



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	
School name	St Peter's C of E Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Richard Unthank
Pupil premium lead	Richard Unthank
Governor / Trustee lead	Lynne Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
Recovery premium funding allocation this academic year	£22,986
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The school aims to achieve the best possible attainment and progress for the disadvantaged children across school along with a wide range of enrichment opportunities to support their cultural capital, experiencing activities both on and offsite which broadens their horizons and exposes them to new language and vocabulary as well as supporting their personal, social and physical development.

The strategies the school are developing aim to address the barriers and are designed to support all children to achieve academically and develop emotionally to benefit from the opportunities provided for them.

Disadvantaged children are rigorously tracked by dedicated senior leaders above and beyond the pupil tracking system. We work tirelessly for the children to make at least as much progress as their peers and that any gaps identified are addressed and closed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that, with the right level of support including providing opportunities to stretch and challenge, gaps can be closed and the progress and attainment bar raised for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction- The children have difficulty with the acquisition and use of language and literacy and numeracy skills when they begin in EYFS and some continue to have difficulties as they move through school.
2	Cognition and Learning- Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
3	There are Speech and Language difficulties for pupils in Early Years and Key Stage 1.

4	Social and Emotional Needs- Children may sometimes appear isolated, have immature social skills, be overactive and lack concentration this hinders their learning.
5	Sensory Needs of pupils both in the High Needs bases and Mainstream classrooms.
6	Most children have limited access to enrichment activities beyond the school.

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
Close the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	Analysis of data in EYFS, KS1 &2 shows the gap is closing and better than expected progress is made by children that were targeted for individual support and interventions in addition to quality first teaching.
The disadvantaged children demonstrate an improvement in communication and language skills using a wider range of vocabulary.	Assessment, observations and learning walks show an improvement in the use of oral language and a wider range of vocabulary is identified in books.
SEMH and Sensory needs of disadvantaged pupils are met, impacting positively on pupil well-being, attainment and progress.	Resilience of the children is demonstrated in their lessons and the children have positive engagement with their peers inside and outside the classroom having a positive impact on their progress. The Pupil Attitude School Surveys (PASS) reflect an improvement in this area.
Offer regularly opportunities for the children to enhance their Cultural Capital, giving the children experiences that they can reflect upon in their lessons through speaking and listening and in their writing.	Children have an increase in knowledge and understanding of the world around them and can make comparisons and draw upon their experiences to make improvements academically.

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: £70,000

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Purchase standardised tests with staff receiving training on how to administer them and interpret the outcomes for future target setting.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1&2
Increase the teaching capacity on a termly basis to allow class teachers to work with targeted groups of disadvantaged children across school.	Small group tuition has moderate impact for low cost based on moderate evidence. Small group tuition EEF (educationendowmentfoundation.org.uk)	1&2
High quality Professional Development on mastery is delivered to staff by the National College and Maths and English Hubs.	High impact for very low cost based on limited evidence. Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)	1&2
To upskill staff including teaching assistants with any new appropriate approaches to support sensory needs and pedagogy to teaching interventions.	Moderate impact for moderate cost based on moderate evidence. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2 & 5
Disadvantaged children have the opportunity to learn to play a musical instrument and access Art activities.	Moderate impact for very low cost based on moderate evidence. Arts education EEF (educationendowmentfoundation.org.uk)	1,2, 3& 4
Offsite visits are delivered and have a positive impact on the children's, social and emotional development, cultural capital,	Moderate impact for very low cost based on very limited evidence. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4

Improved knowledge of vocabulary and oral language which can be used in their writing, linked to the topics they are studying and when speaking about what they have learned.	Very high impact for very low cost based on extensive evidence. Early language EEF (educationendowmentfoundation.org.uk)	1&2
---	--	-----

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children are given a wide range of additional opportunities to work alongside staff on a 1 to 1 and small group basis focussing upon specific areas in which they require further support to meet the expected and in some cases the higher standard.	High Impact for moderate cost based on extensive evidence. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 2
Pupils are given regular feedback in a variety of different ways including 1 to 1 meetings with Teachers.	Very high impact for very low cost based on extensive evidence. Feedback approaches and educational attainment in children and... EEF (educationendowmentfoundation.org.uk)	1, 2 & 4
Continue to support identified children with oral language interventions e.g. IDL- Indirect Dyslexia Learning Programme, NELLI, monitoring and evaluating its impact.	Very high impact for very low cost based on extensive evidence. Education Endowment Foundation EEF	1, 2, 3 & 4

Pupils are swiftly identified for Speech and Language support.	Very high impact for very low cost based on extensive evidence. Education Endowment Foundation EEF	1, 2, 3 & 4
To ensure that the delivery of Read, Write Inc is monitored closely and disadvantaged pupils are making good progress in their particular teaching groups and 1 to 1.	Very high impact for very low cost based on very extensive evidence. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 & 4
Reading Comprehension Strategies are used across school.	Very high impact for very low cost based on extensive evidence. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 & 2
Children in Early Years receive weekly Gymnastics sessions to support their improvement in their Physical Development and Communication and Language.	Low impact for very low cost based on moderate evidence. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches	1, 2, 3 & 4

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

Budgeted cost: £58,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure enrichment activities are planned and have direct links with the curriculum plan and specialist teachers are used where required.	Moderate impact for moderate cost based on limited evidence.	1, 2, 3, 4 & 5
The children have access to free after school clubs and residential visits are heavily subsidised.	Moderate impact for moderate cost based on limited evidence.	1, 2, 3, 4 & 5

<p>To use the Pupil Attitudes to School and Self Tool (PASS) to receive feedback to spot attitudinal or emotional issues in children before they impact on school performance, repeat in June 2022 following targetted support for the pupils.</p>	<p>Very high impact for very low cost based on extensive evidence. Feedback approaches and educational attainment in children and... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 4</p>
<p>The school Learning Mentor following the completion of her Arts based therapy training continues to use her Counselling skills to support children socially and emotionally learning across school.</p>	<p>Moderate impact for very low cost based on very limited evidence. Mentoring EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 & 5</p>
<p>Children in Key Stage 1&2 have access to the Nurture Room to support their social and emotional development and speech including parental engagement.</p>	<p>Moderate impact for very low cost based on very limited evidence. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 & 5</p>

Total budgeted cost: £193,876

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.

<i>Pupil Progress for PP in 2019</i>		
Measure	Score (without LA Resource base pupils)	
Reading	+2.39 (+1.34)	
Writing	+2.68 (+2.73)	
Maths	+4.24 (+4.42)	
<i>Pupil Attainment for PP in 2022</i>		
Measure	Score (without LA Resource base pupils)	
% achieving Reading, Writing and Maths	EXS 52% (69%)	HS 0% (0%)
% achieving in Reading	EXS 76% (94%)	HS 19% (25%)
% achieving in Writing	EXS 57% (75%)	HS 10% (13%)
% achieving in Maths	EXS 71% (94%)	HS 10% (13%)
<p>Additional one to one tuition by qualified staff in English and Maths for targeted pupils in EYFS, KS1 & KS2 to improve attainment and progress following the school closures. In 2021 internal assessments showed that the disadvantaged children across school made at least good progress from their starting points.</p> <p>The children received social and emotional support from the school learning mentor and through well being workshops delivered by CAMHs. The children that were identifies for additional social and emotional support have settled back into routines and had a good end to the academic year.</p>		
<p>Attendance</p> <p>School will continue to monitor attendance for disadvantaged pupils. Attendance of disadvantaged children in 2021/22 was 93.6% compared to non-disadvantaged of 95.0%. Termly rewards and early targeted AWO support are provided for children showing declining attendance.</p>		

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
None	