

St Paul's CE Primary School 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 Paul's C of E Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Allan McLean
Pupil premium lead	Clare Cresswell
Governor / Trustee lead	Sarah Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,900
Recovery premium funding allocation this academic year	£ 2,900
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	£37,800

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's we want to equip our children with the knowledge, skills and understanding that will enable them to achieve highly and develop awareness, compassion and respect for others. The curriculum is both broad and inspiring, designed to offer exciting learning experiences shaped by our Christian vision and values which are at its heart. We strive for academic excellence for all pupils, regardless of their background, and full participation in all our wide-ranging school activities for all pupils.

It is our intent to provide a curriculum which is relevant to the 21st Century – one which prepares the children for the world in which they will live and work. We want our children to enjoy personal success, to be enthusiastic learners and develop skills such as resilience and team working which will support their love of learning as they progress through school. Our Pupil Premium Strategy, alongside our wider school improvement plan and equalities plan, is one part of how we seek to redress any inequalities and enable all pupils to achieve highly and experience an inspiring range of opportunities.

We currently have a very small number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group to ensure all pupils are reaching their potential.

Challenges

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

Challenge number	Detail of challenge
1	Supporting attainment and progress – reading, writing and maths We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths. This difference has, in some cases, been exacerbated by the school closure periods.
2	Supporting personal development and well-being Our discussions with some pupils and families, especially at the return-to-school points after school closure periods, have identified social and emotional issues for some families where children are eligible for pupil premium. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities. We have identified that social and emotional difficulties due to complex family situations are a barrier for some pupil premium children. These difficulties have had an impact on the potential attainment and progress of some children. We are therefore using some of our pupil premium funding to cover the cost of a range of therapies including art, music and drama therapy.
3	Developing long-lasting positive reading behaviours

	Our detailed knowledge of what and how children read when they read for pleasure shows us that some our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.
4	Multiple barriers to learning. Some disadvantaged pupils also have a SEND or are P/LAC.

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
<i>Add or delete rows as needed</i>	
Improved reading, writing and maths attainment for individual disadvantaged pupils.	Percentages of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the three years of this plan are in line with percentage for non-disadvantaged pupils. Summer 2022, 2023 and 2024 data, averaged for small numbers
Sustained increase in pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular, through participation in a wide range of enrichment and extra-curricular activities.	Increase in well-being demonstrated through pupil voice surveys; increase in personal development demonstrated through PSHE assessments, behaviour observed. All disadvantaged pupils participate fully in all enrichment activities within the school day, including educational/residential trip. Opportunities for therapy are available where there is a need.
Developing long-lasting positive reading behaviours Our detailed knowledge of what and how children read when they read for pleasure shows us that our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.	Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read. Data from class teachers during assessment week and teacher led assessments.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: have a SEN/D IEP are P/LAC and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase understanding of meta-cognition across staff team (whole staff and curriculum leader training) and continue to implement our school-developed 'learning skills' lessons	EEF reports a range of evidence that there is a strong impact of 'learning to learn' and metacognition activities on pupil outcomes: EEF Metacognition	1,3,4
Purchase of a DfE-validated Systemic Synthetic Phonics programme and associated training and resources (Reading for Letters and Sounds Revised)	The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils: EEF Phonics	1,3,4

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

Budgeted cost: £ 18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to run 'Rapid reading' groups, 1:1 interventions (disadvantaged group and wider target group) Peer reading groups Use of Bug Club to support reading at home.	The DfE 2021 Reading Framework includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	1,3,4

Provide additional one-to-one volunteer reader sessions (using volunteer helpers) targeted at disadvantaged pupils.	The DfE 2021 Reading Framework includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	1,3
Additional teacher and teaching assistant time directed at individual reading sessions individual/group phonics sessions individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes: EEF One to One Tuition	1,3,4
Provide booster sessions for disadvantaged pupils (and others) to target specific areas of the curriculum missed or misunderstood because of school closure periods <input type="checkbox"/> Small groups (3-6) for series of 2-5 sessions <input type="checkbox"/> Led by class teachers and TAs.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition	1,3

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

Budgeted cost: £ 13 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in extra-curricular and enrichment activities , through financial contribution	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: DfE Wellbeing for Education Recovery	2
Art, music and drama therapy available for identified children	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:	2

	DfE Wellbeing for Education Recovery	
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Total budgeted cost: £ 34 900

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.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly

Improved progress for pupil premium pupils

Using internal data

83% PP children met the expected standard in R, W, M compared to 77% in their previous key stage. Through book monitoring progress can be seen in individual children's work against their targets.

Improved curriculum access for pupil premium pupils.

Monitoring of planning and children's books shows PP children are able to access a range of activities through a broad and balanced curriculum. Evidence of Individual support and interventions can be seen. All pupils have made sustained progress against the previous key stage.

Improved outcomes for pupil premium pupils.

Analysis of individual data shows improved outcomes for Reading against previous key stages. 57% of children achieved expected compared to 53% at the previous key stage. GDS 32% compared to 24%.

Writing – 78% met the expected standard compared to 65% at the previous key stage. GDS remained the same 11%

Maths – expected standard 68% compared to 53% in the previous key stage. GDS remained the same.

Higher rates of attainment in maths and writing for PP pupils.

Achievement for writing at the expected level is above maths (83%) and the same as reading at 89%.

There will be a continued focus on maths attainment for PP children to work towards narrowing the gap in maths attainment.

Social and emotional support to increase concentration and confidence.

Termly reviews have taken place with reports written. Different areas of progress are highlighted in the reports including improvement of behaviour concerns, levels of concentration and reduced anxiety.

During the period of school closure and through the June and July return to school of all pupils, we focused additional teacher and TA time on supporting learning and emotional well-being of pupils eligible for pupil premium (in place of provision of wider opportunities).

In 2020/21, because of COVID restrictions and the second school closure period,

Disadvantaged pupils took a full part in any virtual activities with their classes, were supported with technology at home to access home learning and wider resources, were targeted. 90% of pupil premium children attended school during the lockdowns.

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
Non-purchased.	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	