will be overseen by the finance committee. This ensuring there is transparency. 	Head Teacher	<ul style="list-style-type: none"> Weekly analysis by admin and Head Teacher. At the end of each term a report will be generated and submitted to the governors. If there are concerns prior to this, the Head Teacher will inform the Chair and Vice Chair of committee.
Total budgeted cost				Headteacher: £1,220 Admin: £780	
E. 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?
For children to access enrichment experiences and other opportunities.	<ul style="list-style-type: none"> School to pay for educational experiences and opportunities that come up in School. 	<ul style="list-style-type: none"> Enabling all pupils equal access to the wider curriculum and the opportunities that the school offers. 	<ul style="list-style-type: none"> We will review the experiences with pupils and consider staff evaluation of visits and the impact on learning. 	Senior Leadership Team	Summer 2019
Total budgeted cost				Cost: £1,900	

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Review of expenditure			
Previous Academic Year		2018/2019	
A. To develop pupil resilience and enabling children to develop a better growth mind set.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
Children will know strategies that will support them in developing a better growth mind set: so they keep trying with their work, even if they encounter difficulties.	<ul style="list-style-type: none"> Differentiated HeartSmart resources for each year group. Resources for Staff on growth mind set. E.g. books, online web based support. Sessions with ELSA Sessions with Inclusion 	<ul style="list-style-type: none"> The children have a better growth mindset; however, we need to embed these strategies further during 2019-2020 	£21960
B. Children not accessing homework at home			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
Pupils will complete their homework and will willingly engage with all set activities.	<ul style="list-style-type: none"> Booster clubs for Years 5 and 6. Homework club will be held Friday afternoon weekly. Implement new spelling strategy programme (Spelling Shed). Spelling group to begin in Autumn 2, to support children with Dyslexia (IDL). 	<ul style="list-style-type: none"> Booster clubs were effective (See Year 6 outcomes 2019). Homework enabled most children to complete their weekly homework. Spelling shed was not effective, so we changed to Read Write Inc. which has shown positive impact. Although an increase in expenditure. IDL club and intervention was carried out and children who regularly attended saw an impact on their work. 	£6560
C. To ensure children are following the school behaviour policy			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost

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<p>Children will follow school policy which will result in improved behaviour.</p>	<ul style="list-style-type: none"> • Revisit school behaviour policy • Ensure consistency of sanctions for all children • Children to be clear of expectations at Lower Peover. • Introduce reflection sheets when amber or red card is given. 	<ul style="list-style-type: none"> • Revision of the behaviour policy was successful. However, further amendments are being made in 2019/2020 to secure strategies. 	<p>£1900</p>
<p>D. Although increasing, attendance is still below national for disadvantaged pupils.</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Evaluation: Did you meet the success criteria? Will you continue with this approach?</p>	<p>Cost</p>
<p>Reducing the proportion of pupils regularly late for school, do the rates of attendance improve to be at least in line with national average.</p>	<ul style="list-style-type: none"> • Monitor lateness (9-9:10am) and unauthorised lateness (after 9:10am) weekly. • In line with school lateness and attendance policy, Head Teacher to speak to parent/carer whose absence is 95% or lower. • If lateness or absence continues, the Head Teacher will hold an attendance panel/interview with the parent/carer to support reasons for absence/lateness. • If there is no further improvement, a fixed penalty notice will be issued. 	<ul style="list-style-type: none"> • Monitoring was successful, with the exception of two families who we will closely work with during 2019/2020 	<p>£2000</p>

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E. Lack of enrichment experiences/opportunities for children.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost
For children to access enrichment experiences and other opportunities.	<ul style="list-style-type: none"> School to pay for educational experiences and opportunities that come up in School. 	<ul style="list-style-type: none"> All children were able to access the educational experiences and opportunities. Due to further experiences being planned (ie. Zoo Project and London) the initial cost has now increased. 	£2007.50
		<p>Total Spent in 2018/2019</p> <p>£34,373.50</p> <p>Additional funds taken from school budget.</p>	