

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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 2022-23	322
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	1.12.22
Date on which it will be reviewed	1.3.23
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	£85,972
Recovery premium funding allocation this academic year	£5,437
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,409

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 that disadvantaged pupils are challenged in the work that they're set**
- **act early to intervene at the point when needs are 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, attendance monitoring and communication with parents, the impact of Covid has seen an increase in children's levels of anxiety and mental well-being 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 that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments indicate that reading 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 levels of anxiety and increased levels of emotional resilience, confidence, self-belief and self-worth.	Monitoring (including pupil voice, observations, Children and Young People's Lives Primary School survey) shows 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 Phonics 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 writing is narrowed because teaching	The gap between the writing attainment of DV children and non-DV children is narrowed.

is precise and of a high quality to meet the needs of DV children.	
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in maths is 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 in reading is 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: £20,000

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. ¹ https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf	1,2,3,4,5

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 TAs 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 balanced offer of intervention support. EEF research states that small group work can be a powerful tool for supporting children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5
Resource, train and provide regularly assessed, targeted groups using RWI (DFE Validated) to secure stronger phonics 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: Phonics Toolkit Strand Education Endowment Foundation EEF DfE validated Systematic Synthetic Phonics programme	2
To foster a love of reading for pleasure.	There is a strong body of evidence (see Research evidence on reading for Pleasure, DFE 2012) which illustrates the importance of reading for pleasure for educational purposes and educational development and is more important than families' socio-economic status. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf All DV children will regularly access the school library to choose a high quality,	5

	<p>engaging text with TA support thus widening their reading diet and developing a love of reading.</p> <p>Impact through pupil voice, teacher observations and pupil outcomes.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school (NCETM Developing Mastery project and Developing Number Project) and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>We will fund NTP places to improve progress in maths targeting DV pupils.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading support including: 1:1 reading, Switch It, Sort It and phonics - 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</p>	1,2,3,5

	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>CPD is targeted following monitoring by the phonics lead.</p> <p>Impact measured through half termly tracking, re-grouping and monitoring.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
Use of Lexia online software to support children in Years 2 to 6 develop their phonics, understanding and application.	<p>1:1</p> <p>https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.uk/&httpsredir=1&article=1118&context=med_theses</p>	2,3,5
<p>Tutoring</p> <p>To improve outcomes and close the gap between pupils from disadvantaged backgrounds and others.</p>	<p>Intensive and individualised academic support delivered in small group arrangements.</p> <p>Evidence (DFE April 2022) suggests that pupils who receive small group tuition make on average 4 months additional progress. It can also help to build resilience.</p> <p>Small groups of children selected for tutoring taught by trained TA to begin Sep 2022.</p> <p>Impact through outcomes and pupil voice.</p>	2,3,4,5
Within Wave 1 teaching all adults ensure children are given the opportunities to plan	Focussed TA support in all classrooms during writing lessons. Switch It/Sort It programme delivered to focus children.	1, 3, 5

<p>and monitor their own writing. 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>Cluster moderation and sharing of good practice to develop teacher subject knowledge and improve the quality of teaching and learning.</p> <p>The EEF have published (Sep 2020) key documents to improve literacy in KS1 and KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Targeted CPD following monitoring to ensure consistency.</p> <p>Impact measured through termly outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

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> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>1,2,3,4,5</p>

	evidence/guidance-reports/primary-sel	
To develop a whole school approach to support the right-time social and emotional development of children.	<p>Thrive approach based on neuroscience and attachment research, as well as child development studies and research into risk and resilience factors.</p> <p>A member of the Pastoral Team is training to become a Thrive practitioner.</p> <p>Small groups of children will be screened and Thrive support programmes will be put into place to be delivered by the Thrive practitioner. Elements of the Thrive approach will be used to support classroom practice.</p> <p>CPD for staff delivered March 2023.</p> <p>Thrive baseline and exit assessments will be used to identify impact.</p> <p>Impact also through pupil voice, teacher observation, improvement in outcomes, attendance and behaviour.</p>	1,2,3,4,5
Mental Well-being support group run by Get Ahead Partnership.	<p>A small group of children have been identified who need additional bespoke support to develop positive mental well-being.</p> <p>Pupil voice and SDQ (Strength and Difficulty Questionnaire) completed by class teachers used to identify gaps and measure impact.</p>	1,2,3,4,5
To improve resilience to enable pupils to reach their full potential.	<p>Resilience has been identified through pupil voice and teacher observation as an area for development. Research shows that through challenge, children develop. We believe this is fundamental if children are to achieve their full capacity. CPD delivered to all staff to</p>	1,2,3,4,5

	<p>share theory behind the Learning Pit and how it will be used in the classroom. A school wide image to support this has been trialled, agreed upon and implemented (November 2022). This will enable children to: develop a strong sense of self-efficacy, engage willingly in challenging tasks, interact with empathy and respect, boost their resilience, determination and curiosity and be critical, creative, caring and collaborative thinkers.</p> <p>Impact through pupil voice, teacher observation, improvement in outcomes, attendance and behaviour.</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>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1,2,3,4,5
<p>To develop children's social skills and emotional well-being.</p>	<p>Lunchtime Club for identified children run by the Pastoral Lead to support children to develop social and emotional skills.</p> <p>Impact through: behaviour tracking, pupil voice and teacher voice.</p>	1,2,3,4,5
<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</p>	1,2,3,4,5

	<p>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>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	
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Total budgeted cost:

£96,847 2022-2023 Pupil Premium plus Recovery Premium

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was higher than in the previous year in reading, writing and SPAG and lower than in the previous year in maths. The number of the children in these cohorts has been consistently low (2022: 8 children so each child is worth 12.5%).

Although overall attendance in 2020/21 was lower than in previous years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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