

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 for the 2022-2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022- 2023 2023- 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Dunning
Pupil premium lead	Sarah Marshall
Governor / Trustee lead	Sally Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,200
Recovery premium funding allocation this academic year	£3, 700
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£57,900

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's some of our most vulnerable and disadvantaged families are not entitled to Pupil Premium Funding while other pupils who receive the Premium are high achievers who exude confidence in all areas of school life. We are careful to look at each pupil's needs individually to assess what additional provision could enable them to develop further as an individual. The overriding priority is attendance and as such, we work closely with families to support emotional health and wellbeing so that pupils can succeed in their learning. We know our pupils and their families well and as such we aim to anticipate and remove potential barriers to success.

The purpose of the funding is to ensure that no pupil is disadvantaged in any way in school due to financial constraints. The aim is to narrow any achievement gap or aspirational opportunity between these pupils and their peers. Pupil Premium funding enables a range of intervention, support and enrichment activities to take place. Expectations for each child are realistic and achievable. 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 learning. Another goal may be to realise potential in a natural talent such as music or sport.

High quality adaptive teaching and high expectations for every child are the route to good progress. We set ambitious targets and our decisions are steered both by robust diagnostic assessment and our in-depth understanding of each pupil'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. Senior leaders also hold regular pastoral meetings to ensure that every decision is triangulated and in the individual pupil's best interest.

Additional funding streams are added to this money to ensure that we can support other vulnerable children, such as those supported by a social worker or those identified as a young carer.

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.
- To address the emotional and academic needs of a sizeable group of Ukrainian pupils entitled to the Premium funding.

Challenges

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 particularly impacts achievements in reading, grammar and writing. 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 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)
3	Assessments show that for some children in this group, the application of phonics teaching to reading takes longer and therefore slows progress across the curriculum (ongoing phonics screening and reading band progress)
4	Assessments show that for some children in this group, fluency in number is slower. 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	Social and emotional needs within the family which impact a pupil's wellbeing and hence, progress. Owing to a range of circumstances (which can be extreme) some families have compromised 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.
7	Our registers and pupil voice tell us that there is a lower participation in extra-curricular activities vis-a-vis pupils who are not disadvantaged. This is not always related to financial circumstances but more from limited previous life experience and aspiration.

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
<p>1. Improved language and communication skills among disadvantaged pupils throughout the school.</p> <p><i>Consistent with oral curriculum focus on SDP (2021- 2023)</i></p> <p>Any gaps in language acquisition among disadvantaged pupils are identified. Aspirational targets and focused interventions result in accelerated progress.</p>	<ul style="list-style-type: none"> • Pupils enter Y1 with expected GLD – meeting national expectations. • EYFS pupils on expected book band entering Y1. • KS1/KS2 summative data/GL data (KS2) • Pupils making expected progress vis a vis peers on similar starting points. <p>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. Pupil voice – learning walks (inc govs)</p>
<p>2. Close gap in social engagement and wider participation</p> <p><i>Consistent with emotional wellbeing and oral curriculum focus on SDP (2021- 2023)</i></p>	<ul style="list-style-type: none"> • Disadvantaged pupils participate fully in extra -curricular activities and cultural opportunities. • Language facilitator assessments show progress (ELKLAN) – EEF • Staff report positive results from Communication Friendly Setting strategies (LA evidence) • Families and pupils engaging with Trick Box strategies • Families and pupils engaging with HSLW
<p>3. All disadvantaged pupils make accelerated progress in phonics acquisition, reading (inc comprehension) writing and grammar/spelling</p> <p>All disadvantaged pupils on the SEND register make good progress from individual starting points</p> <p><i>Consistent with SDP target (writing)</i></p>	<ul style="list-style-type: none"> • Bespoke Phonics program targets needs of disadvantaged pupils (including interventions) • Pupils make good progress from EYFS– (meet national expectations) • Progress meetings /end year outcomes. • Y1 pupils pass the phonics screening (Summer 2023) • Y2 retake pupils pass the phonics screening • Unless specific learning needs, all PP children reach at least expected in end KS1 SATS.

	<ul style="list-style-type: none"> • Evidence based interventions, including precision teaching show progress (EEF) • All pupils on year end expected book band (minimum) • End KS2 – all PP pupils reach targets • All triangulated with evidence from progress meetings/observations/ social and emotional interventions • Positive engagement from parents – SENCO/class teacher
<p>4. To close any gaps in Maths attainment and progress</p> <p><i>Consistent with SDP target Maths basic skills</i></p>	<ul style="list-style-type: none"> • All disadvantaged pupils reach expectations in Reception number goals • Target interventions show impact in progress • All disadvantaged pupils reach at least national expectations in KS1/KS2 SATs • All disadvantaged pupils achieve high scores in Y4 tables test • Assessments show improvements in acquisition of basic number skills • Higher scores in end of unit assessments. Improved scores in reasoning section of maths papers. • EYFS – all pupils reach GLD in number/shape (vis a vis entry data) • KS1 – all disadvantaged pupils reach expected (vis a vis EYFS data) in number • KS2 – Y4 multiplication tests/GL data/KS2 SATs – all disadvantaged meet targets
<p>5. To improve attendance of a few disadvantaged pupils – aiming for a national average of 96%</p> <p>Increased attendance rates for pupils eligible for PP. (This is tracked individually and as a group)</p>	<ul style="list-style-type: none"> • Attendance is improved and in line with school average (above national average) • Families engaging with HSLW & LA attendance officer • Those on attendance radar have made significant improvements from 2021-2022 – 2023- 2024 • Qualitative data from pupil/parent voice • Engagement with attendance officer & HSLW

<p>6. To achieve and sustain positivity and improved wellbeing for all pupils, particularly disadvantaged pupils</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing and confidence in using Trick Box strategies • Parents on board with Trick Box • LA PSHE survey feedback • Increased participation in extracurricular activities from disadvantaged group • Feedback from targeted interventions (Forest School, Language Facilitator) show improved wellbeing • Positive feedback on ELSA interventions
<p>7. To improve participation in extra-curricular activities and raise aspirations around opportunities We aim to develop aspirations among this group of pupils/families. Engagement is monitored and encouraged both directly with pupil and parental contact, where appropriate.</p>	<ul style="list-style-type: none"> • Families agree to participation in clubs/trips/experiences. • Positive engagement with staff/HSLW • Financial barriers are removed

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: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Rigorous school effectiveness supporting all staff through observations, training and 	<p>Quality First Teaching with high expectations for all and incorporating an adaptive approach (Sutton Trust)</p> <p>Using Pupil Premium: guidance for school leaders (March 2022)</p> <p>Clicker 8/ELKLAN/NELI (EEF) - recognised as effective interventions/tools</p>	<p>1, 2, 3, 4</p>

<p>regular INSETs</p> <ul style="list-style-type: none"> • Monitor progress and identify support through termly pupils progress meetings and staff appraisal process • Phonics program adapted to learners' needs and starting points • Expertise from KS2 lead as qualified LA writing moderator • Strong links with Nursery and Reception • Develop expertise in teaching EAL pupils 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1672335169</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p>	
<ul style="list-style-type: none"> • Rigorous School Effectiveness Programme to continue to support all staff through regular observations. • Joint INSETs with confederatio 	<p>Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact. EEF guidance report: <i>Effective Professional Development</i></p> <p>NFER Research shows that a whole school ethos of high attainment for all pupils, high quality first teaching and</p>	<p>1,2,3,4</p>

<p>n schools to share expertise on different areas of teaching expertise (including metacognition)</p> <ul style="list-style-type: none"> • Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process. • Provide staff at all levels with high quality CPD both through internal/external input <p><i>Training will include areas pertinent to additional needs, both cognitive, emotional and physical</i></p>	<p>meeting individual needs are the most effective ways to ensure disadvantaged pupils achieve highly.</p> <p><i>Using Pupil Premium: guidance for school leaders (March 2022)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Barnado's: Better outcomes for more children</p> <p>EEF: 5 Specific Approaches for SEND in mainstream</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Experienced teachers to support small groups in Maths and Reading 	<p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> Experienced teachers to support Maths/Reading/SPAG 	<p>(individual instruction/mastery/reading comprehension techniques)</p> <p>Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to personalised feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs.</p> <p>Using Pupil Premium: guidance for school leaders (March 2022)</p>	
<ul style="list-style-type: none"> Embed the Clicker 8 programme across the school 	EEF – interventions to support language	1,2,3,
<ul style="list-style-type: none"> Embed ELKLAN (& NELI) and CFS across school 	<p>EEF Toolkit – effectiveness of oral language interventions, including structured questioning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,7
<ul style="list-style-type: none"> Targeted support (academic & pastoral) for Ukrainian pupils 	There are pupils who have needs beyond our normal skillset.	1,2,3,4, 6

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

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trick Box Personal Development Programme – to be extended to include pupil mentors and workshops for parents led by staff who have been specially trained .	<p>Children's Society – children's mental health</p> <p>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.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF – Early Years Toolkit</p>	1,2, 3,4,5,6, 7

	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>Feedback from parents/secondary school</p>	
<p>Transition support courses led by HSLW and ELSA (identified) & Transitional programme for all Y6</p> <p>HSLW and ELSA support for families and pupils</p> <p>Rainbow programme (loss/bereavement)</p> <p>Young Carers support</p>	<p>EEF</p> <p>Effectiveness of behaviour, self- regulation and SEM interventions</p> <p>Feedback from parents/pupils/staff/</p> <p>National recognised programme for supporting wellbeing in schools.</p> <p>Better Outcomes for more children- Barnados</p>	5,6,7
<p>Forest School and outdoor learning both whole school and specific support groups</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>Feedback from staff, pupils, parents. This is an integral part of our curriculum and provides many enhanced learning opportunities.</p>	1,2,3,4,5, 6, 7
<p>Yoga for all to support self - regulation and wellbeing</p> <p>Curriculum cookery to support healthy lifestyle choices</p>	<p>EEF- collaborative learning- pupils work in groups to develop teamwork, social and numeracy skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

Total budgeted cost: £57,900 (+ additional spend supported by other funds)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using the Early Learning Goals, national phonics assessment, key stage SATS performance data, GL data in three year groups and our own regular internal assessments. Our bespoke phonics program resulted in 97% pass rate in Y1. Results for disadvantaged pupils were in line with other pupils.

At KS2, results exceeded national and Surrey and disadvantaged pupils' results were in line with their peers in school. In Y6, 30% of the disadvantaged group achieved greater depth across the key subject areas. Y4 multiplication tests were just in line with average and highlighted some gaps in these basic skills, however there was no significant gap between disadvantaged pupils and their peers. We used our catch up and tutoring money to finance an experienced teacher to lead small group tuition in Maths and Reading. We also had input from a secondary Maths teacher.

The results were evidence of the high-quality and well-planned provision for learning during two covid lockdowns. During covid, we targeted all pupils who we felt would benefit from being in school during lockdowns (including disadvantaged pupils). We made a decision to accept big keyworker/disadvantaged groups but as a consequence, the attainment gap did not increase – this was not the national picture.

During the second lockdown, we delivered the full curriculum and an extensive parent survey confirmed that 95% of families were very satisfied with their child's learning experience during lockdown. In addition to the full curriculum, we included many tasks embracing the arts and there was also a big focus on wellbeing. Parents were very satisfied with the recorded yoga, Forest School activities and Trick Box presentations targeted to their child's age. Many families were supported by our HSLW and school computers were loaned.

Areas that were impacted by lockdowns were language and communication in Reception and KS1, but the ELKLAN training and Communication Friendly School was a whole school focus and staff received extensive training on questioning skills which supports pupils with language development needs. This will be on-going. In spite of covid absences our staff were still able to complete high quality training.

One teacher joined a local Maths Hub for training over several days and our English lead qualified as a local authority KS2 writing moderator. Our history lead also gained a fellowship with the Historical Association. A TA completed a year-long Level 5 course in supporting pupils with dyslexia. All of this expertise has filtered down to the wider body of staff and had an impact on teaching and learning.

Some of our families had not had any input on the Trick Box programme so this was not rolled out and embedded as quickly as we'd hoped. This continues to be on the SDP going forward.

Attendance for a few disadvantaged pupils continues to be on our radar but the group as a whole is brought down by a few individuals whose families are being supported by the school. Long covid has been a factor.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pupils who were eligible were in booster groups according to their needs. (Reading and Maths)

The impact of that spending on service pupil premium eligible pupils

Service pupil achieved their targets.

Further information (optional)

At St Peter's we aim to make learning as exciting as possible. We have an extensive outdoor environment which we use to meet learning objectives in different ways. There are many clubs spanning sports, the Arts and other curriculum areas. Disadvantaged pupils are actively encouraged to develop extra curricula interests. We also have a full programme of school trips, visitors and events. No pupil will lose out on these opportunities because of their family's financial circumstances.

As a school we hold several whole school awards which prompt us to be constantly developing our curriculum and pedagogy. School awards such as Artsmark, Sports Mark Gold, The British Council's International Award, The Fairtrade Achiever Award, The RE Quality Mark Gold, Healthy Schools and the Eco Green Flag are not achievable unless a school is totally committed to raising standards and providing opportunities for all pupils. One of our development goals for this year is to move to Artsmark Gold. We feel that the cultural capital we promote in school, provides rich experiences which in turn, raise aspirations for all pupils.

In addition to the initiatives mentioned in our strategy, we use other funds to make sure that pupils have all of the equipment they need to be able to participate fully in school life. Among other things, these funds may cover study books for SATS, school uniform, swimming lessons or a four-day residential trip.

Disadvantaged pupils are always given priority (dependent on needs) for additional support groups and interventions, which may be focused on reading, maths or wellbeing.