

St Peter and St Paul CE Primary School 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	321
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	1.12.24
Date on which it will be reviewed	1.7.25
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	£100,587
Recovery premium funding allocation this academic year	£6,849
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	£107,436

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 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Responsible, skilled leaders to oversee outcomes for DV children.</p>	<p>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</p> <p>https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf</p>	<p>1,2,3,4,5</p>
<p>Children will demonstrate low levels of anxiety and increased levels of emotional resilience, confidence, self-belief and self-worth.</p> <p>All staff will receive a full day’s Attachment and Trauma Training in April.</p> <p>Staff and children will continue to work with the ‘With Me In Mind’ team. This offers bespoke support which is reviewed and agreed each term.</p> <p>Our PSHE curriculum is guided by the Jigsaw scheme and adapted by teachers to support the bespoke needs of the children. This explicitly</p>	<p>EEF report “Improving social and emotional learning in schools”: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733840354</p> <p>The Jigsaw scheme is developed by experts and teachers to provide children with opportunities to develop their emotional intelligence. These resources are continuously reviewed and funding is used to access additional up to date materials for the Jigsaw portal.</p>	<p>1,2,3,4,5,</p>

<p>teaches self awareness and social skills to improve their well being.</p> <p>A need for local PSHE network meetings was identified and these have now been established by our school. Termly PSHE subject leaders meetings now take place to share good practice and opportunities to network.</p>		
<p>Recruit, retain and further develop high quality teaching staff.</p>	<p>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.</p>	<p>1,2,3,4,5</p>
<p>Maintain well-trained TAs in every class to support quality Wave 1 teaching and to deliver pre/post teaching to targeted children.</p>	<p>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</p>	<p>1,2,3,4,5</p>
<p>Resource, train and provide regularly assessed, targeted groups using RWI (DFE Validated) to secure stronger phonics teaching and learning for all pupils.</p> <p>The most vulnerable groups are taught by teachers.</p>	<p>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</p>	<p>2</p>
<p>To foster a love of reading for pleasure.</p> <p>High quality texts in the library which is visited regularly visited by all children, writing is taught</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>5</p>

<p>through high quality texts, high quality texts used for class readers, weekly Family Reading event is well attended.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</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>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
<p>To improve outcomes for writing by ensuring that the teaching of early writing is age-appropriate</p> <p>The ‘Strong Foundations’ document will be shared with EYFS and KS1 teaching staff, agree next steps and adjust teaching.</p> <p>To use elements of Jane Considine approach to writing in KS2, adjusted to meet the needs of all children.</p> <p>To continue to host Local Authority writing moderation events termly.</p> <p>To continue to have practising KS1 and KS2 writing moderators to</p>	<p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> <p>The EEF guidance report “Improving Literacy in Key Stage 2”. Recommendations from the document have been reviewed, actioned and monitored. Monitoring has led to timely changes in pedagogy to ensure good outcomes for our children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1733841984</p>	

develop teachers' subject knowledge and ability to make secure assessments and next steps.		
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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>In addition to quality Wave 1 teaching:</p> <p>Additional reading support including: 1:1 reading and phonics - RWI.</p> <p>1:1 reading (fluency and comprehension), small group phonics boosters and reading comprehension</p> <p>CPD for staff who lead phonics is targeted following monitoring by the phonics lead.</p> <p>Impact measured through half termly tracking, re-grouping and monitoring.</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>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>	1,2,3,5
<p>Use of Lexia online software to support children in KS2 develop their phonics, understanding and application.</p>	<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>In KS2, within Wave 1 teaching all adults ensure children are given the opportunities to plan,</p>	<p>The EEF have published (Sep 2020) key documents to improve literacy in KS1 and KS2.</p>	1, 3, 5

<p>edit and improve their own writing. Additionally, the TA in every classroom supports focus DV children in developing high quality speaking and listening.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 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. 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>To improve children's well being. Staff and children will continue to work with the 'With Me In Mind' team. This offers bespoke support which is reviewed and agreed each term.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733840354</p>	
<p>To improve resilience to enable pupils to reach their full potential.</p>	<p>Resilience was 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</p>	1,2,3,4,5

	<p>to achieve their full capacity. CPD was delivered 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 was trialled, agreed upon and implemented (November 2022). This now enables 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 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 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>	1,2,3,4,5

Total budgeted cost:

£107, 436 2023-2024 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.

Intended outcome	Success criteria	Impact July 2024
<p>Children will demonstrate low levels of anxiety and increased levels of emotional resilience, confidence, self-belief and self-worth.</p>	<p>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>	<p><u>Attendance</u> The Pastoral Team have developed good relationships with children and their families so that attendance for disadvantaged pupils for the academic year 2023-2024 was 95.11 % which 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’ continues to be embedded in practice which has increased the children’s ability to engage willingly in difficult tasks, interact with empathy and show resilience and determination. Pupil voice shows that children are able to show and articulate higher levels of resilience. This is carefully planned and woven through our curriculum and our strong Christian school values. (SIAMS inspection judged ‘Excellent’ January 2020 https://stpandstp.org.uk/wp-content/uploads/2022/09/SIAMS-Jan-2020-St-Peter-and-St-Paul-Report-Final.pdf) OFSTED November 2023 https://files.ofsted.gov.uk/v1/file/50237958</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 leadership roles and after school club attendance, all children are offered places, 36% of our disadvantaged children attend at least one after school club. Year 1, 2, 5 and 6 residential places for disadvantaged children are partially funded resulting in all DV children attending their residential.</p>

<p>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.</p>	<p>The gap between the percentage of DV children and non-DV children passing the phonics screening test is narrowed.</p>	<p><u>Statutory Year 1 and 2 Phonics Screening Check - June 2024</u></p> <p><u>Year 1</u> 88% of Y1 PP children met the expected standard compared to 96% non-disadvantaged 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> 75% of Y2 disadvantaged children met the expected standard. However, good progress was made from starting points for the child who did not pass the re-screen.</p> <p>Next steps: The child 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 has been 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><u>Year 1</u> Mid-year imports to the year group have affected the gap between PPG and all. ‘Home grown’ children made expected progress in writing.</p> <p><u>Year 2</u> Progress in writing is in line with school expectations.</p> <p><u>Year 3</u> At ARE, PPG outcomes are above all children. The gap has narrowed between PP and all at ARE+.</p> <p><u>Year 4</u> The gap has narrowed at ARE+. Expected progress was made by all PPG children, except those with an EHCP.</p> <p><u>Year 5</u> The gap has narrowed at ARE+.</p> <p><u>Year 6</u> The gap between PPG and all narrowed at ARE+ and progress was in line with school expectations.</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</p>	<p>The gap between the maths attainment of DV children and non-DV children is narrowed.</p>	<p><u>Reception:</u> 67% of PP achieved their maths goal, and increased from the previous year.</p> <p><u>Year 1:</u> The gap has narrowed in reading at ARE+ and school accelerated progress can be seen in maths.</p> <p><u>Year 2:</u> The gap between PPG and all children has narrowed in maths at ARE and ARE+. In Addition, school expected or accelerated progress has been made by PP children in maths.</p>

<p>meet the needs of DV children.</p>		<p>Mastery Number programme in place in EYFS and KS1 which has seen improved outcomes for maths</p> <p><u>Year 3:</u> The gap between PPG and all children has narrowed in maths at ARE and ARE+ because accelerated progress has been made by PP children in maths.</p> <p><u>Year 4:</u> Discounting the 2 children with an EHCP, the PPG group made accelerated progress in maths. In the Multiplication Check, PPG children’s mean score was 20, which is above National mean for PP in 2024 which was 18.9. This is an increase on the previous year’s PPG mean MTC score which was 14.</p> <p><u>Year 5:</u> Summer 2024 test data showed that all PPG children maintained or improved their previous standardised score. The gap between PPG and all narrowed for maths at ARE+.</p> <p><u>Year 6:</u> The gap between PPG and all children has narrowed at ARE for maths. PPG children made accelerated progress in maths.</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 67% of PP children achieved their literacy goal with good progress made from their baselines.</p> <p><u>Year 1:</u> The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><u>Year 2:</u> The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><u>Year 3:</u> The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><u>Year 4:</u> The gap has widened in reading between PPG and NPPG children. Specific cohort reasons account for this.</p> <p><u>Year 5:</u> The gap has narrowed in reading at ARE+ and test scores show children are either maintaining or improving their standardised scores.</p> <p><u>Year 6:</u> The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p>

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 website: https://stpandstp.org.uk/Information/Policies/	