# 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

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| Detail | Data |
| School name | St Paul’s CE Primary |
| Number of pupils in school | 264 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Judith Sword (Head Teacher) |
| Pupil premium lead | Judith Sword |
| Governor / Trustee lead | George Curry |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £126,260 |
| Recovery premium funding allocation this academic year | £13,240 |
| 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 | £139,500 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all our pupils will receive a high quality education irrespective of the challenges they face. We aim to provide the knowledge and cultural capital that they need to succeed in life and develop resilience, confidence and independence to ensure that they have the same opportunities as all learners nationally.  Our plan sets out to improve the quality of education for all pupils by providing training and mentoring for teachers. We believe that this has the greatest impact on closing the disadvantage attainment gap. It also provides one to one or small group teaching or intervention where individual learning needs have been identified and supports the attendance and well- being, both emotionally and socially, of pupils where these issues adversely affect learning and progress. We have introduced more regular assessments to clearly identify the needs of all pupils, ensuring that they are receiving the most appropriate teaching |

## 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 | Under developed oral language skills, impacting upon access to reading, writing and the wider curriculum. Significant lack of vocabulary knowledge. |
| 2 | Reading is not always valued and supported and pupils are not encouraged to read for pleasure. |
| 3 | Lack of self- confidence and resilience prevents persevering with difficult tasks. |
| 4 | Pupils lack the powerful knowledge needed to develop cultural capital. |
| 5 | Persistent absence in 21/22 was 4.2 percentage points higher for disadvantaged pupils than for non-disadvantaged pupils. |
| 6 | 19% of disadvantaged pupils are regularly late for school. |
| 7 | 19% of disadvantaged pupils have, either, a CP plan, an Early Help Plan or are in care. This has a significant impact on their emotional well-being and therefore their ability to learn.24% of disadvantaged pupils nave special educational needs. |
| 8 | Learning in mathematics has been adversely impacted by the challenges of the pandemic. |

## 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 |
| More disadvantaged pupils will be able to attain expected levels in Reading and writing. | The gap in reading attainment between disadvantaged and non-disadvantaged pupils will be narrowed so that more disadvantaged pupils move into the average band on the GL test. |
| Pupils will demonstrate that they read for pleasure. | Disadvantaged pupils will join in reading activities more confidently and older pupils will complete the 100 books challenge |
| Pupils will improve their knowledge of vocabulary and will become more confident with Oracy Skills. | Writing and comprehension scores will improve. Pupils will be able to speak more clearly about a range of subjects and communicate confidently with others in and out of school. Vocabulary banks will exist for all year groups and cover all subjects. |
| Development in attitudes to learning behaviour. | Pupils will demonstrate more self -confidence and willingness to persevere with difficult tasks. They will be able to talk about the Secrets of Success objectives. |
| Pupils will have the opportunity to acquire more subject knowledge. | There will be continuous development of the foundation curriculum improving teaching and learning. |
| Attendance will be improved for disadvantaged pupils. | The gap in persistent absence figures will be narrowed so that attendance for disadvantaged and non -disadvantaged pupils will be improved. |
| Punctuality will be improved for disadvantaged pupils | The percentage of disadvantaged pupils who are regularly late will decrease. |
| Those who are in need of help will have their needs met by the school where appropriate. | The families currently on Early Help plans will be supported to improve their situation and the children will be able to learn more readily. |
| More disadvantaged pupils will be able to attain expected levels in mathematics. | The gap in attainment and progress will be narrowed and diagnostic testing will have revealed clear areas for development. |

## 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: £29.000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Literacy Lead to complete NPQLL. | Effective professional development is vital to support, develop and sustain high quality teaching. | 1 |
| CPD - Development of pupil’s language capabilities, development of fluent reading and teaching reading comprehension strategies | Education Endowment Fund Recommendations for improving literacy. | 1.2&4 |
| Participation in the Voice 21 programme. Training of two champions and whole staff CPD. | EEF research shows that on average pupils who take part in spoken language interventions make appro. 5 months additional progress over a year and possibly 6 months for disadvantaged pupils. | 1,2,3&4 |
| CPD to improve teachers subject knowledge in Maths, English, Science, Art and Geography. | EEF Recommendations for improving Literacy and mathematics. Effective Professional Development. | 1,3&4 |
| Use diagnostic testing to build on pupils existing mathematical knowledge and understanding. | EEF“ Moving Forward, making a difference.”  Improving Maths | 8 |

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

Budgeted cost: £90,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to One support in literacy and mathematics from trained teachers. | EEF Toolkit  Effective in improving pupil outcomes especially when linked to normal lessons. | 1,2,3,4&8 |
| Small group support in literacy and mathematics from trained teachers. | EEF Toolkit  Effective when delivered by trained teachers. | 1,2,3,4&8 |
| Lexia Reading Programme | EFF Evaluation September 2021 by University of York | 1&2 |
| Phonics Interventions linked to Essential Letters and Sounds Programme | EEF Toolkit  Extensive evidence that it is an important component in the development of Early Reading Skills particularly for children from Disadvantaged backgrounds. | 1&2 |

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

Budgeted cost: £20.000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Offer free places at Breakfast club, after school care subsidised outdoor activities. | Has historically enabled pupils to be at school on time and ready for learning. | 5&6 |
| Increase hours of Family Support Worker. | Over many years we have seen the biggest improvements in family support when there is direct intervention from a professional. | All challenges |
| Take part in training in the Thrive Approach to emotional well- being. | Developed over 25 years, schools report impact including less disruption to learning and improved academic results. | 3,4,5,6&7 |
| Further develop work on the Secrets of Success Programme. | Direct teaching of cognitive and metacognitive skills.  EEF Toolkit | 3 |
| Incorporate Commando Joe resilience building activities into the PHSE curriculum. | EEF “ Moving Forward, making a difference.”  Explicit teaching of Social and Emotional skills which integrate into high quality teaching and at whole school level. | 3 |

**Total budgeted cost: £139,500**

# 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 2021 to 2022 academic year.

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| Our teaching strategies ensured that at the end of Key Stage 2 our pupils achieved higher than the National Average in all areas except GPS. There was still a gap in attainment between disadvantaged and non -disadvantaged pupils at Key stage 2 but the gap was less than it was in 2019.In Key Stage 1 there was a bigger gap between the attainment of disadvantaged and non-disadvantaged pupils than in 2019 which is also reflected in the National figures.  GL reading assessments show that 94% of disadvantaged pupils who were not reading at their chronological age made progress throughout the year. 56% of them reached their expected reading age by the end of the year. These pupils have had small group intervention and have taken part in the Lexia programme.  58% of disadvantaged pupils who received tutoring in mathematics reached expected levels by the end of the year, the remaining pupils continue to have support in mathematics.  Although the number of pupils reaching the expected standard in phonics by the end of year one was less than in previous years, disadvantaged pupils did better than their non-disadvantaged peers.  The overall absence of disadvantaged pupils has improved since 2019 but persistent absence of disadvantaged pupils has risen since 2019. In July 2022 the persistent absence of disadvantaged pupils was still 4.2 percentage points above the national non-disadvantaged figure.  Fourteen families have Early Help Plans led by the school and eleven of those plans include persistently absent pupils. More time is needed to see the impact of this work as more support for families has been put in place. The current trend is that absence and lateness are decreasing gradually. |

## Externally provided programmes

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| Programme | Provider |
| Lexia Core 5 Reading | Lexia |
| The Thrive Approach | Thrive |
| Secrets of Success | Chris Quigley Education |
| Essential Letters and Sounds | Oxford University Press |