

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



## **Pupil Premium Strategy 2021-2022**

## 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	14.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	Dec 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Yvonne Reeson Head Teacher
Pupil premium lead	Bettina Houghton
Governor / Trustee lead	Marjorie Craib

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£4,060
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	£22,890

## **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.

## Challenges

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

Challenge number	Detail of challenge
1	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 compared with other children. This impacts on comprehension, discussion skills, confidence and aspirations. This is evident from Reception to the end of KS2.
2	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.
3	School closures due to Covid-19 has resulted in knowledge gaps leading to pupils falling further behind age related expectations, especially in maths. <a href="https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a>
4	Assessments and phonics screening results show that generally, disadvantaged children have greater difficulties with phonics compared with their peers which impacts on their development as readers and their engagement across the curriculum.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. There has been a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.

## 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															
Improved reading fluency and comprehension skills.	<p>Key stage 2 reading outcomes will show improvements.</p> <p>2021/2022 75%</p> <p>2022/2023 100% of disadvantaged pupils meet the expected standard.</p> <p>Children at Key stage 2 show improvements on the Reading Plus program.</p>															
Improved oral and language skills	<p>Phonics screening tests will show improvements in outcomes for disadvantaged children. Children will be able to apply phonics skills into their independent writing and consequently, KS1 and KS2 data will show that an increased number of disadvantaged children are meeting the expected standard. We will look at the Key Stage as a whole due to our cohort numbers being low.</p> <p>Writing</p> <table> <tr> <td>KS 1</td> <td>2021/22</td> <td>100%</td> <td>KS2</td> <td>60%</td> </tr> <tr> <td></td> <td>2022/23</td> <td>100%</td> <td></td> <td>66%</td> </tr> <tr> <td></td> <td>2023/24</td> <td>100%</td> <td></td> <td>77%</td> </tr> </table>	KS 1	2021/22	100%	KS2	60%		2022/23	100%		66%		2023/24	100%		77%
KS 1	2021/22	100%	KS2	60%												
	2022/23	100%		66%												
	2023/24	100%		77%												
Improved maths attainment for disadvantaged children at the end of each key stage.	<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> <table> <tr> <td>KS 1</td> <td>2021/22</td> <td>100%</td> <td>KS2</td> <td>60%</td> </tr> <tr> <td></td> <td>2022/23</td> <td>100%</td> <td></td> <td>66%</td> </tr> <tr> <td></td> <td>2023/24</td> <td>100%</td> <td></td> <td>77%</td> </tr> </table>	KS 1	2021/22	100%	KS2	60%		2022/23	100%		66%		2023/24	100%		77%
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To give our disadvantaged children a range of enriched experiences.	An increase in enrichment activities taken up by disadvantaged children.															

## 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.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</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 will 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>	1,2,3,
<p><i>All Teaching staff to attend Shirley Clarke's 'Feedback: What works well and why?' training at Nottingham.</i></p> <p><i>To provide teachers with an understanding of effective formative assessment which can then be implemented into school.</i></p>	<p>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.</p>	1,2,3,4
<p><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</i></p>	<p>Effects of mastery learning is high, with an impact of +6 months.</p>	2,3

<i>approach to be followed. Further input can be given as required.</i>		
<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.	2,3
<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 recommended DfE validated Systematic Synthetic Phonics programme</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

## 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 'Reading Plus' from 'Reading Solutions' is an evidence-based, online program that provides personalised instruction and intervention for students. The adaptive literacy program develops</i>	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.	1,3

fluency, comprehension, and vocabulary, whilst also measuring student motivation.	<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>	
<i>Engagement with 'Third Space' one to one tutoring. The aim is to close the attainment gap in maths.</i>	One to one provision has a positive impact by providing additional support that is targeted at a pupil's needs. EEF This is a 12 week course which is aimed at each child's needs. EEF evidence shows that the impact can be +5 months progress. 'Third Space' maths show a similar impact and also that children show an increase in enjoyment in maths and increased confidence.	2,3
<i>Imagination Gaming</i>	A day where children will gain confidence and enjoyment in maths through the use of lots of different types of games (not video games).	2,3
<i>TA intervention in phonics and maths. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support and additional maths interventions targeted for children who require it.</i>	Small group or 1:1 intervention to help close the gap of identified disadvantaged pupils.	1,2,3,4,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	5
<i>'Thrive' interventions for supporting social and emotional well-being.</i>	Ensuring healthy social and emotional development. When children's social and emotional needs are better understood and met, they can learn and develop more effectively.	5

**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 2020 to 2021 academic year.

Maths			Reading			Writing		
Baseline	Summer	Progress	Baseline	Summer	Progress	Baseline	Summer	Progress
2020	2021		2020	2021		2020	2021	
Y5DEV	Y6DEV+	7	Y5SEC	Y6SEC	6	Y5DEV+	Y6SEC	7
Y4SEC	Y6ENT	8	Y5SEC	Y6SEC	6	Y5DEV	Y6ENT	4
Y5ENT	Y6ENT	8	Y5SEC	Y6SEC	6	Y3SEC	Y5DEV	10
Y5SEC	Y6SEC	6	Y5SEC	Y6SEC	6	Y5DEV+	Y6SEC	7
Y5SEC+	Y6SEC	5	Y5SEC+	Y6SEC+	6	Y5SEC+	Y6SEC	5
Y3ENT	Y3SEC+	5	Y4ENT	Y4SEC	4	Y3ENT	Y4DEV	8
Y4ENT+	Y5SEC	9	Y4SEC	Y5DEV+	5	Y4ENT	Y5DEV	8
Y4SEC	Y5DEV	4	Y4SEC+	Y5SEC	5	Y4SEC	Y5SEC	6
Y4DEV	Y5DEV	5	Y4DEV	Y5SEC	5	Y4DEV	Y5ENT+	5
Y2DEV	Y2DEV+	3	Y1DEV	Y2ENT	3	Y1DEV+	Y2ENT	3
Y2DEV	Y3DEV+	7	Y2ENT+	Y2DEV+	2	Y2ENT	Y2DEV	1
Y1DEV	Y2DEV+	7	Y1ENT+	Y2DEV+	8	Y1ENT	Y2SEC	7
Y1SEC+	Y2SEC	5	Y1SEC	Y2SEC	6	Y1SEC	Y2SEC	6
Y1DEV	Y2SEC	8	Y1ENT+	Y2DEV	7	Y1DEV	Y2DEV	7
ELGENT+	Y1ENT	7	ELGENT+	Y1DEV	7	ELGDEV	Y1DEV	6
ELGENT	Y1ENT+	8	ELGENT	YRDEV+	9	ELGENT+	Y1Dev	7

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. During the closures, we offered a range of blended learning. This incorporated live lessons hosted by the teachers and high quality lessons such as those provided by the National Oak Academy. The uptake of lessons was generally good, but our disadvantaged children accessed fewer lessons than their non-Pupil Premium peers.

As a school, we have always aimed to provide enriched experiences for our disadvantaged children. This was obviously not possible due to the pandemic and we feel that the children missed out on many life experiences.

## 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?	

