



## St Peter's C of E 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	Data
Detail	
School name	St Peter's C of E Primary
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022 2022 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 (& interim)
Statement authorised by	Sarah Dunning HT
Pupil premium lead	Sarah Marshall DHT
Governor / Trustee lead	Sally Wood Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58, 385 (inc LAC)
Recovery premium funding allocation this academic year	£ 4, 205
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	£62,590

## Part A: Pupil premium strategy plan

### Statement of intent

At St Peter's we are aware that some of our most vulnerable and disadvantaged families are not entitled to Pupil Premium Funding while other children who receive the Premium are high achievers who exude confidence in all areas of school life. We are therefore careful to look at each child's needs individually and assess what additional provision could enable them to develop further as an individual.

The purpose of the funding is to ensure that these children are not disadvantaged in any way in school due to financial constraints. The aim is to narrow any achievement gap between these pupils and their peers. Pupil Premium funding enables a range of intervention, support and enrichment activities to be funded. St. Peter's is investing its Pupil Premium to make the maximum possible impact on learning for students entitled to the funding. Expectations for each child are realistic. For some it may be to enhance social skills or develop greater self-confidence. For others it may be to make accelerated progress in an area of their learning. Another goal may be to achieve potential in a natural talent such as music or sport.

During the covid-19 lockdowns we targeted many of our more vulnerable pupils and those who we had identified, through our relationships with families, as potentially benefiting most from accessing the curriculum in school. These pupils came to school during the second lockdown. As such we are confident that any gap in attainment was not exacerbated during lockdowns. Pupils' wellbeing post covid-19 is also a high priority and is a key target on the school's Development Plan.

For 2021-2022 St Peter's C of E Primary School will receive approximately £58,000 Pupil Premium funding. Pupils eligible for this funding represent approximately 8.5% of pupils on roll. Other funding from additional funding streams is added to this money to ensure that we can support other vulnerable children, such as those supported by a social worker or who are identified as a young carer.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils identified. We are required to publish online information about how we are using the Premium. This will ensure that parents and others are made fully aware of the Premium and the extra support that pupils receive. All of our decisions are steered both by robust diagnostic assessment and our in-depth understanding of each child's needs and circumstances.

We assess the impact of our provision regularly, both at pupil progress meetings with teaching staff, and with governors. Each child's progress is monitored to ensure that the outcomes we wish for that individual are being advanced.

While each child's needs are addressed individually, our approach is consistent:

- To identify barriers to progress
- To implement and monitor effective interventions and strategies
- To adopt an holistic approach based on our knowledge of the pupil
- To promote a whole school approach in which every staff member has high expectations for every child. Achievements and outcomes for disadvantaged pupils are a priority.

## Challenges

It does not seem right to refer to one homogenous group. There are different barriers and different reasons for these barriers, within the group of pupils receiving the premium. There are some pupils who have none of the challenges detailed below.

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

Challenge number	Detail of challenge
1	As a group, spoken language and communication skills tend to be lower than for other pupils. Language acquisition is already significantly lower on entry into EYFS. This slows progress in subsequent years and quickly impacts achievements in reading, grammar and writing. A vocabulary deficit soon impacts other subject areas – not least maths. Assessments, observations, and language screening indicate that the language deficiency and fluency is evident in all year groups
2	Underdeveloped social skills, through lack of modelling and life experience are sometimes higher in this group of pupils. This can have an impact on self-esteem and also affects academic progress and participation in wider school provision. This is evidenced through language screening, response to text, confidence in class discussion and ability to develop new relationships. During covid lockdowns, some within this group had less access to enrichment which has further exacerbated social and emotional issues (low take up on extra curriculum provision, reluctant participation in discussion, playground issues, low scores on application/inference and deduction in comprehension).
3.	Assessments show that for some children in this group, the application of phonics teaching to independent reading and writing takes longer and therefore slows progress across the curriculum (ongoing phonics screening and reading band progress identify this).
4.	Assessments show that for some children in this group, fluency in number is slower to develop. This, combined with poorer language skills, can result in a

	lower attainment in Maths as reasoning becomes part of the assessment process. (EYFS data/unit and end term assessments)
5.	Attendance rate for a few pupils in this group is below the attendance levels for the whole school. Over 70% of the PP group have exemplary attendance but a few have very poor attendance (historically this is sometimes a result of illness or emotional issues but also term time holidays). Poor attendance amongst a minority (FSM/SEN support) affects the impact of interventions and engagement in wider school provision.
6	Higher percentage of this group has additional or special learning needs (30%). Combined with lower attendance, this impacts attainment and, in some cases, progress.
7	Social and emotional needs within the family which impact a pupil's wellbeing and hence, progress. Owing to a range of circumstances (which can occasionally be quite extreme) some families have limited resilience which can impact their child. This is evidenced by our relationships with families. HSLW or ELSA support around 50% of pupils (or families) in this group.

### 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. Improved language and communication skills among disadvantaged pupils throughout the school.	<ul style="list-style-type: none"> <li>• Pupils enter Y1 with expected GLD – meeting national expectations.</li> <li>• EYFS pupils on expected book band entering Y1.</li> <li>• KS1/KS2 summative data/GL data (KS2)</li> <li>• Y1 pupils pass the phonics screening (Summer 2022)</li> <li>• Y2 pupils pass the phonics screening (Autumn 2021)</li> <li>• Pupils making expected progress vis a vis peers on similar starting points.</li> <li>• Assessments and observations indicate accelerated progress in oral communication and vocabulary acquisition. These are triangulated with evidence from learning walks, progress meetings and participation in lessons.</li> </ul>
2. All disadvantaged pupils confident to participate in class and ready to learning.	<ul style="list-style-type: none"> <li>• Pupils make good progress from EYFS– (meet national expectations)</li> </ul>

<p>All make accelerated progress in reading, writing and grammar/spelling/maths (vis a vis starting point).</p> <p>Good involvement in extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• Progress meetings /end year outcomes.</li> <li>• Y1 pupils pass the phonics screening (Summer 2022)</li> <li>• Y2 pupils pass the phonics screening (Autumn 2021)</li> <li>• Unless specific learning needs, all PP children reach at least expected in end KS1 SATS.</li> <li>• All pupils on year end expected book band (minimum)</li> <li>• End KS2 – all PP pupils reach targets</li> <li>• Club participation (data monitored)</li> <li>• All triangulated with evidence from progress meetings/observations/ social and emotional interventions</li> </ul>
<p>3. Disadvantaged move with class in whole class phonics</p>	<ul style="list-style-type: none"> <li>• Data from formative and summative assessments in phonics</li> <li>• Parents engaged with phonics support</li> <li>• reading/writing levels</li> </ul>
<p>4. Improved Maths attainment for disadvantaged pupils. Higher scores in end of unit assessments. Improved scores in arithmetic and reasoning section of maths papers.</p>	<ul style="list-style-type: none"> <li>• EYFS – all pupils reach GLD in number (vis a vis entry data)</li> <li>• KS1 – all disadvantaged pupils reach expected (vis a vis EYFS data) in number</li> <li>• KS2 – Y4 multiplication tests/GL data/KS2 SATs – all disadvantaged meet targets</li> </ul>
<p>5. Increased attendance rates for specific pupils eligible for PP. (This is tracked individually and as a group) Positive engagement from parents – agree to participation in trips/experiences Positive engagement with HSLW/EWO</p>	<ul style="list-style-type: none"> <li>• Aim for individual’s attendance to be in line with peers – 96% + (Covid-dependent)</li> <li>• At least a 10% rise in attendance from those with Inclusion Officer intervention.</li> <li>• Because of relatively small group of children, a few can give the whole group an unfair bias. We shall assess attendance data with/without those with EWO intervention.</li> </ul>
<p>5. All disadvantaged pupils on the SEND register make good progress from individual starting points. Interventions will</p>	<ul style="list-style-type: none"> <li>• Formative/summative assessment</li> <li>• Observations from staff</li> </ul>

<p>be monitored by SENCo and impact assessed in line with IEP/Pathway targets.</p>	<ul style="list-style-type: none"> <li>• SENCo reports</li> <li>• Parent voice</li> <li>• Impact from external interventions</li> </ul>
<p>6. To achieve sustained good wellbeing, positivity and aspirational goals for all disadvantaged pupils. Families to engage fully with support scaffolded by school (HSLW/external agencies). Positive engagement with Trick Box programme – using cards at home and child able to articulate how to use the cards to support their own wellbeing.</p>	<ul style="list-style-type: none"> <li>• Sustained levels of well-being following covid- 19 (and prior to). Qualitative data from:</li> <li>• Parent voice/pupil voice/teacher observations</li> <li>• Reports from HSLW/SENDCo/ELSA</li> </ul>

## 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: £26, 524 (some of this provision is also being supported by other funding sources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training to become Communication Friendly School (ELKLAN). INSET delivered in stages over the year to all staff (including non-teaching).	Supported by local authority and recognised nationally as an effective programme. EEF Oral Language interventions EEF Toolkit- Metacognition	1 2 3 6
Whole school focus on Oral Curriculum through INSETs on modelling high standards of language in every lesson.	EEF Toolkit Oral Language Clearly, without a strong command of spoken language, pupils will not develop comprehension skills and will not be able to write and use language to an expected standard.	1 2 3 6
Whole school project (SDP) on raising standards in writing across the school, with particular focus on getting lower achievers to expected.	Based on Local Authority action research- based initiative. Success with a similar school- based project last year (targeting a different group of pupils).	1 6
Purchase of new phonics led reading books across KS1 DfE validated Systematic Synthetic Phonics	DfE guidelines on phonics EEF Toolkit Strand Phonics EEF EYFS: Early Literacy approaches & Communication & Language approaches New approach provides strong evidence that phonics -based approach to reading has a positive impact on decoding for younger pupils.	1 3 6
UPS booster teacher for reading groups across two year groups	EEF Toolkit; Communication Intervention – small groups	1 4

	EEF Toolkit: Reading Comprehension Strategies	
Targeted focus input from class teachers during 30 min singing - cost being HT cover	EEF Toolkit – small group tuition or 1:2	1 4
Continuous Provision as SDP focus EYFS/Y1	EEF EYFS Toolkit: Play based learning shows high impact on language and communication	1 2 3 4
Maths Hub training for class teachers (KS1 specific/KS2 four days number/mastery)	Training is run by nationally recognised bodies. White Rose/ Maths Hub. DfE non- statutory guidance recommends evidence- based approaches. Evidence shows that unless pupils have basic number awareness and place value, they struggle later with reasoning & application. EEF Toolkit: Mastery Learning	4 6
Training for two teachers on differentiation for SEND in writing (one KS1/one KS2 teacher)	Evidence that some pupils are not reaching their potential in writing as lessons need to be tailored more to their needs. This training will explore different strategies. Access to curriculum is crucial for success – school experience EEF Toolkit: Literacy & Learning Styles	1 6
UPS teacher leading in confederation project on metacognition.	EEF Toolkit – Metacognition & self-regulation shows that progress is accelerated if teachers have a clear understanding of how pupils learn, together with good questioning skills.	1 4 6
Forest School provision Increased provision for EYFS focusing on teamwork and language development	One highly trained TA and a FS trained teacher lead Forest School activities. The Forest school is running four afternoons a week. The programme includes children from both key stages. It is giving additional learning opportunities and experiences to targeted children and develops team and communication skills in many other children. Programme has been adapted this year to ensure that EYFS has language focused learning incorporated, motor skills and	1 2 6 7



	<p>vocabulary building. Phonics learning will be assimilated. Additional time has also been allocated to KS1 children and emphasis on vocabulary building and social skills. Y1 teacher trained to be able to target the FS learning to children’s individual needs. Focus is on learning in the outdoor environment, motor skills and social and communication skills. We would expect to see enhanced confidence and self-esteem leading to a greater readiness for learning in the classroom. Children are encouraged to think out of the box and to operate outside their personal comfort zone. The programme also develops an awareness of the natural environment and encourages children to make sensible life choices.</p> <p>EEF Toolkit: Outdoor Learning EEF Toolkit: Collaborative Learning</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 49,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI training for EYFS support staff	<p>NELI training is a nationally recognised programme – with proven impact. The focus is on developing language and communication skills.</p> <p>EEF Toolkit: Oral language interventions. EEF Toolkit: EYFS Communication and Language</p>	1 2 6
ELKLAN training to support Communication Friendly School	<p>ELKLAN is a nationally recognised programme which focuses on supporting pupils to build vocabulary and language skills. Whole school immersion is shown to have impact.</p> <p>Oral language interventions. EEF</p>	1 2 6
Maths tutoring UPS teacher for Maths groups	EEF Toolkit – small group tuition	4

across five year groups (boosters and small teaching groups)	EEF Toolkit – mastery	
UPS teacher for grammar groups in Y6	Diagnostic tests and regular assessment – sound grasp of grammar feeds into writing - school evidence	1
Speech and Language Facilitator to focus mainly on KS1 pupils & those who have gaps in KS2 Diagnostic testing WellCom. The S&L facilitator targets children whose language levels are below national expectations. Recognised programmes focus on expressive and receptive language in small groups and occasionally one to one.	WellCom data gives a very clear picture of each child’s expressive and receptive language. It highlights gaps in comprehension and vocabulary. Nationally recognised as an effective programme. EEF Toolkit: Oral Language Interventions	1 2 6

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

Budgeted cost: £ 28,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in developing and embedding Trick Box (personal development and wellbeing programme) Pupil/School/Family programme Four strands: <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Communication</li> <li>• Calm</li> <li>• Creative</li> </ul> New resources purchased for EYFS/Nursery Y6 Mentor Team introduced	Trick Box philosophy to support communication, calm, creativity and confidence – all skills to improve life chances – SDP Parent feedback both from attendance at a workshop and when delivered online during lockdown, has been very positive feedback. It is based on giving pupils skills to find solutions to tricky situations to promote autonomy, independence and well-being.  Extensive national research shows that positive mental health links directly with resilience, autonomy, confidence, healthy relationships and consequently greater opportunities and success in adult life.	1 2 6 7

<p>Refresher training for new staff</p>	<p>The Children’s Society  Dept of Health &amp; Social Care  EEF Toolkit: Social and Emotional Learning (high impact)  EEF Toolkit: Behaviour  EEF Toolkit: EYFS Self-Regulation strategies  EEF: Oral Language interventions</p>	
<p>HSLW support for families</p> <p>Also running a Young Carer Programme</p> <p>Also running a Rainbow group (loss/bereavement)</p>	<p>Parent survey and feedback shows that this outreach is valued and is highly effective for some vulnerable families. Parent feedback</p> <p>HSLW supports families with emotional &amp; emotional needs both in the long and short term. Also support with attendance and home routines. Access to support groups in the community.</p> <p>Research shows that childhood experiences affect a child’s life chances going forward. Many children with mental health issues have a parent with a history of mental health.</p> <p>EEF Toolkit: Parental Engagement</p>	<p>2 5 7</p>
<p>ELSA support for vulnerable pupils</p>	<p>Parent, teacher and pupil feedback show that in most cases, pupils are supported effectively to develop skills to manage their anxieties or behaviour choices and move forward positively.</p> <p>National recognised programme with ongoing support for practitioner</p> <p>EEF Toolkit: Behaviour Interventions  EEF Toolkit: Self- regulation strategies</p>	<p>1 2 6 7</p>
<p>Curriculum Cookery in three year groups supporting healthy lifestyles</p>	<p>Children work in groups and develop teamwork and social skills, numeracy, DT and life skills. A progression of skills is evident throughout the programme.</p> <p>All children participating should begin to develop a greater awareness of the choices which are available to them regarding food and eating healthily. We aim to equip them to make the right choices around health in the future. For some children this will be a completely new experience. Groups are chosen carefully so that some children lead,</p>	<p>1 2 4 7</p>

	and others are encouraged to participate in social interaction. <b>School evidence</b>	
Regular Yoga sessions to support pupils in regulating their emotions and	Recognised as effective in supporting all children to regulate their emotions. Yoga was well received during lockdown (online) and helped children to deal with frustration/anger/poor behaviour choices. <b>EEF Toolkit: EYFS Self-Regulation strategies</b> <b>EEF Toolkit: Behaviour</b> <b>Parent/Pupil/Teacher feedback.</b>	2 6 7
Payment for identified clubs, after school/breakfast, school trips/visits and wider opportunities. Holiday Clubs.	All pupils should have equal access to cultural capital. Greater exposure to different experiences/opportunities, widens horizons and aspirations. <b>Our experience and knowledge of families indicates we need to finance these cases.</b> <b>EEF Toolkit: Extending School Time</b> <b>EEF Toolkit: Social and Emotional Learning</b>	2 7

**Total budgeted cost: £ 103,972**

## Part B: Review of outcomes in 2020-2021

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the academic year 2020-2021, there was a second national lockdown. During this period, pupils considered by the school to be vulnerable or disadvantaged (whether eligible for the premium or not) were invited into school to attend lessons. The majority of our most vulnerable and disadvantaged were in school for the whole of the second lockdown. As a result, any achievement gap did not increase due to covid- 19. Where this was not possible, the school made sure that every child had access to a device for home learning.

The school's curriculum provision was posted on Microsoft Teams. It followed the full school day with bespoke recorded lessons and included a live meet with the class teacher each day. Individual contact was made with those considered more vulnerable or those reaching out for more support. Using Teams, staff were able to monitor engagement and give feedback/support. Any pupil not engaging with learning was contacted almost daily to identify the issues. In some cases, pupils were then encouraged to come into school.

All families were contacted by phone regularly, with more vulnerable receiving more support. The HSLW worked many additional hours to support families during this time and this was supported by the deputy head and SENCo. Home visits were made in a few cases.

Throughout the lockdown, a full wellbeing programme was included in provision, with Trick Box sessions, bespoke yoga sessions and materials to support parents with home learning. We created explanatory videos for parents to understand how to support their child's wellbeing using these resources. Forest School/outdoor learning activities and challenges were also included which had very good participation. Our home learning survey following the second lockdown was really positive with 97% of responding families stating that they were pleased with the remote learning and felt that their child engaged.

During the holiday periods over 2020- 2021, all vulnerable pupils were offered places at an external sports and activity club held at school- 19 pupils took this up.

Over the year, three staff members were trained in ELKLAN communication programme. This has now been extended into 2021 and will form the basis of becoming a Communication Friendly School.

Forest School sessions, yoga and sports clubs continued in school as soon as lockdown ended.

For the two terms that we were in school, we used catch-up allocation to fund a senior

teacher for small groups in Maths from Y2- Y6. Small group boosters were also providing catch up in Reading and Grammar. Other provisions such as: Cookery/ELSA also continued throughout the year. Clubs ran in bubbles and vulnerable pupils were offered places. After school provision continued and where applicable places were provided.

Attainment in Y6 (no SATS)

READING EXP	READING GD	WRITING EXP	WRITING GD	MATHS EXP	MATHS GD	COMBINED EXP	COMBINED GD
91% (all)	54%	81%	27%	78%	35%	78%	21%
66% (PP)	-	33%	-	44%	-	33%	-

### Externally provided programmes

Programme	Provider
Language Focused: NELI/ELKLAN/ Communication Friendly School Helen Arkell dyslexia	National programmes Local authority Helen Arkell Centre
Trick Box Wellbeing & Resilience	Created by Bournemouth University

