

St Peter and St Paul CofE 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 2023-24	322
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	20.12.23
Date on which it will be reviewed	1.7.24
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	£100,645
Recovery premium funding allocation this academic year	£2283
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	£102,978

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
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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 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 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: £30,000

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. From Spring 2024 the phonics session	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The reading element of the programme will increase fluency. Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>will be extended to include the reading element of RWI.</p>	<p>DfE validated Systematic Synthetic Phonics programme</p>	
<p>To improve the quality of teaching and learning ensuring all PP children, including those with SEND, have rich and positive experiences which enable them to make good or better progress in all areas of the curriculum. To introduce various SEND audit tools, to enhance teaching and learning.</p>	<p>The 'SEND in the Mainstream' training is structured around the EEF 'SEND in the Mainstream' guidance and the 5 recommendations set out within it to support primary and secondary schools seeking to improve their provision for pupils with SEND.</p> <p>https://www.dretteachingschoolhub.co.uk/SEND-in-the-mainstream/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702882683</p>	<p>1, 2, 3, 4, 5,</p>
<p>To foster a love of reading for pleasure.</p>	<p>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.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>All DV children will regularly access the school library to choose a high quality, 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>5</p>
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the</p>	<p>4</p>

<p>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 raise the profile of mathematical problem solving in school and therefore support our children to become better problem solvers by becoming an N-Rich Problem Solving School.</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: 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: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://nrich.maths.org/problem-solving-schools</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

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 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>1,2,3,5</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
Within Wave 1 teaching all adults ensure children are given the opportunities to plan 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>Focussed TA support in all classrooms during writing lessons. Switch It/Sort It programme delivered to focus children.</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>	1, 3, 5

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

Budgeted cost: £62,978

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-evidence/guidance-reports/primary-sel</p>	1,2,3,4,5
<p>Thrive approach alongside other approaches including Boxhall, used to develop a whole school approach to support the right-time social and emotional development of children. Elements of the Thrive approach will be used to support classroom practice and to inform intervention.</p>	<p>Thrive approach based on neuro-science and attachment research, as well as child development studies and research into risk and resilience factors.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,2,3,4,5
<p>Mental Well-being support group run by Get Ahead Partnership. A small group of children will be identified who need additional bespoke support to develop positive mental well-being. Pupil voice and SDQ (Strength and Difficulty Questionnaire) completed by class teachers used to identify gaps and measure impact</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>EEF Guidance report 'Improving social and Emotional Learning in Primary Schools'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1702973953</p>	1,2,3,4,5
<p>To support the emotional and mental well being of pupils by working with the 'With Me in Mind' service which aims to</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit</p>	1, 2, 3, 4, 5

<p>support education staff in embedding the whole school approach to emotional and mental health through positive working relationships, education, training, advice and support.</p>	<p>suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>EEF Guidance report ‘Improving social and Emotional Learning in Primary Schools’ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1702973953</p>	
<p>To improve resilience to enable pupils to reach their full potential.</p>	<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 2022-23 to all staff to 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 approach will continue to 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>1,2,3,4,5</p>
<p>Enrichment opportunities Subsidised breakfast and school enrichment clubs targeted for PPG children. Parents/carers of disadvantaged children will continue to be offered fully funded breakfast club places.</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). https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>1,2,3,4,5</p>

<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. Impact through: behaviour tracking, pupil voice and teacher voice.</p>	<p>1,2,3,4,5</p>
<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 https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	<p>1,2,3,4,5</p>

Total budgeted cost:

£102,978 2023-2024 Pupil 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 2022-23 academic year.

Intended outcome	Success criteria	Impact July 2023
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.	<p><u>Attendance</u> The Pastoral Team have developed good relationships with children and their families so that attendance for disadvantaged pupils 94.12 % is above national all. All disadvantaged children are offered a fully funded place at breakfast club resulting in around 30% of our disadvantaged children attending. Attending breakfast club has had a positive impact on overall attendance, also ensuring more PP children start the day able to focus on their learning.</p> <p><u>Resilience</u> Across school 'The Learning Pit' has been introduced which has increased the children's ability to engage willingly in difficult tasks, interact with empathy and show resilience and determination.. Pupil voice and the Strength and Difficulty Questionnaire has also shown that disadvantaged children who have taken part in Lego Therapy, Anxiety Forum and Get Ahead groups have increased levels of resilience.</p> <p><u>Personal Development</u> At St Peter and St Paul CofE Primary, disadvantaged children are strategically prioritised to ensure there are rich opportunities for personal development. Disadvantaged children are prioritised for after school club attendance, all children are offered places, 34% of our disadvantaged children attend at least one after school club. Year 1, 2 and 6 residential places for disadvantaged children are partially funded resulting in the majority of children attending the residential.</p>
The gap between the percentage of disadvantaged and non-	The gap between the percentage of DV children and non-DV children	<p><u>Statutory Year 1 and 2 Phonics Screening Check - June 2023</u> <u>Year 1</u> Fifty percent of Y1 children met the expected standard compared to 89% non-disadvantaged</p>

<p>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.</p>	<p>passing the phonics screening test is narrowed.</p>	<p>children. The gap between PP and non-PP children reaching EXS reduced across the year due to focused phonics teaching.</p> <p><u>Year 2 Re-screens</u></p> <p>Fifty percent of Y2 disadvantaged children met the expected standard. However, good progress was made from starting points for children who did not pass the re-screen.</p> <p>Next steps: Children who did not pass will be closely tracked and groups will be taught by classroom teachers. From January 2024, the reading part of the RWI programme will be implemented for all children to improve reading outcomes.</p>
<p>The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in writing is narrowed because teaching is precise and of a high quality to meet the needs of DV children.</p>	<p>The gap between the writing attainment of DV children and non-DV children is narrowed.</p>	<p>Cohort specific data show that the attainment of PP children remains below that of non-PP children apart from in Y2.</p> <p>In Y1, Y4 and Y5 the gap between the PP and non-PP has narrowed. In Y3 and Y6 data has been impacted by changes in the cohort, which has resulted in a higher number of PP children who are also SEND.</p>
<p>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.</p>	<p>The gap between the maths attainment of DV children and non-DV children is narrowed.</p>	<p><u>Reception:</u></p> <p>Fifty percent of PP achieved their maths goal. Those children who did not make ARE made good progress from their starting points. In Year 1, these children will be placed in the Year 1 class, where number rich provision and an experienced teacher will target gaps.</p> <p><u>Year 2:</u></p> <p>4 of the PPG cohort made accelerated progress in year with raw scores increasing by 20+ marks in a 6 month window. SEND children all made 15+ marks progress in 6 month period from being unable to access the paper in November.</p> <p>Mastery Number programme in place in EYFS and KS1 which has seen improved outcomes for maths</p> <p><u>Year 3:</u></p> <p>PPG children all children's standardised score rose from November to June – therefore making accelerated progress. Making between 5 and 6 points progress above expected.</p>

		<p>SEND – 3 children have made accelerated progress onto the next year group curriculum. All other children have made expected or more than expected progress, some making 5 or 6 points progress.</p> <p><u>Year 4:</u> PPG all children have made at least expected progress and 2 children have made more than expected progress.</p> <p><u>Year 5:</u> PPG (14) all children have made expected progress and 11 have made above expected progress and 2 of these have made exceptional progress. SEND (9) all children have made at least expected progress and 3 have made exceptional progress</p> <p><u>Year 6:</u> Fisher Family Trust data showed that higher performing groups for maths achievement were the FSM ever 6 and FSM last 6 months.</p> <p><u>National Tutoring Programme:</u> Took place over 2 terms Autumn 2022 and Spring 2023 with TAs trained via National Tutoring Programme. 11 PPG children made accelerated progress average 3.4 steps, school expected progress 2.7 steps for 2 terms.</p>
<p>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.</p>	<p>The gap between the reading attainment of DV children and non-DV children is narrowed.</p>	<p><u>Reception:</u> At the end of Reception 57% of PP children achieved their reading goal. Again, good progress was made from their baselines.</p> <p><u>Year 1:</u> At the end of year 1, there is a small gap between PP and NPP – this is due to a change in cohort.</p> <p><u>Year 2:</u> In Year 2, the gap between PP and NPP continues to be narrowed.</p> <p><u>Year 3:</u> The gap continues to narrow over time.</p> <p><u>Year 4:</u> The gap continues to narrow over time.</p> <p><u>Year 5:</u> All children made expected progress and 4 children made more than expected progress.</p> <p><u>Year 6:</u> PP children made better progress than their peers. In Y6 data has been impacted by changes in the cohort, which has resulted in a higher number of PP children which are also SEND. Fisher Family Trust data showed that higher performing groups for reading achievement were</p>

		the FSM ever 6 and FSM last 6 months. Lower attainers in reading also were a higher performing group.
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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 reviewed Pupil Plans on our school website: https://stpandstp.org.uk/Information/Policies/	

