

## 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.E. Primary School
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	94 children - 29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	January 2022 – January 2024
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	R. Brown
Pupil premium lead	A. Kirk
Governor / Trustee lead	N. Houghton, G. Breen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,395.00
Recovery premium funding allocation this academic year	£ 6742.50
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	£ 139,137.50

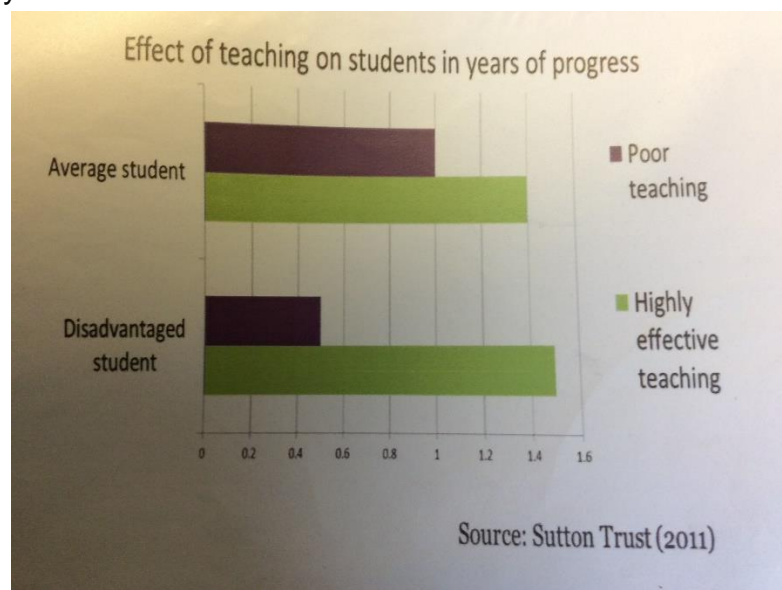
# Part A: Pupil premium strategy plan

## Statement of intent



Here at St. Peter's we aim for all our learners, irrespective of background, to make good progress and enjoy their primary school experience through inspired teaching and through building rewarding relationships with adults and children alike. Together, we will face external challenges to support disadvantaged pupils to achieve this goal and ensure the progress of already high attainers. At St. Peter's our strong and distinctive Christian ethos is rooted in the life of our school and through our motto to love, challenge and inspire within our school and beyond.

With dedicated staff, already in place, we support vulnerable children who may have involvement from social workers and other care professionals. High quality teaching is essential to ensure excellent progress for disadvantaged children as reinforced by the Sutton Trust 2011.



Highly effective teaching will obviously impact on the whole school community. Our aim is to close the gap between our disadvantaged and non-disadvantaged and for our children to achieve age related expectations and greater depth when possible in all areas.

Our approach takes into account historical challenges for our school which sits within a recognised area of deprivation. We are committed to recognising each child's circumstances and understand each child's barriers to learning. We are committed to working with all our families to support and alleviate these barriers. All our staff know and understand this vision and play their part in supporting each child from EYFS to Year 6.

Our approach needs to be flexible, to try any and all possible ideas and interventions which may influence the progress of a disadvantaged child especially including early interventions with our youngest children who on average enter our school below age-related expectations in oracy. The culture within St. Peter's is to raise expectations; of teaching, of what our children can achieve and how they can build on their Primary experience throughout their lives.

Our approach is a holistic manner to ensure disadvantaged pupils are challenged in the work that they're set, staff members act early to intervene at the point need is identified and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We identify that we are laying the foundation for our disadvantaged pupils for them to build on throughout their lives.

## 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 under-developed <b>oral language skills and vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that <b>maths</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils but which steadily improves through KS2.

4	Internal assessments indicate that <b>reading</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils but which steadily improves through KS2.
5	Internal assessments indicate that <b>writing</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils:
6	Observations and discussions with children evidenced the need to continue to develop the <b>emotional stamina and well-being</b> of disadvantaged pupils. There is a need to promote aspirational self-awareness.
7	Securing <b>parental engagement</b> and raising aspirations for some children.
8	<p>Our <b>attendance</b> data over the last 6 years indicates that attendance among disadvantaged pupils has been between 93.8% and 95.7% compared to non-disadvantaged pupils ranging from 95.3% - 97.1%.</p> <p>Persistent absence for 2020-21 recorded 4.2% compared to the National Average of 8.4%.</p> <p>Attendance for both groups indicates ongoing yearly improvements but remains an important issue following our most recent Ofsted report from 2017.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident within engagement in lessons, participation in Talk Boost, Neli, IDL, continuous provision to promote oracy, all staff modelling reading to children daily (age appropriate texts), daily reading promoted through guided reading and whole class reading, reading interventions, PP Play Project to promote language and peer interaction (adult led), rehearsed performance of poetry and storytelling. 'Read with Me' bags for children to take home in Reception for additional story time and to promote parental engagement.
Improved access to phonics, targeted additional phonics	Attainment in phonics improves. Additional adults for phonic sessions throughout KS1, Bounce Back Phonics in Y2 and Y3, parental workshops by EYFS staff and KS1. 'Phonics Play' bags for children to take home in Y1 for additional Phonic activity time. The Phonics Tracker is used throughout EYFS and KS1 to

	identify attainment and swift intervention where required.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 maths outcomes in 2021-22 show that more disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2021-22 show that more disadvantaged pupils met the expected standard.
Improved writing attainment	KS1 and KS2 writing outcomes in 2021-22 show that more disadvantaged pupils met the expected standard.
Improvements to children's emotional well-being, stamina and positive outlook for the future.	Children are inspired and interested in their learning and know the benefits of working hard and achieving. Their expectations of life are positive.
Positive relationships with parents are nurtured.	Parents are even more engaged in supporting the learning of their children and reinforce school's expectations. Individual barriers are minimised for the children.
Attendance continues to improve for disadvantaged pupils in line with non-disadvantaged.	Attendance figures raise towards National Average of 97%

## 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: £ 93,844.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retain and recruit extra teaching staff to lower the ratio of teacher: children.</p> <p>Deployment of the best staff to support disadvantaged pupils.</p> <p>High quality provision in EYFS with low child/adult ratios (2 classes) to maximise interactions.</p>	<p>EEF Toolkit advocates this on 4 extra tips for maximising the impact of Pupil Premium.</p>	1-5
<p>Ensure high quality first teaching for all pupils</p>	<p>Lesson observations, book scrutiny, focused walk through, pupil interviews to celebrate high expectations from staff and environment walks.</p>	
<p>To teach maths and literacy within single age groups (some of which will be half class size) which means recruiting additional teachers.</p>	<p>EEF Toolkit advocates this on 4 extra tips for maximising the impact of Pupil Premium.</p> <p>Smaller half sized groups for each year group will facilitate improved learning and intervention possibilities.</p>	1-5
<p>Purchase of Maths No Problem – mastery maths scheme for Y1-6.</p> <p>Teacher challenges based on NCTEM resources to further stretch deeper learning.</p>	<p>Point 17 from EEF Toolkit advocates 'Mastery Learning'.</p> <p><a href="https://www.eef.org.uk/what-we-do/our-research-and-evidence/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Purchase of standardised diagnostic assessments to aid collection, analysis and use of data</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>	3-5

relating to individual groups	Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	
Embed dialogic activities across the school curriculum; Talk Boost, Neli, learnt poetry performances, Talk to Write and storytelling in each class, PP Play Project, 'Read with Me' bags, 'Phonics Play' bags, Minute About Me class opportunities.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.  Resources for Y2 and Y3 Bounce Back Phonics and training of staff.  Phonics Tracker Training and purchase	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://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  Step into Quality Mark achieved	2
Enhanced reading opportunities throughout school; staff reading to children, class novels per term, class literacy texts – book each per child, purchase Literacy Tree resources Y1-6, purchase of Pearson's Guided reading resources for KS2	EEF Toolkit point 18 high impact strategy – reading comprehension.  <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	4,5
CPD for staff through Yarrow Teaching Alliance and other specific courses	Continued development of teachers' skills and expectations. EEF Toolkit advocates in depth training of staff.	1-5

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

Budgeted cost: £ 16,685.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional main intervention groups led by Class teacher and groups for Teaching Assistants. Interventions eg. Phonics, reading support. All TA's aware of which children eligible for PP Grant.</p> <p>Programmes have been written by teachers as well as delivered by the class teacher – additional staff employed to deliver Music lessons to release class teacher for group work. Includes Covid catch up groups.</p> <p>Timely interventions during lessons 1:1 by class teacher and TA to be reinforced same day if required.</p>	<p>EEF advocates more effective use of interventions, to have a 100% buy in from all staff and that teachers, TA's know who are PP eligible.</p> <p>TA Performance Management solely linked to PP children.</p> <p>EEF Guide to the Best Use of Teaching Assistants</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1-5
<p>Recruit teacher for 1:1/small group work weekly session for PP+ children</p>	<p>Ensuring all children eligible for the PP Grant have access.</p>	1-5

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

Budgeted cost: £ 28,608.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to work with individuals and groups to help build good relationships between peer groups; 6 week programmes for</p>	<p>Education Endowment Foundation Social &amp; emotional learning report</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	6

<p>targeted individuals, Lego therapy, Speech and Language, Therapy Dog, morning duty on KS2 yard, lunch time duties working with children who need additional support and lose of family members.</p> <p>TA welcome all children in morning, emotional support throughout the day.</p>		
<p>Learning Mentor working with parents; parenting sessions, Coffee Morning groups, signposting help and services, Christmas and Food support.</p>	<p>Working alongside Social Services</p>	<p>7</p>
<p>PSHCE new curriculum embedded throughout school and given higher profile following Covid. Pupil Journals for each Junior child, peer massage, yoga strategies for relaxation and self-control, visitors in school (Covid dependent), being part of the wider community, living in the wider world, Money Matters programme for Y5 and 6, Healthy Aces Club.</p>	<p>Education Endowment Foundation Social &amp; emotional learning report <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Attendance monitoring; Learning Mentor monitors attendance and builds bridges with families at risk, attendance agreements, Traffic Light letters, PAST referrals, home visits, children collected by school staff, CPOMS</p>	<p>Dylan William – ‘attending school is first hurdle to making progress’.</p>	<p>8</p>

<p>used to track and record individual attendance, certificates and class attendance awards, Breakfast Club to promote punctuality (free sessions given where appropriate), Magic Breakfast for all children (suspended from 1<sup>st</sup> lockdown March 2020).</p>		
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**Total budgeted cost: £139,137.50**

## 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.

COVID 19 has hampered our school progress and achievements in particular impacting the children in receipt of PP Grant.

33 laptops were loaned to school on the Govt scheme and distributed to our families identified without ICT support. Extra internet was also given to identified families. Families who lacked ICT experience still expressed frustration and problems accessing work.

All teachers uploaded work daily using Google Classroom. All work submitted was marked and responded to the same day or next morning.

Immediate communications were maintained with families through Class Dojo.

Families who expressed difficulties accessing work had packs of the same work set online delivered by hand by staff members.

During the 1<sup>st</sup> lockdown, food parcels were collected from school then school admin helped distribute the Government vouchers and ensure all families who were eligible received vouchers in holidays also.

Vulnerable children and some PP children continued to come to school everyday and work with a teacher and TA's.

In September 2020, teachers still set targets for PP children and identified barriers to learning.

During the 2<sup>nd</sup> lockdown this Key worker and vulnerable group exceeded 100 children daily still coming to school. A third of this group was PP eligible. All work was planned within teams and the same work completed at school as at home.

Teachers noted and assessed PP as the group most affected by COVID 19; many PP children had not accessed work despite personal contact by phone or dropping off paper copies to work through. All teachers rang their class members to encourage children and carers to continue to work.

During 2<sup>nd</sup> lockdown Class Call-ins were organised on Google Meets.

Catch up support finances from March 2021 have been used to target PP children and others who had not accessed any learning during lockdown and they receive Tutor sessions in groups of 6 once a week. Class teachers who know the children created targets from which the tutor has organised learning for each group.

Teacher interventions and TA interventions have been accelerated in all classes. Teachers have been given time to plan and create resources for such intervention groups.

Class teachers and Learning Mentor have been keen to offer emotional support to children and identified specific individuals as an ongoing process. 'Good to be Back, Good to be Me' project organised for September 2020 return to school with a focus on our wellbeing both physical and mental. 2+ PE sessions have been essential to improve physical wellbeing of some children.

Extra events have been organised to close common gaps eg. 'Rock Around the Clock' day to close the gap in learning time as an identified area in maths.

'Come As a Word' day and Spelling Bee day event to try to encourage learning new and better vocabulary. Spelling Bee used the essential Spelling List of words for each year group.

Due to COVID 19 – no data has been collected officially for end KS1 or KS2 for 2020 or 2021. Internal data has continued to be collected and verifies our concerns about PP children being most likely to be affected by the pandemic.

Staff assessed earlier than usual in the Autumn Term in September to identify lost/interrupted learning from 1<sup>st</sup> lockdown.

Staff re-assessed children after the 2<sup>nd</sup> lockdown to identify a base on which to rebuild lost/interrupted learning.

School Development Plan will continue to address our current situation.

Class teachers continue to address Covid catch up issues with targeted support and intervention programmes.