

Pupil Premium strategy statement:

Belgrave St Peter's CE (VA) Primary School 2020-2021



Summary Information

Metric	Data
Pupils in school	216
Proportion of disadvantaged pupils (IDSR 2019)	41%
Pupil premium allocation this academic year	£134, 121
Pupil premium carry forward (covid related)	£8385
Total Pupil premium funding 2020-21	£142, 506
Academic year or years covered by statement	2020-21
Publish date	Nov 2020
Review date	July 2020

Context

Belgrave St Peters is a smaller than average Church of England Voluntary Aided Primary school with approximately 197 children in years F2-Yr6 and approximately 18 pupils in the Nursery. The school serves a culturally diverse area within Leicester City whose pupils come from a wide range of ethnic backgrounds, 14 out of 17 possible ethnic groups. The school location deprivation indicator was in quintile 4 (more deprived) of all schools and the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. Approximately 41% of the school population is identified as FSM/ever 6 (IDSR January 2020) which is higher than the national average of 23%. Approximately 37% of pupils speak English as an additional language which is also higher than the national average (21%). Approximately 60% of the school is made up of a diverse range of minority ethnic groups, the largest of which is black or black British-African and mixed white and black Caribbean pupils. The remaining 40% are from a white British background. Pupils eligible for PP make progress that is broadly in line with national progress levels however attainment is often below that of other pupils nationally.

1. Disadvantaged Pupil Progress Outcomes - 2019		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	44%	71%
% achieving the higher standard in reading, writing and maths	6%	13%
Pupil Progress Scores Reading	1.2	0.3
Pupil Progress Scores Writing	-2.4	0.3
Pupil Progress Scores Maths	1.7	0.4

Key Stage 2												
Key Stage 2 Outcomes	2018						2019					
	Showing % of pupils attaining at expected standard or at greater depth						Showing % of pupils attaining at expected standard or at greater depth					
	Reading		Writing		Maths		Reading		Writing		Maths	
	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD
Disadvantaged Pupil	47%	32%	42%	0%	37%	0%	69%	25%	44%	6%	69%	19%
Other Pupils in school	82%	9%	73%	0%	64%	0%	44%	11%	89%	0%	89%	33%
School Difference	-35%	+23	-31%	0%	-27%	0%	+25%	+14%	-45%	+6%	-20%	-14%
National Gap							-16%	-14%	-15%	-13%	-17%	-16%

In-school barriers	
A.	Low prior attainment of pupils who are eligible for PP at key stage 1, lower and middle ability prior attainment progress from key stage 1
B.	The % of disadvantaged pupil who achieve ARE in Reading, Writing and Maths at the end of key stage 2
C.	The progress and attainment of white British pupils at the end of key stage 2
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Absence rates for pupils eligible for PP, particularly those who are persistently absent.

2. Outcomes		
	Desired outcomes	Success criteria
A.	Continue to track and Improve the % of groups pupils exceeding ARE across all year groups and use data to plan bespoke intervention	Pupils eligible for PP are tracked for attainment and progress within each year group through data tracking and pupil progress meetings and gaps in learning in reduced over time
B.	The % of PP pupils who achieve ARE in Reading/ Writing and Maths at the end of key stage 2 is in line with FFT targets	PP Eligible children achieve targets in Reading 68%, Writing 69% and 72% (FFT/ School targets)
C.	White British Pupils achieve FFT targets by end of key stage 2	PP Eligible children achieve targets in Reading 68%, Writing 69% and 72% (FFT/ School targets)
D.	Increased attendance rates for pupils eligible for PP. to support enhanced progress	Reduce the number of persistently absent pupils eligible for PP from 21% in 2018-19

3. Planned expenditure					
Academic year	2020-21				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Improve quality of provision for SEND children (currently approx 50% of SEND pupils are also eligible for PP)	SEND Leader Enhanced provision and early identification of needs	High level of SEND pupils who also are eligible for PP funding SEND pupil outcomes at key stage 1 and key stage 2 The over representation of SEND and PP funded pupils in exclusion figures	Tracking of SEND and PP eligible pupils each term to identify progress	SENCO	£37,959
Improve attendance for PP eligible pupils who are also Persistently absent	Pastoral Leader	Pupil Premium absence 7.6% (2018-19) PP Persistent Absence 21.3% (2018-19)	Tracking system for 90% and below PP and vulnerable pupils Partnership work with EWO and families	Pastoral Lead	£23,164
To improve the outcomes of EAL pupils at the end of EYFS and keys stage 1	Provide enhanced EAL specific support groups for pupils in EYFS and key stage 1 focusing on phonics, writing skills and language acquisition	The school has a higher than average number of EAL pupils (first quantile) Baseline data on entry to F2 demonstrates lower than average starting points for many PP eligible children	Tracking of small group interventions Progress from EYFS baseline to GLD outcomes for PP eligible pupils 70% GLD for PP Eligible pupils in 2019	EYFS Lead	£25,167

<p>To improve the learning behaviours and engagement of targeted vulnerable pupils in key stage 2</p>	<p>Forest School Provision working with qualified Forest School Instructor for at least 1 session per week</p>	<p>To promote the engagement and attendance of PP eligible pupils PASS Survey used to identify pupils for whom self-esteem may be a barrier to learning</p>	<p>PASS start and end point survey results Feedback from class teachers on pupil engagement and confidence in the classroom Pupil survey and questionnaire at end of sessions</p>	<p>SLT</p>	<p>£11, 091</p>
<p>Improve the outcomes of PP eligible pupils at the end of keys stage 1</p>	<p>Additional TA in Years 2 class to provide enhanced classroom support for small groups and vulnerable learners</p>	<p>Prior attainment of Key stage 1 PP eligible pupils in 2019 below national and below outcomes for all other pupils in school Reading 50% Writing 43% Maths 43%</p>	<p>PP eligible pupils achieve targets set for the end of year for all other pupils</p>	<p>SLT</p>	<p>£15, 722</p>
<p>Improve the outcomes of PP eligible pupils at the end of keys stage 2</p> <p>Year 5 TA - 4 days/week Year 6 TA - 5 days/week</p>	<p>Additional TA in Years 5 and 6 class to provide enhanced classroom support for small groups and vulnerable learners</p>	<p>% of PP children who are currently on track to achieve age related expectations in June 2020 Autumn Term Data - PP Year 6 Reading - 33% Writing - 33% Maths - 44% Combined 22%</p>	<p>PP eligible pupils achieve targets set for the end of year for all other pupils</p> <p>Targets June 2021 Reading - 68% Writing -60% Maths 72% Combined 56%</p>	<p>SLT</p>	<p>£32, 996</p>
Total budgeted cost					<p>£146, 099</p>

Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
PP eligible children are dressed appropriately for school	Hardship Uniform fund	Impact of COVID 19 on parents financial situation for vulnerable pupils	Track number of pupils who access	Business Manager	£250
PP eligible pupils have equal access to all curriculum trips and visits	Subsidised trips and school visits / residential for PP eligible pupils	Access to wider learning opportunities for for PP eligible pupils School deprivation indicator is in the most deprived of all schools	Track the number of pupils who attend school trips and visits who are also eligible for PP	Business Manager	£2000
Total budgeted cost					£2250

4. Review of expenditure				
Previous Academic Year				
Desired outcome		Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Comments	Cost
Continue to track and Improve the % of groups pupils exceeding ARE across all year groups and use data to plan bespoke intervention		The % of pupils achieving and exceeding ARE did not improve across the year in all year groups in all subjects.		
The % of PP pupils who achieve ARE in Reading/ Writing and Maths at the end of key stage 2 is in line with FFT targets		Success criteria not met All pupils and others did not meet targets set due to impact of COVID and school closures.		
White British Pupils achieve FFT targets by end of key stage 2		Success criteria not met Others did not achieve school targets set.		
Increased attendance rates for pupils eligible for PP. to support enhanced progress		Success criteria not met	(Attendance was affected by Covid 19 this academic year.)	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Comments	Cost
Improve quality of provision for SEND children (currently approx 50% of SEND pupils are also eligible for PP)	SEND Leader Enhanced provision and early identification of needs	SEND pupil data at end of KS2 does not show an improvement in outcomes for SEND pupils either PP or NonPP.	(Reduced SENCo capacity due to HT absence and SENCO acting up. School supported by SLE 1 – 2 days a week during academic year.)	£37,959
Improve attendance for PP eligible pupils who are also Persistently absent	Pastoral Leader	PP absence 2020-21: 8.8% Non PP absence 2020-21: 4.8% PP PA: 21.6% Non PP PA: 20.8%	(Pastoral leader absence due to shielding& redeployment)	£23,164

<p>To improve the outcomes of EAL pupils at the end of EYFS and key stage 1</p>	<p>Small group intervention – focused on EYFs and KS1 children by EAL leader.</p>	<p>FS2 – % of EAL pupils in rd, wr, num was higher than non-EAL pupils. GLD – EAL 39% Non-EAL 36%.</p> <p>Yr2 Phonics screen: All 78% EAL: 77% Yr1 Phonics screen: EAL- 57% Non-EAL – 21%</p> <p>KS1 – EAL outcomes in all subjects significantly below non-EAL. Combined RWM 1/14 EAL pupils.8/14 Non-EAL.</p>		<p>£25, 167</p>
<p>To improve the learning behaviours and engagement of targeted vulnerable pupils in key stage 2</p>	<p>Forest School Provision working with qualified Forest School Instructor for at least 1 session per week</p>	<p>Covid bubble restrictions and impact on staffing meant the Forest school TA was deployed elsewhere.</p>		<p>£11, 091</p>
<p>Improve the outcomes of PP eligible pupils at the end of key stage 1</p>	<p>Additional TA in Years 2 class to provide enhanced classroom support for small groups and vulnerable learners</p>	<p>Yr2 Phonics screen: PP 69% Non-PP: 85% All: 78%</p> <p>20-21 Rd – PP 39% NonPP 40% Wr – PP54% NonPP 47% Maths – PP 39% NonPP 67% RWM – PP 31% Non PP 33%</p> <p>2019 Rd – PP47% NonPP 50% Wr – PP40% Non PP 63% Maths – PP40% Non-PP56% RWM – PP33% NonPP44%</p> <p>End of year targets for all pupils and PP children were not met.</p>	<p>Use of TAs for specific interventions for targeted PP children and not general class based support next academic year.</p>	<p>£15, 722</p>
<p>Improve the outcomes of PP eligible pupils at the end of keys stage 2</p> <p>Year 5 TA - 4 days/week Year 6 TA - 5 days/week</p>	<p>Additional TA in Years 5 and 6 class to provide enhanced classroom support for small groups and vulnerable learners</p>	<p>Internal Assessments 2021 Yr6</p> <p>Rd PP30% Non-PP53% Wr PP20% Non PP24% Maths PP30% NonPP59%</p> <p>End of year targets for all pupils and PP children were not met in all subjects.</p>	<p>Use of TAs for specific interventions for targeted PP children and not general class based support next academic year.</p>	<p>£32, 996</p>
<p>Wider strategies</p>				

PP eligible children are dressed appropriately for school	Hardship Uniform fund	There was no request from families to access this fund.	Increased publicity of Hardship Fund next academic year.	£0
PP eligible pupils have equal access to all curriculum trips and visits	Subsidised trips and school visits / residential for PP eligible pupils	Trips or residential trips did not take place due to COVID19 risk assessments.		£0