

St. Peter's CE Primary School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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's CE Primary
Number of pupils in school (Rec.– Y6)	410 (October '22 Census)
Proportion (%) of pupil premium eligible pupils	21% (IDSr 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Mr M. Down (Chair of Governors)
Pupil premium lead	Mrs E. Murphy (Headteacher)
Governor lead	Mr M. Down

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£110, 800
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£122, 545

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Christian distinctiveness at St. Peter's is the foundation of our school upon which we build our ethos and curriculum. It's our aim that all children, irrespective of their background or the challenges they face, will experience a broad range of exciting and creative opportunities to discover and nurture their individual talents, develop their sense of uniqueness, confidence and self-worth and achieve their full potential. At St. Peter's school we will support our disadvantaged pupils to achieve this goal through our pupil premium strategy. This includes those who are already high achievers.

An annual review of our pupil premium and disadvantaged pupils is carried out every autumn term. As part of this review we consider the challenges faced by any of these pupils. This includes those who are young carers, have a social worker, are looked after and any who are service children. Our strategy, therefore, does not solely focus on our pupils who are disadvantaged.

To help us with our decision making, we have drawn on the evidence from the Education Endowment Foundation (EEF). High quality teaching is key to improving outcomes for disadvantaged pupils whilst also benefitting our non-disadvantaged pupils.

In response to the pandemic, our strategy included a focus on education recovery and targeted academic support for identified children using the National Tutoring and premium recovery funding received.

To ensure our approaches are effective we will:

- Plan and deliver a broad and balanced curriculum that meets the needs of all our children.
- Ensure our curriculum and the work set offers challenge to all children.
- Identify need and act as early as possible to address the need.
- Ensure all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst some of our disadvantaged pupils in comparison to their non disadvantaged peers. These are evident from Reception through to KS2.
2	Assessments and observations of pupils indicate some of our disadvantaged pupils struggle with phonics in comparison to their peers. This impacts negatively on their development as readers.
3	Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by lockdown and partial school closures to a greater extent than for other pupils. This is the case for many nationally. This has resulted in increased knowledge gaps leading to pupils either falling further behind age-related expectations or now just below age expectations, especially in writing.
4	Our observations and discussions with pupils and families have identified social and emotional issues for some of our pupils, notably due to lockdown and partial school closure. Although we encouraged the children to attend school during lockdown and gave out laptops for home learning, our disadvantaged pupils have been particularly affected. 17 pupils currently require additional support with social, emotional needs and are receiving mentoring, counselling and/or small group interventions, (10 of whom are disadvantaged).

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. Other sources of evidence: book looks, Literacy toolkits, ongoing formative assessments.

Improved reading attainment among disadvantaged pupils. Targeted phonic interventions support our disadvantaged pupils to reach the expected standard in the phonics check in Years 1 & 2.	Reading outcomes across the school in 2023/24 show that there is an increase in the disadvantaged pupils meeting the expected standard. Continue to ensure we achieve above national FSM for expected standard in PSC.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing outcomes across the school in 2023/24 show that there is an increase in the disadvantaged pupils meeting the expected standard.
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • Data from pupil voice, staff and pupil and parent surveys • Feedback from school mentoring and counselling support • An increase in participation in enrichment activities amongst disadvantaged pupils

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with a focus on progress of disadvantaged children	The purposeful use of assessment to highlight any gaps in learning in order for staff to plan interventions and support to close these gaps and move the learning forward. EEF – Assessment and Feedback	1 & 2
Embed dialogic activities across the curriculum to	There is a strong evidence base that suggests oral language interventions are	1 & 2

support pupils to articulate ideas, consolidate understanding and extend vocabulary. Training and Implementation of Word Aware across EYFS. KS2 children exposed to a wide variety of vocabulary to enrich their writing through the use of high quality texts.	inexpensive to implement with high impacts on reading. EEF –toolkit – oral language interventions Wellcomm and Talkboost	
Purchase of DFE validated systematic synthetic phonics programme – Supersonic Phonic Friends to secure stronger phonics teaching for all pupils. Staff training across the school and implementation of scheme in EYFS and KSI	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF – toolkit – phonics Ofsted Reading report	2
Literacy consultant to support English lead and staff with high quality teaching of writing through high quality texts.	Professional development for staff to support them to keep improving and for retention is key. EEF guidance – Improving Literacy at KSI & 2	2 & 3
Improve the quality of social and emotional learning. Introduction of new PSHE scheme – SCARFE and continued use of Growth Mindset and Trauma Informed practices.	There is extensive evidence associating childhood social and emotional skills within improved outcomes at school and in later life. EEF Social and Emotional Learning	4

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional language interventions delivered by TA specialised in speech/language	Oral language interventions can have a positive impact on pupils' language skills. Oral language interventions – EEF	1, 2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further support. Use of Phonics Tracker to track progress and focus the intervention to close gaps.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a short period of time. EEF – toolkit – phonics	2
Staff to deliver targeted interventions to small groups and 1:1 to support language development, literacy and numeracy.	Pupils may require targeted academic support. Interventions carefully linked to classroom teaching and matched to specific needs whilst not inhibiting pupils' access to the curriculum. EEF – Improving literacy in KS2 Metacognition and self regulated learning	1,2,4
Resources and targeted interventions to meet the specific needs of our	Disadvantaged pupils with SEND have the greatest need for excellent teaching. EEF – Special Educational Needs in Mainstream Schools	1,2,4

disadvantaged pupils with SEND.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the number of children who access our extra-curricular provision by actively promoting the clubs to our PP families and engage with parents to encourage attendance.	Social and emotional skills are associated with improved outcomes at school and in later life. EEF – Social and Emotional Learning.	4
Two teaching assistants trained and specialists in speech/language, emotional literacy and autism	Social and emotional skills are associated with improved outcomes at school and in later life. EEF – Social and Emotional Learning.	4
Use of a counselling service and mentoring 1 day a week to support children identified as needing emotional or social intervention.	Social and emotional skills are associated with improved outcomes at school and in later life. EEF – Social and Emotional Learning.	4
Mental wellbeing lead involvement with the National	Social and emotional skills are associated with improved outcomes at school and in later life.	

Wellbeing Award programme.	EEF – Social and Emotional Learning.	
To fund the residentials in Y4, 5 & 6 for our disadvantaged pupils.	Social and emotional skills are associated with improved outcomes at school and in later life. EEF – Social and Emotional Learning.	4
To introduce a breakfast club for identified children separate to our before/after school club	There is evidence that providing free universal before school breakfast club can benefit pupils by preparing children for learning or supporting behaviour and school attendance.	4

Total budgeted cost: £136,500

Part B: Review of outcomes in the previous academic year – 2021 - 2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our end of key stage assessments during 2021/22 show the following:

KS2 – 15 children

Reading: 67% of our disadvantaged group achieved expected or above.

21% of our disadvantaged group achieved the high standard

0.19 progress in reading

Above national disadvantaged in expected and higher standard

Writing: 58% of our disadvantaged group achieved expected or above.

6% of our disadvantaged group achieved greater depth.

-0.53 progress in writing

Above national disadvantaged in expected and higher standard

Maths: 62% of our disadvantaged group achieved expected or above.

15% of our disadvantaged group achieved the higher standard.

-0.24 progress in maths

Above national disadvantaged in expected and higher standard

Combined: 48% achieved expected or above
3% achieved the higher standard

KSI – 11 children

Reading: 73% of our disadvantaged group achieved expected or above.
9% of our disadvantaged group achieved greater depth.

Above national disadvantaged for expected and in line with national for higher standard

Writing: 55% of our disadvantaged group achieved expected or above.
9% of our disadvantaged group achieved greater depth

Above national disadvantaged for expected and the higher standard.

Maths: 64% of our disadvantaged group achieved expected or above.
18% of our disadvantaged group achieved greater depth.

Above national disadvantaged for expected and the higher standard.

Combined: 55% achieved expected or above
9% achieved greater depth

We reviewed all our EYFS and KSI reading books in the autumn term of 2021 and purchased phonic decodable books to match the phonics being taught. Our end of Y1 phonics screening check outcomes, however, were low for all groups in comparison to historical data outcomes. We have purchased an approved phonic scheme – Supersonic Phonic Friends. Staff have recently been trained and the scheme was introduced across EYFS and KSI in October 2022. Staff received phonics training and targeted interventions take place throughout the year with the use of Phonics tracker to help identify the gaps. Staff in EYFS have had Word Aware training and are now implementing this programme to support oracy and language development from October 2022. The use of Wellcomm is now embedded in EYFS to initially assess where all children are and then put in place targeted interventions for individual children. 16 disadvantaged children received Wellcomm. 19% were at expected in the first assessment and this rose to 81% at the last assessment. Our speech and language TA has recently undergone training in Talkboost and this intervention will be delivered in EYFS in spring term 2023.

Our observations indicated that pupil learning behaviours and low level behaviours, and wellbeing and mental health were significantly impacted primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support and targeted interventions where required so identified children were able to access a mentor and/or our counsellor. We are building on that approach with the activities detailed in this plan.

Staff received emotional coaching training from our Educational Psychologist to support the emotional needs of the children.

Tutoring and recovery funding was used to deliver tuition across the school for many of our disadvantaged children with positive outcomes at the end of KS1 and KS2.

Our Y5 and Y6 residentials took place in 2022 and all disadvantaged pupils were able to attend.

Externally provided programmes

Programme	Provider
Supersonic Phonic Friends scheme	Supersonic Phonic Friends
Word Aware	
Talkboost	
Wellcomm	GL assessment
Counselling	Malachi
Mentoring	KICK
Mental Wellbeing Award	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No expenditure allocated. Children are new to school and their progress will be monitored along with emotional wellbeing to ascertain whether any support is required.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Through the teachings of God we
Love Others Value Everyone