



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	Data
School name	St. Peter's Church of England Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	$17/247 = 7\%$
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Miss J Mather Acting Headteacher
Pupil premium lead	Miss J Mather Acting Headteacher
Governor lead	Ms K. Aspinall, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,310
Recovery premium funding allocation this academic year	£2,900
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	£33,210

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are

- for them to access the whole curriculum like their peers, irrespective of their background or the challenges they face
- for all children to make good progress and flourish within their own capabilities
- to access high quality teaching with a focus on areas in which disadvantaged pupils require the most support
- not to feel at any disadvantage because of being classed as ‘disadvantaged’
- to not let any financial situation stop them from attending residentials, learning an instrument, after school club
- have some extra learning support to be able to make expected progress

Key principles of our strategy plan

- to ensure we deliver quality teaching as the ultimate strategy to close any gaps in learning due to COVID
- to equip teachers and teaching assistants with quality training in maths (maths hub, mastery) and English (English hub work, phonics) to deliver high quality teaching and intervention groups
- to ensure children do not miss too much of the wider curriculum with any intervention sessions
- learning mentor sessions blocked for half termly periods
- to work alongside parents for any gaps that have occurred.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of children on FSM list. Our attendance data over the last year indicates that attendance among disadvantage pupils is lower than non-disadvantaged pupils.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Lack of support / understanding at home with reading, key maths skills and spellings.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Pastoral support of small groups to support social and emotional needs

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
1. For all children to make expected progress in reading, writing and maths and to improve reading, writing and maths attainment amongst disadvantaged pupils.	Children to move one category E,D,S on the internal tracking grid. KS2 reading, writing and maths outcomes in 2024/2025 show that more 70% of disadvantaged pupils met the expected standard.
2. For all children in Year 1 to achieve the phonics screening pass level	Children met threshold
3. For all children in Year 4 to achieve the 20/25 in the times tables test	Scores gained
4. For children to make expected progress in their phonics in KS1/E. Years	Phase brackets for 2021, 2024 End of YR – Phase 2 secure, Phase 3 End of Y1 – Phase 4 secure, Phase 5 End of Y2 – Phase 5 secure, Phase 6
5. For children to make progress between 0 and -1.0 in reading, writing and maths between KS1 and KS2 in year 6	Progress scores
6. For all children to be ready to learn and have positive self-esteem	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
7. To support families financially throughout schools when the need arises	No child on FSM missing out on residential etc. No families suffer due to any financial need throughout the year regardless of FSM status.
8. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> · the overall absence rate for all pupils being no more than 5% with no child classed as persistent absent

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)

Total cost £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic reading assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,5
<p>Lego therapy training for learning mentors</p>	<p>Pastoral support</p>	6
<p>Learning Mentor support 5 days a week</p>	<p>Pastoral support</p>	6
<p>Embed the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,3,5
<p>Phonics training</p>	<p>Children get high quality phonics teaching from teachers and teaching assistants</p>	4

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

Budgeted cost: £14,000 which goes towards TA budgets across schools

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured phonics catch up programmes in KS1		2
2. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Also Fast track phonics in Year 3	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF To ensure children in Year 3 do not fall behind with their phonics and spelling strategies	1
3. Intervention groups in maths	To ensure any gaps in learning are reduced	1 and 5
4. Intervention groups in writing	To ensure any gaps in learning are reduced	1 and 5
5. To provide children with 1:1 reading time	To ensure any gaps in learning are reduced	1 and 5
6. To support children in Year 3 and 4 with their times tables	To ensure any gaps in learning are reduced	3

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

Budgeted cost: £1,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance	Regular attendance monitoring of FSM children (monthly)	6

2. Behaviour	Positive behaviour for learning impacts on learning	1 and 5
3. Financial support	Financial support for children on FSM and families in financial difficulties not necessarily on FSM	7

Total budgeted cost: £33,210

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and these were successful, although challenges remain. We are building on that approach with the activities detailed in this plan.

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
Seasons for Growth pastoral package and training.	Seasons for Growth Grief Education Limited

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Our learning mentor supports service children, especially when parents are away from home. Support for behaviour and wellbeing and enhanced transition was also provided.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children – including emotional health and wellbeing. Successful transition to Secondary School