

# **St. Peter's C of E Primary & Nursery School**



## **Pupil Premium Strategy**

**2022-2023**

**2023-2024**

**2024-2025**

## 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.Peter's C of E Primary & Nursery School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023 March 2023 July 2023
Statement authorised by	Yvonne Reeson Head Teacher
Pupil premium lead	Bettina Houghton
Governor / Trustee lead	Stephanie Green

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,160

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

The Pupil Premium funding is received by the school annually. It is used in a variety of ways to improve pupil attainment and to help overcome any barriers to learning. We strongly believe that all children should have equal opportunities, irrespective of their background or the challenges they face. Our disadvantaged children should make good progress and have high achievement across all subject areas.

We aim for our pupil premium children to have high aspirations and hopes; to take risks in their learning; to develop a lifelong love of learning and faithfulness and experience life in all its fullness; to have a lively and enquiring mind through a resilient approach in an enriched curriculum; to appreciate that the best successes in life often have the foundations of failed attempts.

We hope to achieve this by nurturing the whole child and encouraging them to be unique individuals preparing them for their life and go beyond expectations.

Underpinned with the importance of emotional well-being, we believe in taking care of the development of the whole child: educationally, culturally, socially, emotionally, physically, morally and spiritually.

We are unlocking the gates to a lifelong love of learning which will always remain open.

#### **Strategies**

1. Quality first teaching with high quality staff training, will be at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap.
2. Using research evidence e.g. Sutton Trust, Education Endowment Foundation to inform our decision making.
3. The Pupil Premium strategy will mirror the School Improvement Plan.
4. Robust assessment, both formative and summative, is at the centre of any decisions relating to educational provision.
5. Children are provided with effective feedback. This is usually verbal and may include brief written notes.
6. All staff are well trained.
7. Review outcomes on a regular basis.
8. Respond quickly to challenges and individual needs which are identified.

Our Pupil Premium numbers are low and in some cohorts, there may only be one child. It is important that comparative percentages are viewed with caution. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has identified as being disadvantaged or vulnerable.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Well-being and self regulation</u></b></p> <p>Supporting all pupils with mental health and well being. 1 in 6 children aged 5-16 is likely to have a mental health problem. This is an increase from 1 in 10 children in the past 5 years. We are therefore potentially looking at 5 pupils in every class, having some kind of mental health issue .</p>
2	<p><b><u>Attendance</u></b></p> <p>Many of our disadvantaged children have poor attendance. July 2022 - PP attendance was 87.40% compared to 92.35% for the whole school.</p> <p>Persistence absence for PP was 43.75%</p> <p>Compared with 26.83% for the whole school (7 out of 16 children.)</p>
3	<p><b><u>Communication and language skills:</u></b></p> <p>Assessments, observations and discussions with pupils indicate that although our children generally enter school with adequate oral skills, the pupil premium children's vocabulary and access to books is limited when compared with other children. This impacts on comprehension, discussion skills, confidence and aspirations. This is evident from Reception to the end of KS2.</p>
4	<p><b><u>Mathematical skills:</u></b></p> <p>Many of our disadvantaged children enter school with an understanding of number and being able to count. However, they lack confidence in numerical skills and problem-solving skills and don't show a 'growth mind-set' towards maths. This is evident from internal assessments and pupil voice.</p>
5	<p><b><u>Phonics and reading:</u></b></p> <p>Our assessments, observations and discussions with children provide evidence that our PP children generally have greater difficulties with phonics and reading than their peers. This negatively impacts their whole school development.</p>

## 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>Wellbeing and mental health concerns are identified and support put in place. Children are able to identify and talk about their feelings.</p>	<p>Pupils have their wellbeing needs met. They have their needs identified at an early stage. Whole school Thrive Approach audit to be carried out to identify children's needs. Develop the Thrive Approach throughout school. Sustained high levels of wellbeing are demonstrated across the school. Children are able to identify and talk about their feelings.</p>
<p>To improve attendance</p>	<p>Attendance will be at least in line or above the National Average by July 2023 and be sustained throughout July 2022 - PP attendance was 87.40% compared to 92.35% for the whole school, Persistence absence for PP was 43.75% Compared with 26.83% for the whole school (7 out of 16 children.)</p>
<p>Improved oral language skills and vocabulary amongst disadvantaged children.</p>	<p>Phonics screening tests will show improvements in outcomes for disadvantaged children. Children will be able to apply phonics skills into their independent writing. Pupils will make progress on the Read Write Inc assessments. Increased focus on vocabulary teaching is evident in children's independent writing and across the curriculum. Phonics screening test will show that 100% of PP children met the expected Standard at the end of Year 1. KS1 reading outcomes will show that more than 85% of PP children met the expected standard in reading. KS2 reading outcomes will show that more than 85% of PP children met the expected standard in reading.</p>

<p>Improved maths attainment and progress for disadvantaged children at the end of each key stage.</p>	<p>Maths outcomes will show that more disadvantaged children have met the standard. We will look at each Key Stage as a whole due to our cohort numbers being low.</p> <p>85% of our disadvantaged children make expected progress.</p> <p>At least 25% of pupils make greater than expected progress.</p> <p>The PP children's attainment is in line with national averages - More than 85% achieved the expected standard at Key Stage 1 and 2.</p>
<p>To ensure all pupils have access to the same uniform, enrichment and opportunities to develop new skills which are not limited by financial restraints.</p>	<p>Vulnerable pupils and their families are well informed and supported by school to effectively manage and allocate funds to ensure their children have access to the same opportunities as all.</p>

## Activities 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: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Clear termly assessments using standardised assessments. PUMA, PiRA and GAPS. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and</i></p>	<p>This will provide a comprehensive overview of where the pupils are and the progress they've made. It will enable any gaps in learning to be identified and will ensure accurate assessment across the school. This will enable accurate and timely interventions to be carried out.</p> <p>Assessing and monitoring pupils' progress. Education Endowment Foundation</p>	<p>3,4,5</p>

<i>administered correctly.</i>		
<i>All Teaching staff to attend Shirley Clarke's 'Feedback: What works well and why?' training at Nottingham. To provide teachers with an understanding of effective formative assessment which can then be implemented into school. Implement Quality first teaching strategies.</i>	The EEF research shows that appropriate feedback can have +6 month improvement on outcomes with verbal feedback having a higher impact than written. Evidence from John Hattie shows that assessment capable learners have a +1.44 impact on learning with +0.4 being the mean.	1,3,4, 5
<i>All classes have a TA for maths lessons so that there is a smaller ratio of children to staff. This will enable a mastery approach to be followed. Further input can be given as required.</i>	Effects of mastery learning is high, with an impact of +6 months. With having mixed age, this enables the teacher to teach each year group separately	4
<i>Teachers in EYFS and KS1 to take part in the NCETM 'Mastering Number' course.</i>	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	4
<i>'Talk for Writing' training for EYFS and KS1 staff.</i>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,3,4
<i>Staff to have phonics training using Read, Write Inc 'Online Subscription Training' as a</i>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,3,4

<i>recommended DfE validated Systematic Synthetic Phonics programme Staff have refresher RWI training.</i>		
<i>Purchase of high quality books throughout the school.</i>	Explicit teaching or reading comprehension skills- EEF teaching and learning toolkit Very high impact for low cost +6 months	

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

Budgeted cost: £ 7,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Purchase of a reading programme</i> 'Reading Plus' from 'Reading Solutions' is an evidence-based, online program that provides personalised instruction and intervention for students. The adaptive literacy program develops fluency, comprehension, and vocabulary, whilst also measuring student motivation.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. This can have +6 months impact on closing the gap. <a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,3,4,5
<i>Purchase of a new curriculum outline which is heavily focused on vocabulary, the children knowing and remembering more.</i>	The evidence shows that high quality discussions and collaborative learning all help to improve children's outcomes.	1,2,3,4,5
<i>Pre-teaching and post teaching of key knowledge and skills</i>	EFF show that there is strong evidence that children's outcomes improve when they are pre-taught mathematical skills and vocabulary.	1,3,4,5
<i>TA intervention in phonics and maths. Additional phonics sessions targeted at disadvantaged pupils who require further phonics</i>	Small group or 1:1 intervention to help close the gap of identified disadvantaged pupils.	1,2,3,4,5

<i>support and additional maths interventions targeted for children who require it.</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3.500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Contingency fund to support disadvantaged children with acute needs.	Knowing our school situation and the children we are supporting, we know that we need to have funding available for changing needs.	All
<i>To attend trips and residential visits at a reduced cost. To have the opportunity to play a musical instrument.</i>	Providing children with opportunities to take part in activities that might otherwise be cost/time prohibitive. (Sutton Trust research shows that parents of PP children are 4 times less likely to pay for extra opportunities for children.) Provide children with opportunities to build resilience.	1
<i>Whole staff engagement in developing an Equality, Diversity and Inclusion policy to include Anti-bullying values throughout the school.</i>	Behaviour interventions EEF	1
<i>To have a trained Thrive practitioner and develop a whole school approach to Thrive enabling children to have better well-being.</i>		1,2
<i>Attendance</i>	Regular monitoring of attendance Parental engagement High profile of importance of attendance Rewards for attendance Increasing parental awareness	1,2

**Total budgeted cost: £ 24,000**

## 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.

Maths			Reading			Writing			Attendance
Base-line 2021	Sum-mer 2022	Pro-gress	Base-line 2021	Sum-mer 2022	Pro-gress	Base-line 2021	Sum-mer 2022	Pro-gress	
ELG sec	Y1Dev+	+5	ELG sec +	Y1 Sec	+5	ELG Sec	Y1 Sec	+6	96.28
Y1Dev+	Y2 Dev+	+6	Y1 Sec	Y2 Sec	+6	Y1 Dev+	Y2 Dev+	+6	93.06
Y1 Dev	Y2 Sec	+8	Y1 Sec	Y2 Sec	+6	Y1 Sec	Y2 Sec	+6	71.54
Y1 Dev	Y2 Dev+	+7	Y1 Dev	Y2 Dev+	+7	Y1 Dev	Y2 Dev +	+7	97.06
Y1 Ent	Y2Dev	+8	Y2 Ent	Y2 Dev+	+3	Y1 Sec	Y2 Sec	+ 6	78.95
Y2 Dev+	Y3 Dev	+5	Y2 Dev +	Y3 Dev	+5	Y2 Dev	Y3 Ent	+4	82.18
Y2 Sec	Y3 Sec	+6	Y2 Sec	Y3 Sec	+6	Y2 Sec	Y3 Sec	+6	97.86
Y2 Sec	Y3 Dev+	+5	Y2 Dev	Y3 Dev	+6	Y2 Dev+	Y3 Dev	+5	96.01
Y3 Dev+	Y4 Ent	+3	Y2 Dev +	Y3 Sec	+7	Y2 Dev	Y2 Sec	2	95.74
Y2 Ent	Y3 Ent+	+7	Y4 Ent	Y3 Dev	+8	Y2 Ent	Y3 Ent	+6	90.69
Y2 Dev+	Y4 Dev	+11	Y2 Ent	Y4 Dev	+14	Y2 Ent	Y3 Ent	+6	73.92
Y3 Sec+	Y6 Ent	+13	Y4 Sec	Y6 Sec	+12	Y4 Dev	Y6 Dev+	+13	69.89
Y5 Sec	Y6 Sec	+6	Y5 Dev+	Y6 Dev+	+6	Y5 Dev	Y6 Dev+	+7	84.68
Y5 Dev	Y6 Dev+	+7	Y5 Sec	Y6 Sec	+6	Y5 Sec	Y6 Sec	+6	94.12

Y5 Dev	Y6 Sec	+8	Y5 Sec	Y6 Sec	+6	Y6 Ent+	Y6 Dev+	+4	80.38
		11/15			12/15			10/15	
		73%			80%			67%	

Reading Plus				
Initial benchmark Lexile Range	End Lexile Range	Level Gain	Reading Speed from Initial baseline	End Reading speed wpm

			wpm	
230-360	230-360	0.3	79	72
230-360	770-870	4.6	134	145
230-360	330-480	1.0	60	90
230-360	850-980	5.7	132	308
230-360	330-480	1.0	130	140
230-360	770-870	4.6	120	244
230-360	770-870	4	151	189
330-480	770-870	3.8	141	177
620-790	950-1030	3.1	173	187
620-790	850-980	2.1	237	237
Average increase PP		3.02		
Average increase all		3.05		

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