# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2024 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

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| Detail | Data |
| School name | St Paul’s CE Primary School |
| Number of pupils in school  | 208 |
| Proportion (%) of pupil premium eligible pupils | 34 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Jane Tyers |
| Pupil premium lead | Michelle Thomas |
| Governor / Trustee lead | Anthea Darlington |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (21/22) | £ 104,894 |
| Recovery premium funding allocation this academic year | £ 10,368 |
| 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 | £ 115,262 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention at St. Paul`s C of E Primary School is that all pupils, irrespective of their background or the challenges they face, are able to maximise their potential and achieve their personal goals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We intend for all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim:1.To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peersOver 50% of all the children that attended afterschool sports clubs were Pupil Premium children. Enrichment activities are timetabled throughout school to ensure that all children have opportunities to experience and have knowledge of a wider curriculum. Children in KS2 have been supported to go to Lledr Hall and a whole school trip to the Panto has been subsidised. A new curriculum `Dimensions` has been purchased and ensures that all children have equal access to a wider curriculum from Nursery to Year 6.2. To ensure that PP students make consistently good progress year on year.3. To address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.The dedicated children`s and families officer worked tirelessly with families to improve attendance. A set of shared values has ensured that staff work together to effectively improve attendance this in turn has had a positive effect on Reading in KS24. To achieve our objectives the school uses the tiered approach to teaching as recommended by the Education Endowment Foundation with Quality First teaching being at the heart of our approach. This approach will be supported by academic interventions and wider non –teaching strategies. Underpinning our strategy is the development of high quality-teaching CPD, alongside the recruitment / retention of high-quality teaching staff.Our strategy aim at St. Paul`s C of E Primary School is integral to our whole school development plan with regards to educational recovery, most significantly in a whole school approach of targeted support for pupils whose education has been the most disrupted during Covid.Our approach is directly linked and responsive to common challenges and individual needs. It will be well planned and as a direct response to ongoing assessments.To ensure this is effective, we will:* Ensure that all staff in school are aware of who the disadvantaged children are in their class and target the children accordingly, providing sufficient challenge. That all staff take responsibility for the children in their class and raise expectations.

All staff have lists and are aware of PP children in their class. These are updated regularly ( each half term)* As a staff we will provide early intervention, when a need arises and source the appropriate support.

Intervention groups are provided and booster sessions for Year 6. Children in Reception and KS1 have phonics daily where the children are assessed regularly and have appropriate intervention. 1-1, another bite of the cherry , keep up not catch up.* We will work with the Children`s and Families Officer to increase attendance percentages and with the SENDCO to ensure the correct professional help is sought for children that need it e.g. mental health support and SEND support.

Children`s and families officer has been funded and had training to support children with mental health. EMTAS has been funded to support children’s language. A dedicated SALT professional screens EYFS to ensure early intervention and SENCO has sought specialist support to identify children who have been identified as needing an EHCP. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Assessments and observation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.On-going assessment has ensured movement in phonics groups and specific children targeted for support. A dedicated TA was provided to support children in Year 2 and to ensure they had support before retaking their phonics to ensure that maximum success was achieved. This was also applied in Year 1 where a supply was purchased to allow a TA to give 1-1 support to children in need. |
| 2 | Punctuality and attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. |
| 3 | Assessments (through SALT and Wellcomm Screening) and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.Consitent 1-1 interventions in WELCOMM Ensured that 80% of children were at the expected level in Nursery. |
| 4 | Our ongoing assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved reading attainment among disadvantaged pupils. | Reading Data will show a rise in the attainment of disadvantaged children, with more disadvantaged children meeting the expected standards. |
| 2.Raised attendance through ongoing dialogue with parents and external agencies | Attendance will be improved across the school. Sustained high attendance will mean that all children achieve the school target of 96% attendance. |
| 3. Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident through ongoing Wellcom Assessments in Early Years and when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. WELLCOMM results showed a significant rise to 80% |
| 4. Knowledge gaps of disadvantaged children will be addressed and disadvantaged children will make good progress | Assessments and data will show an upward trend for disadvantaged children with more disadvantaged children meeting the expected standards in Maths, Reading and Writing.This is ongoing |

## 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: £12,427

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for all staff in the delivery of our phonic scheme and the purchase of a further subscription to the DfE validated Systematic Synthetic Phonics programme RWI along with additional resources and support from our English Hub to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1Ongoing training for all staff. A consistent and robust approach to our teaching of phonics was acknowledged by OFSTED |
| To ensure Quality first Teaching and Learning with a focus on evidence based strategies to support this. A programme of lesson observations by SL T and subject leads who will provide developmental feedback, identify training needs and to share best practice. | DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’. | 4A monitoring timetable has been set up for subject leads and SLT to ensure a robust cycle of observations and support for all staff. Support from a professional mentor ensures that ECTs have had quality support. |

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

Budgeted cost: £ 65,106

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use Wellcomm screening tool and Big, Little Book of Activities and ideas daily in EYFS to develop good understanding and listening skills, whilst improving vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. To use the skills of EMTAS (Ethnic Minority and Traveller Service) to support disadvantaged children who are new to the country to support their oral language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:Oral language interventions | EEF (educationendowmentfoundation.org.uk) | 1,380% of children in Nursery were working at age related |
| Engaging with the School based Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:One to one tuition | EEF (educationen-dowmentfoundation.org.uk)And in small groups:Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | 4Children in Year 6 received 1-1 tuition 88% of PP children achieved expected in reading.75% in reading.More support is needed for writing |

**Ren with**

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

Budgeted cost: £20,241

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.This will involve training and release time for the Children`s and Families officer to develop and implement new procedures. To enable them to engage and liaise with LEA teams to have a cohesive approach across the city. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2 |

**Total budgeted cost: £ 97,774**

# 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.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum Particularly in Early Reading and phonics. The outcomes that we aimed to achieve by the end of 2020-2021 were not as we would have expected. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, this disrupted all our children and had an impact on all subject areas to varying degrees but more significantly in Key Stage 1 where children were subjected to numerous isolations. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, when we dedicated a full time teacher to managing and supporting our staff with online learning and ensuring our website was up to date. This was aided by use of online resources such as those provided by Oak National Academy, Read Write Inc Phonics and White Rose Maths. Our dedicated Children`s and Families Officer ensured that our Families were well supported and had all the resources they needed including lap tops |

## Externally provided programmes

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| Programme | Provider |
| Phonics | Read, Write Inc |
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# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Impact Statement 2021-22

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| **School** | **National** | **Difference** |
| **Reception GLD** | 60% | 65% | -5%  |
| **Y1 Phonics** | 46% | 76% |  -30% |
| **Y2 Phonics** | 85% | 86% |  -1% |
| **KS1 SATs** **(EXP+)** | Reading | 52% | Reading | 68% | Reading | -16% |
| Writing | 33% | Writing | 58% | Writing | -25% |
| Maths | 56% | Maths | 68% | Maths | -12% |
| **KS2 SATS****(EXP+)** | Reading | 82% | Reading | 74% | Reading | +8% |
| Writing | 50% | Writing | 69% | Writing | -19% |
| Maths | 82% | Maths | 71% | Maths | +11% |
| GPS | 82% | GPS | 72% | GPS | +10% |

**Statutory Assessment Data**

**Diminishing Differences Report**

The data below demonstrates the difference between disadvantaged and non-disadvantaged pupils from statutory assessments in academic year 2021-22. The data demonstrates that from low starting points the disadvantaged pupils make progress to close the gap, especially evident in Reading and Writing. Additionally, the comparison across Key Stages demonstrates further that the gap closes further as the children progress through school.

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| **GLD** | **Summer 21-22** |
| **Non disadvantaged**  | 75% |
| **Disadvantaged**  | 33% | -42% |

As demonstrated from this data, barriers explained in this strategy state that pupils begin their education at St Paul`s with significantly low starting points and the school works to narrow and diminish these gaps across KS1 and KS2.

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| **Y1 Phonics** | **Summer 21-22** |
| **Non disadvantaged**  | 59% |
| **Disadvantaged**  | 14% | -45% |

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| **Y2 Phonics** | **Summer 21-22** |
| **Non disadvantaged**  | 95% |
| **Disadvantaged**  | 63% | -32% |

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| **KS1 Reading** | **Summer 21-22** |
| **Non disadvantaged**  | 63% |
| **Disadvantaged**  | 25% | -38% |

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| **KS1 Writing** | **Summer 21-22** |
| **Non disadvantaged**  | 47% |
| **Disadvantaged**  | 0% | -47% |

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| **KS1 Maths** | **Summer 21-22** |
| **Non disadvantaged**  | 68% |
| **Disadvantaged**  | 25% | -43% |

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| **KS2 Reading** | **Summer 21-22** |
| **Non disadvantaged**  | 80% |
| **Disadvantaged**  | 88% | +8% |

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| **KS2 Writing** | **Summer 21-22** |
| **Non disadvantaged**  | 50% |
| **Disadvantaged**  |  38% | -12% |

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| **KS2 Maths** | **Summer 21-22** |
| **Non disadvantaged**  |  85% |
| **Disadvantaged**  | 75% | -10% |

## Pupil premium strategy outcomes

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

Externally provided programmes

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| --- | --- |
| Programme | Provider |
| Phonics | Read, Write Inc |
| Speech and Language support | SALT |