

# Pupil premium strategy statement



statement details our school's use of pupil premium 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	194
Proportion (%) of pupil premium eligible pupils	9.2% (based on most recent census data)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2025/2026
Date this statement was published	December 2022 September 2023
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Caroline Moore / Luke Varney - 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	£26,190
Recovery premium funding allocation this academic year	£1,805
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	£27995

# Part A: Pupil premium strategy plan

## Statement of intent

The visions and values at St Paul's School are at the core of everything we do. As well as underpinning the teaching and learning, they support all children to become confident and happy. Our school uses Christian values of love, honesty, understanding and respect to work together within the school and wider community and celebrate differences. We aim to develop 'the whole child' focusing on academic achievement and progress, social and emotional literacy and exposure to cultural experiences, thus creating a love of learning.

Common barriers to learning for disadvantaged children, can be weak language and communication skills, lack of confidence, less support at home, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations (for example children who have social workers or act as carers) that prevent them 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 intent is to accelerate the progress of our disadvantaged and vulnerable children to make as much progress as they possibly can.

### **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	In the most recent Ofsted Inspection Data Summary Report, our school was identified as being in the top 20% relating to absence of children with pupil premium.
2	Continuing to ensure equality of opportunity through enhanced support in the classroom and additional activities.
3	Children with pupil premium have not as a whole made the same level of progress as peers. This has been identified through assessment data and shared information from teachers.
4	Children have returned to school following 'lock down' more reliant on 'closed' based tasks and their current levels of meta cognition and self-regulation are low.
5	Many of our disadvantaged children have challenging home environments which can inhibit their ability to focus on learning.

## 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 children with PP 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/breakfast club.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the attendance officer</p>
Children with PP 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 children with PP is in line with Non-PP students by 2024</p>
Children with PP make at least expected progress in reading and maths	<p>Children with pupil premium will attend reading club at least twice a month.</p> <p>Children with PP will be regularly heard read by an adult at home (filling in online through Seesaw or in reading log) and/or an adult in school</p> <p>Children with PP will make progress in learning phonics in line with peers in class.</p> <p>Children with PP will achieve national average progress scores in KS1 and KS2 Reading</p> <p>Pre-teaching maths sessions offered where needed.</p>
<p>Children will feel that they have someone that they can talk with.</p> <p>One to one catch up with adult weekly.</p>	<p>Sessions with Pupil Support worker where needed.</p> <p>Weekly catch-up with PP champion</p> <p>Children happy to discuss topics that have been brought up in the weekly Jigsaw lessons</p>
PP children feel happy and safe at school and engage with their learning	<p>Children with PP 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>

	Pupil voice will indicate if the children are happy and what changes are needed to improve the situation
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## 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: £ 10000

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>Staff CPD in understanding meta-cognition and self-awareness and how this relates to lesson delivery.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>In the academic year 2022-23, provide staff with training in their understanding of Meta-cognition and Self-awareness. Introduce across the school and monitor implementation</p> <p>Meta cognition has strong levels of evidence and a proven impact in improving pupil outcomes.</p>	2 3 4
Staff meetings looking at internal progress data and monitor planning for all children	When class teachers are aware which children with pupil premium in their classes did not make good progress last academic year, they can identify these children as 'target' children	2 3 4
Use of new phonics scheme	The new scheme Essential Letters and Sounds was introduced last academic year. Further time and support needed to ensure all staff are using it effectively and correctly. Further support offered to TAs carrying out additional support	2 3
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> <p>Fortnightly training for TAs – partly led by need following staff skills audit</p>	3 4

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

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading comprehension strategies</p> <p>Purchase set of books to cover diversity. CPD needed for staff carrying out support. Cost of staff member to carry out intervention</p>	<p>EEF +6 months</p> <p>Shorter interventions of up to 10 weeks identified as beneficial.</p> <p>Explicit teaching of strategies</p> <p>Regular assessment and progress of children needed – more robust to show entry and exit data</p>	3
<p><i>U-Can maths</i></p> <p><i>Training for all staff to identify the children, assess and teach</i></p>	<p>Carry out additional maths intervention where needed to plug gaps identified through thorough assessment</p>	3
<p><i>SPLD phonics intervention</i></p> <p><i>Training for all staff to identify the children, assess and teach</i></p>	<p>Targeted support for 6-8 weeks to plug gaps in phonetic knowledge and apply to writing</p>	3

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote extra activities with children in catch up meetings and arrange entry where needed</p>	<p>Up take in children with PP accessing clubs and seeing themselves as a valued member of the school community</p>	1 2 5

Engaging with families	<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 3 4 5
Continuation of PP Champion to maintain focus of PP within school and signpost staff and parents to potential interventions.	<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 3 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>	1 5

**Total budgeted cost: £ 28000**

## 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.

#### **Strategy aims**

##### **Teaching (for example, CPD, recruitment and retention)**

*New phonics scheme has been introduced with full set of books to accompany lessons. Training carried out by the English leader for all staff and offered to parents. Additional support offered to parents through Seesaw by class teachers. Additional reading offered to identified children using experienced HLTA. Children in*

*Regular monitoring of all staff by SLT through lesson observations, book and planning scrutiny and pupil voice. Subject leaders also carried out regular monitoring of progress in their subject.*

*New assessment methods introduced to address and support children not making expected progress. Training carried out for all staff.*

*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**

*Catch-up programme delivered to identified children in reading. Entry and exit data collected that showed good progress by 95% of children attending.*

*NELI programme was unfortunately unable to be delivered due to staffing issues. Training was given to staff. Hopefully this can run during the following year once children have been assessed.*

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

*Zones of regulation introduced across the school with training provided for staff. All children had access to introduction. Children needing further support were picked up by the SENCo for additional learning about identifying and managing feelings.*

*Clubs and trips starting back up again.*

## 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.*