

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Peter and St Paul CofE Primary
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	1.12.21
Date on which it will be reviewed	30.4.22
Statement authorised by	Mrs L Cranidge
Pupil premium lead	Mrs Rhodes and Miss Cunningham
Governor / Trustee lead	Mrs J Leedham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,728
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,963



# Part A: Pupil premium strategy plan

## Statement of intent

**Let your light shine` Matthew 5:16**

**We are distinctively Christian in our ethos and outlook and are inclusive of all. At the heart of our school are our Christian values. We welcome those of all faiths and none to shine their lights brightly, celebrating joys, failures and successes in partnership with parents and the community.**

**We are determined that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including challenge for those who are already high attainers.**

**We will identify the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our strategy is intended to support their needs, regardless of whether they are disadvantaged or not.**

**High-quality wave one teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Recent research states that this has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.**

**Our strategy is also integral to wider school plans for education recovery, targeted support will include the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.**

**Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will collectively work together, alongside our families and communities, to:**

- **ensure disadvantaged pupils are challenged in the work that they're set**
- **act early to intervene at the point need is identified**
- **adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve**

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	From observations, behaviour tracking and attendance monitoring and communication with parents the impact of Covid has seen an increase in children's levels of <b>anxiety and mental well-being</b> which has negatively impacted on progress. There are a high number of children with social and emotional barriers to their learning which include; limited emotional resilience, confidence, self belief and self-worth.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Assessments indicate that <b>writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments indicate that <b>reading</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will demonstrate low <b>levels of anxiety</b> and increased levels of emotional resilience, confidence, self-belief and self-worth.	Monitoring (pupil voice, observations, Jigsaw Resilience and Engagement Scale) show increased levels of emotional resilience, confidence, self-belief and self-worth.
The gap between the percentage of disadvantaged and non-disadvantaged children passing the Year 1 <b>Phonics</b> Screening Test is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the percentage of DV children and non-DV children passing the phonics screening test is narrowed .

The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>writing</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the writing attainment of DV children and non-DV children is narrowed.
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard is in <b>maths</b> narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the maths attainment of DV children and non-DV children is narrowed.
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard is in <b>reading</b> narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the reading attainment of DV children and non-DV children is narrowed.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsible, skilled leaders to oversee outcomes for DV children.	The Report 'Successful School Leadership' EDT states that 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. <a href="https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/fil">https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/fil</a>	1,2,3,4,5

	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">es/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf</a>	
Recruit, retain and further develop high quality teaching staff.	The Education Endowment Fund (EEF) state throughout their Improving teaching documentation that high quality, Wave 1 teaching has a high impact on children's progress and attainment.	1,2,3,4,5
Maintain well-trained TA in every class to support quality wave 1 teaching and to deliver pre/post teaching to targeted children.	To increase access to small group teaching and provide a broad balance offer of intervention support. EEF research states small group work can be a powerful tool for supporting children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5
Resource, train and provide regularly assessed, targeted groups using RWI (DfE Validated) to secure stronger <b>phonics</b> teaching and learning for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">DfE validated Systematic Synthetic Phonics programme</a>	2
Enhancement of our <b>maths</b> teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school (Big Maths and NCETM project) and to access Maths Hub resources and CPD (including	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614447/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4

<p>Teaching for Mastery training).</p> <p>We will fund NTP places to improve progress in maths targeting DV pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Enrichment opportunities</p> <p>Subsidised breakfast and school enrichment clubs targeted for PPG children:</p>	<p>EEF research states: 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year'. Children attending breakfast clubs will be able to focus on their learning if their basic needs are met (Maslow's Hierarchy of Need).</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional <b>reading</b> support including: 1:1 reading, Switch It, Sort It and <b>phonics</b> - RWI.</p>	<p>In addition to quality Wave 1 teaching:</p> <p>1:1 reading (fluency and comprehension) small group Switch It teaching, small group phonics boosters,</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1,2,3,5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Within Wave 1 teaching all adults ensure children are given the opportunities to plan and monitor their own <b>writing</b>. Additionally, adults support DV children in developing high quality speaking and listening skills, a wider vocabulary, fluent transcription skills, and explicitly teach spelling.</p>	<p>The EEF have published (sep 2020) key documents to improve literacy in KS 1 and KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 3, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Officer and Learning Mentor to provide support for children.</p> <p>To continue to provide support for our children, families and wider community.</p>	<p>EEF report 'Social and Emotional Learning' states that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Internal data showed an increase in attendance and attainment of disadvantaged children accessing this support last year. CPOMS data showed a reduction in behavioural incidents for disadvantaged children who had received this support last year.'</p>	1,2,3,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
<p>Enrichment Opportunities - Subsidy of educational visits including residential.</p>	<p>EEF research states projects based on a fun day out can boost writing skills by nine months. We will help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development</p> <p><a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</a></p>	1

**Total budgeted cost: £60,900**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and there were no statutory assessments. Please see below for standardised teacher administered assessments and/or diagnostic assessments.

	Historic Data			
	School 20/21		Juniper National	National (18/19)
	DV %	NDV %	DV%	NDV%
Attendance	96	97		
EYFS GLD	83	74		
Phonics*	17	92		
KS1				
Reading	64	80	51	78
Writing	45	83	40	73
Maths	55	93	50	79
Combined	43	76	35	65
KS2				
Reading	86	87	62	78
Writing	29	84	52	83
Maths	57	89	56	84
Combined	29	81	43	65

For the impact of last year's pupil premium strategy please see the impact statement on the Pupil Premium Plan on our school website.

<https://stpandstp.org.uk/Information/Policies/>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
See previous Pupil Plan 2020-21 on website: <a data-bbox="165 304 799 342" href="https://stpandstp.org.uk/Information/Policies/">https://stpandstp.org.uk/Information/Policies/</a>	

