



Pupil Premium Strategy Statement

St. Peter's C of E Primary School

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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 School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nicola Green
Pupil premium lead	Nicola Green
Director / Trustee lead	Janet Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,480
Recovery premium funding allocation this academic year	£ 7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,165

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve in line or above the national expected standards of attainment and progress.
- Non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- To support children's mental health and well-being, enabling them to access their learning and achieve their full potential.

We aim to do this through:

- Ensuring quality first teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring the pupils are aware of their strengths, areas that they need to improve on and also the resources available to them, including the use of digital technology, to enable them to focus on their specific developmental and educational needs for improvement.
- Ensuring the focus on the needs of each individual pupil, funding can be allocated accordingly and planned support can be directed to meet these needs.
- Ensuring that the whole child is holistically equipped to succeed, not only educationally, but also through the development of the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives will be through:

- Ensuring all teaching is at least good, impacting on outcomes for all pupils.
- Using additional staff to support pupils who are off track, specifically in Upper Key Stage 2, impacting on outcomes.
- Allocating teaching assistant support for providing small group work focused on overcoming barriers to learning.
- Additional teaching and learning opportunities provided, when appropriate.
- Supporting children's mental health and wellbeing through pastoral support.
- Supporting payments for activities, trips and residentials to enable all children to experience first hand alongside their peers.
- Behaviour and pastoral support

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap for PP pupils reaching age related expectations compared to peers
2	Significant SEMH issues
3	External agency involvement with a number of families
4	Home learning support limited for PP pupils
5	High number of complex PP children (additional SEND)

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
<i>Reduce the gap in attainment for PP children to ensure increasingly it is in line with peers</i>	Validated data summer 2023
<i>Pupils SEMH needs are supported and met through Pastoral Co-ordinator work</i>	Strong links between outside agencies, school and families, co-ordinated by the Pastoral Co-ordinator to ensure the best possible outcomes for pupils
<i>Enable all pupils to have access to enrichment opportunities in and beyond school which generate high aspirations</i>	All children have access to enrichment opportunities in and beyond school which generate high aspirations

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: **£13,156**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective use of 1:1 devices in KS2 to assist with rapidly closing gaps in core learning (Reading, writing and maths)</i>	<i>EEF +4 Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective. Digital technologies have been employed to facilitate individual activities and feedback.</i>	<i>1,4,5</i>
<i>Ensure all relevant staff have received training to deliver new phonics scheme effectively.</i>	<i>EEF +5 Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</i>	<i>1,4,5</i>
<i>Whole school CPD Programme to upskill</i>	<i>EEF +4</i>	<i>1,4,5</i>

<i>all staff to deliver high quality teaching and learning</i>	<i>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.</i>	
<i>Additional teacher for core learning</i>	<i>EEF +4 Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress.</i>	<i>1,4,5</i>

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

Budgeted cost: **£39,916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Establish small group reading and writing interventions for pupils attaining below age related expectations</i>	<i>EEF +6 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then</i>	<i>1,4,5</i>

	<i>identifying and resolving difficulties for themselves</i>	
<i>Effective use of 1:1 devices in KS2 to assist with rapidly closing gaps in core learning (Reading, writing and maths)</i>	<i>EEF +4 Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective. Digital technologies have been employed to facilitate individual activities and feedback.</i>	<i>1,4,5</i>

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

Budgeted cost: £26,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support from Pastoral Co-ordinator and School Counsellor to support the removal of barriers to learning so that pupils can achieve maximum success in line with peers.</i>	<i>EEF +4 Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are</i>	<i>2,3,5</i>

	<i>targeted at students with particular social or emotional needs.</i>	
<i>Focus on Student Agency and self-regulated learning skills to support high quality teaching and learning and encourage resilience and motivation</i>	<i>EEF +7 Self-regulation approaches to teaching support pupils to think about their own learning more explicitly. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given task. There will be a specific focus on metacognition (learning to learn).</i>	<i>1,2,4,5</i>

Total budgeted cost: £ 79,810

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.

<p><i>Y1 Phonics at the expected level - 82%</i></p> <p><i>Y2 Phonics at the expected level – 82%</i></p> <p><i>In KS1 33% of the PP cohort had additional complex needs.</i></p> <p><i>KS1 reading at the expected level - 55%</i></p> <p><i>KS1 writing at the expected level - 55%</i></p> <p><i>KS1 maths at the expected level – 64%</i></p> <p><i>In KS2 54% of the PP cohort had additional complex needs.</i></p> <p><i>KS2 reading at the expected level – 38%</i></p> <p><i>KS2 writing at the expected level – 38%</i></p> <p><i>KS2 maths at the expected level – 42%</i></p> <p><i>This Pupil Premium plan takes into account all of the above and any findings.</i></p>

Externally provided programmes

Programme	Provider
Century AI (Maths, Reading, SPAG. Science)	Century
Bug Club	Pearson
TTRS	Maths Circle
Reading Plus	Reading Solutions UK
Essential Letters and Sounds	Oxford Owl

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?	n/a