

St Peter's Pupil premium strategy statement 2021-24



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 Peter's Church of England Primary |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | A. Banks |
| Pupil premium lead | P. Bolstridge |
| Governor / Trustee lead | R. Simmons |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £57,800 |
| Recovery premium funding allocation this academic year | £5,800 |
| 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 | £63,600 |

Part A: Pupil premium strategy plan

Statement of intent

School leaders, staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Strategy Aims:

- Quality First Teaching for All impacts on increasing attainment and achievement of each pupil and engagement in lessons/ learning opportunities.
- Improved attainment in reading, writing and maths. Robust support and targeted intervention programmes and resources improve the life chances of disadvantaged pupils.
- Effective well-being and holistic support for disadvantaged and vulnerable pupils and their families improves the life chances, emotional and social resilience so they are able to access all opportunities presented to them.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A number of pupil premium children enter school below expectations. |
| 2 | Attainment of PPG pupils is lower than non PPG in phonics, EYFS and ks2 across reading, writing and maths. |
| 3 | Some pupils enter EYFS with poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home. |
| 4 | Social, emotional and health issues affect a number of PP children and impact on progress |
| 5 | A number of pupil premium children also have SEND needs – ADHD, ASD, SALT, global delay |

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 |
|--|---|
| <p>QFT - Every child receives teaching which is good sometimes outstanding in every classroom every day</p> | <p>Raised % of pupils at expected level at the end of EYFS, phonics check, year 2 and 6. Progress of PP pupils equal to or higher than non pp pupils across each year group in assessments Increase in good+ progress for PPG pupils in reading, writing and maths. Attainment Gap between PPG and non PPG will diminish in end of year statutory assessments.</p> |
| <p>Pupils develop language skills and vocabulary quickly to enable them to catch up with peers</p> | <p>Pupils quickly identified and receive Effective intervention in EYFS Rapid development of language skills Attainment Gap between PPG and non PPG will diminish by end of EYFS year</p> |
| <p>Children have the emotional literacy skills that they need to be able to clearly express how they feel. They are then able to focus and concentrate better in class leading to raised attainment.</p> | <p>Teachers are aware of and use positive discrimination and support for PP pupils Children access in school and outside support quickly. Children can talk about their emotions, worries and concerns in a safe place. PP pupils are able to be more engaged in learning and make at least expected progress across all curriculum areas.</p> |
| <p>All pp pupils with SEND will receive individual support to meet their small step target.</p> | <p>Quality first teaching strategies and positive discrimination will help reduce barriers to learning. All identified children will be discussed at pupil progress meetings & receive focused support and interventions. Individual strategies will be planned in conjunction with the Inclusion Manager.</p> |
| <p>All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.</p> | <p>Pupils' who are eligible, will receive PP funding as soon as possible.</p> <ul style="list-style-type: none"> • A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. • Funding will be available to support learning outside of school. • Funding will allow a greater number of PP pupils will have access to residential, school trips and after school clubs. |

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

Budgeted cost: £28,601

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase schemes of work, CPD to support QFT:</p> <ul style="list-style-type: none"> • Power maths • Talk 4 writing • RWI • Emotion coaching • Metacognition <p>Pupil premium lead time to support QFT Sendco time to support QFT.</p> | <p>CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘ Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. Research in school contexts shows that emotion coaching:-Increased pupil’s academic progress.- Helped children to understand their emotions and regulate them to feel calmer.-Helped staff to respond to children’s needs more consistently and sensitively.(Taken from Emotion Coaching training delivered by LEPs)</p> | 1,2,3,5, |
| <p>Audit phonics reading texts and purchase quality texts for ks1.</p> | <p>EEF Research – Improving Literacy in KS1 EEF Research – quality texts. Has a positive impact on weaker readers as well as encourage improvement for all.</p> | 2,3,5 |
| <p>Additional EYFS staffing to facilitate -Development of a ‘language rich’ environment in the EYFS areas, including language rich indoor and outdoor opportunities.</p> | <p>EEF Research 2. EY Interventions + 5mths High quality provision with well-qualified and well trained staff is essential. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in (a range of) activities...</p> | 1, 2 |
| <p>Embed: jigsaw PSEH curriculum Daily mindful/music sessions</p> | <p>EEF - With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. These ‘social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life. Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational</p> | 4 |

| | | |
|--|--|--|
| | practices, and supported by professional development and training for staff. | |
|--|--|--|

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

Budgeted cost: £17, 435

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted pupil interventions including: <ul style="list-style-type: none"> • Echo reading • 1-1 reading • Phonics • Writing • Maths • Fine motor skills • 20 day challenges | EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. | 1, 2, 3 |
| Year 6 teachers 1-1 tutoring | EEF - On average, one to one tuition is very effective at improving pupil outcomes. +5 months. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 2 |
| NELI speech and language programme | EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF | 1, 3 |

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

Budgeted cost: £14, 903

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support for PP pupils: <ul style="list-style-type: none"> • 50% of cost of trips and residentials • 10 weeks attendance at a sport/activity club | EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact | 3, 5 |

| | | |
|---|---|--------|
| <ul style="list-style-type: none"> • Places at before and after school club | | |
| Purchase of <i>Year 6 SAT guides</i> | Pupils are provided with a quality revision guide that they can use independently to support independent revision | 2 |
| Provision of well being pupil support: <ul style="list-style-type: none"> • ELSA • Talking and drawing • Counselling | EEF - Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff. | 2,3,4, |

Total budgeted cost: £60, 939

(remaining £2661 held for contingencies)

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.

School leaders, staff, governors and teaching assistants prioritised support for our vulnerable pupils during the challenging 2020-21 academic year including during the lockdown during the spring term.

This included;

- Priority for catch up interventions and well being support in school
- places in school offered during lockdown
- loans of laptops and i-pads
- Daily support available from the class teacher while learning remotely including feedback and next steps on work completed.
- Increased telephone support for families by senior leaders and teachers

There has been a measurable impact on pupil premium pupils progress, the majority of pupil premium pupils in most year groups made expected progress in 2020-21 despite the pandemic.

2021 PP VS NON PP COMPARISON DATA **PROGRESS**

| St Peter's data summer 2021 | Non PP Reading % making expected+ progress | PP Reading % making expected+ progress | Non PP Writing % making expected+ progress | PP Writing % making expected+ progress | Non PP Maths % making expected+ progress | PP Maths % making expected+ progress |
|-----------------------------|--|--|--|--|--|--------------------------------------|
| EYFS | 82 | 100 | 82 | 100 | 74 | 66 |
| YEAR 1 | 92 | 100 | 85 | 75 | 92 | 100 |
| YEAR 2 | 58 | 80 | 65 | 90 | 73 | 70 |
| YEAR 3 | 77 | 75 | 81 | 100 | 48 | 100 |
| YEAR 4 | 58 | 50 | 48 | 25 | 64 | 50 |
| YEAR 5 | 66 | 29 | 87 | 66 | 56 | 50 |
| YEAR 6 | 72 | 70 | 89 | 90 | 72 | 70 |