

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	199
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Moore - Headteacher
Pupil premium lead	Sonya le Gassicke
Governor / Trustee lead	Carly-Anne Heaphy and Philip Waine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,140
Recovery premium funding allocation this academic year	£1,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£18,880</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

As recognised by the EEF, we acknowledge that ‘good teaching is the most important lever schools can have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment process.

#### **Our ultimate objectives are:**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To raise aspirations and expectations.

To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

#### **We aim to do this through**

Ensuring that teaching and learning opportunities meet the needs of all the pupils.

Pupil premium funding will be allocated following a needs analysis which will identify groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

High quality teaching – rather than bolt-on strategies

Focus on outcomes for individuals – rather than on just providing strategies

Best staff work with disadvantaged students

Decisions based on data and respond to evidence – frequently

Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of our pupil premium children as a group is lower than that of the whole school
2	Ensuring PP children engage with wider-curricular opportunities and experience culture capital.
3	Poor parental engagement in reading. PP children reading levels are lower on average than their peers
4	Improve oral language and vocabulary skills using interventions including NELI.
5	Continue to develop Well Being opportunities to support Social, Emotional and Mental Health needs.

## 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
For attendance of our PP children to be no lower than the attendance for non-PP children.	<p>For attendance to be 'good' compared to national attendance (95%).</p> <p>Office staff will promptly call families who have an absent child without reason.</p> <p>Support from family support workers for families with historic family concerns.</p> <p>Support for families with punctuality difficulties by offering early start lessons.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the head teacher</p>
PP children to engage in a wide range of enrichment activities to the same level as their non-PP Peers	<p>An effective system of tracking of participation is put in place</p> <p>Levels of engagement for PP students is in line with Non-PP students by 2024</p>

<p>PP children make at least expected progress in reading.</p>	<p>PP children will attend reading club at least twice a month.</p> <p>PP children will be regularly heard read by an adult at home (filling in online through Seesaw or in reading log) and an adult in school</p> <p>KS1 staff will become familiar with new phonics scheme and reading books</p> <p>PP children will achieve national average progress scores in KS1 and KS2 Reading</p>
<p>PP children will improve skills in social awareness, relationship skills and problem solving.</p> <p>PP children will extend their receptive and expressive language</p>	<p>Focus support on speaking and listening to show positive impact on attainment</p> <p>Clear focus on reading outcomes</p> <p>Use of NELI intervention in reception/year 1 and SEN</p> <p>Children will make +3 months progress in 20 week programme</p>
<p>PP children feel happy and safe at school and engage with their learning</p>	<p>PP children will engage with the wider life at school by participating in extra-curricular activities</p> <p>Children's attendance will remain high because they are happy to come to school. Parent's anxieties around school will be reduced.</p> <p>Pupil voice will indicate if the children are happy and what changes are needed to improve the situation</p>

## 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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>CPD for staff for modelling and scaffolding</p> <p>Effective feedback – monitored by curriculum leads</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF Feedback +7 months (primary) – can be verbal or written but oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining pupils.</p> <p>Support for peer feedback – pupil voice recognised that 75% of PP children questioned identified friends as people who helped and supported them in class</p>	3 4 5
Staff meetings looking at internal progress data and monitor planning for all children	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	3 4
Purchase a new reading (whole school) and phonics (year R, 1 and) scheme and train staff members to use this	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.	3 4 5
The SENCo/PP champion will work to identify any support staff who would benefit from further CPD e.g. in speech and language or auditory/visual processing	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	3 4

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

Budgeted cost: £ 9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies  Employment of HLTA to assess and deliver the support. CPD needed for staff carrying out support	EEF +6 months Shorter interventions of up to 10 weeks identified as beneficial. Explicit teaching of strategies	3 4 5
<i>School led tutoring</i>	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	3 4 5
<i>Vocabulary and language enhancements</i>	Continue to implement NELI language intervention for increased vocabulary development	3 4 5

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

Budgeted cost: £ 3380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve social and emotional learning in school.</i>	EEF (+ 4) SEL is identified as supporting children's mental health and wellbeing; character education; development of children's resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural Development. This is addressed through whole school e.g. staff training, whole class e.g. taught explicitly weekly (good quality PSHE curriculum helps to address this, targeted	1 5

	e.g. Identify self-awareness, self-management, social awareness, relationship skills, responsible decision making,	
<i>Engaging with families</i>	<p>EEF Parental engagement +4 months impact</p> <p>Parental engagement is defined as the involvement of parents in supporting their child's academic learning:</p> <p>Use Seesaw platform to share targets, work and achievements. Support for families to access and use platform.</p> <p>Regular meetings/contact with families to support and assess need, use them to break down barriers and anxieties felt by the families.</p>	1 2 3
<i>Creation of PP Champion to maintain focus of PP within school and signpost staff and parents to potential interventions.</i>	<p>Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</p> <p>Regular meetings with all PP children for talk and catch up of events and work over the week.</p> <p>Support club to be set up and run by PP Champion to support who may not have necessary resources or support at home. Address social and emotional needs.</p>	1 2 4 5
<i>Play therapy and Drawing and Talking intervention</i>	<p>Small group. 1:1 support for children with social and emotional difficulties</p> <p>Baseline assessed prior to starting scheme using Boxhall Profile</p>	4 5

**Total budgeted cost: £ 18880**



## 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.

#### **Strategy aims**

*Priority 1 – Children were able to settle back well into school with the support of the recovery curriculum. All staff received training for the Recovery Curriculum through Barry Carpenter. Seesaw has been set up and is now used by all staff (training provided) to ensure good communication links with all families. Additional support has been given to families unable to access. Children who were identified as needing further emotional support were addressed through Drawing and Talking Programme. Staff received training on TEAMS to deliver sessions each day of live learning. Sessions focused on interaction with other peers in the class and re-establishing relationships. Laptops obtain by school for vulnerable families to use during lockdown period. Individualised work planned, set and delivered for families unable to access technology or whole class learning.*

*Priority 2 – Recovery Curriculum and Art journalism used for all children. Bubble time (1:1 time with class teacher) offered to children to talk through worries.*

#### **Targeted academic support for current academic year**

*Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress*

*Children identified through pupil progress meetings who have struggled to engage through lockdown, identified as making limited progress over last year. These children picked up for a catch up programme delivered by HTLA with support from SENCO. Staff to identify gaps in learning, baseline assessment carried out, and regular additional support implemented. This was not fully implemented due to staff shortages (illness, isolation periods). All children were assessed with needs identified, catch up programme will continue to be developed.*

*Literacy curriculum addressed during staff training to address reading in the curriculum for all. Use for HfL to support all children in Numeracy curriculum. Staff meetings to address curriculum across the school to ensure progression and coverage. Vocabulary improved (progression across school in all subject areas.)*

#### **Other general approaches**

*Clubs had to cease during lockdown and have only begun to open up again this term.  
All school trips stopped during this time.*

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*