

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 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	420
Proportion (%) of pupil premium eligible pupils	11%
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 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Sarah Dunning
Pupil premium lead	Sarah Marshall
Governor / Trustee lead	Sally Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this year	£ 67,200
Recovery premium funding allocation this academic year (April 23 – March 24) + School Led Tutoring Grant	£ 8,265 + £3375
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this financial year	£ 78, 840

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the funding is to ensure that no pupil in school is disadvantaged in any way 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.

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. With a relatively low percentage of pupils eligible for pupil premium, we do not refer to a generic 'group' as each child's targets will be different. While our strategy is broadly over three years, we tweak according to the needs and numbers of pupils in each year group.

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. 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 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.

For some pupils, an 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.

Our approach is consistent:

- to provide high quality teaching for all learners with a focus on areas where disadvantaged pupils need support;
- to identify barriers to progress and implement/ monitor effective interventions and strategies;
- to promote a whole school approach in which every staff member has high expectations for every child;
- to ensure that every child has access to an inspirational curriculum and wider opportunities;
- to address the emotional and academic needs of a pupils affected by anxieties or trauma; and
- to adopt an holistic approach based on our extensive knowledge of our pupils and their families.

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. Some pupils in this some in this group have less access to enrichment outside school which has further exacerbate 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 sometimes 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 75% 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 well-being and hence, progress. Owing to a range of circumstances (which can 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 60% 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 lower aspirations, unawareness of what opportunities exist and a reluctance to step out of one's comfort zone .

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, communication and skills among disadvantaged pupils throughout the school	<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. • 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 govts)

<p>2. Disadvantaged pupils making accelerated progress through focused interventions (academic and social) . The gap is closed in social engagement and wider participation.</p>	<ul style="list-style-type: none"> • Pupils participating actively in learning and engaged in wider curriculum. Taking up wider opportunities.
<p>3. All disadvantaged pupils make accelerated progress in phonics acquisition, reading (inc comprehension) writing and grammar/spelling https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<ul style="list-style-type: none"> • 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. • All pupils on year end expected book band (minimum) • End KS2 – all PP pupils reach targets
<p>4. Improved Maths attainment/progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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 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 • Impact of Zones of Regulation/ Speak Group • Parents on board with Trick Box • LA PSHE survey feedback • National wellbeing project participation <p>Increased participation from disadvantaged group</p>
<p>5. Increased attendance rates for pupils eligible for PP – aiming to be in line with whole school attendance. (This is tracked more individually than as a group as one pupil’s attendance can have a big impact on the group as a whole.)</p>	<ul style="list-style-type: none"> • Those on attendance radar have made significant improvements from 2021-2022 through 2023- 2024 • No new issues from disadvantaged group • Qualitative data from pupil/parent voice • Improved engagement with EWO & HSLW
<p>6. All disadvantaged pupils on the SEND register make good progress from individual starting points. This group represents approximately 30% of disadvantaged group.</p>	<ul style="list-style-type: none"> • Positive engagement from parents – SENCO/class teacher
<p>7. To improve participation in extra- curricular activities and raise aspirations around opportunities. We aim to develop aspirations around opportunities.</p>	<ul style="list-style-type: none"> • Families agree to participation in clubs/trips/experiences. Positive engagement with staff/HSLW • Registers show increased club/residential participation. • Pupils take up opportunities for additional responsibilities.

	<ul style="list-style-type: none"> • Positive pupil voice • Positive parent voice
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of Learning Journeys across foundation subjects which outline a topic in context of whole school experience and outlines assessment questions.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</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/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011)</p> <p>ECF underpinned by strong evidence base as referenced in pages 26- 42 of The Early Career Framework</p> <p>Using Pupil Premium : guidance for school leaders (DfE) P8 (knowledge based learning)</p>	1, 2, 3
Training for Maths lead through local Maths Hub	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,4
Training for new subject leads and	<p>file:///C:/Users/marsh/Downloads/EEF-Implementation-Recommendations-Poster.pdf</p>	1, 2,3,4,5,6,7

those seeking career development (NPQs) including visits to other schools		
Review of Reading Comprehension strategies across the school & investment in new books for classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading Framework (DfE July 2023)	1,2,3
CPD feeding into Artsmark Supporting health & wellbeing of pupils through arts, culture & creativity	file:///C:/Users/marsh/Downloads/EEF-Implementation-Recommendations-Poster.pdf https://www.artsmark.org.uk/about	1,2,3, 6,7

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group tutoring (maths/Reading)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,
Speech Link	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,

EAL support for a group of refugee pupils (Native speaker TAs)	https://www.bell-foundation.org.uk/eal-programme/about-the-eal-programme/	1,2, 6,7
NELI	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language	1,2,3
Literacy for All	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Using Pupil Premium : guidance for school leaders (DfE) p8 Targeted academic support	1,2
Trick Box continuing to be incorporated into the learning day – to enhance attitudes to learning and a ‘can do’ attitude (resilience and positivity)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?utm_source=/early-years-evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=s Using Pupil Premium : guidance for school leaders (DfE) p8 wider strategies	1, 2, 5, 6, 7

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

Budgeted cost: £ 33,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
HSLW Partially funded from PP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2,5,6,7
EBSNA training	National crisis situation - Children's Commissioner and Government advice https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5, 6
Trauma training to be cascaded throughout school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5,6
ELSA training (new to role)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 5,6,7
Mental Health Lead Training	Government recommendation that every school has a named Mental Health Lead https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding	5,6

<p>Participation in national wellbeing project</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence of impact from Place2Be/London School of Health and Tropical Medicine</p> <p>Barnado's : Better Outcomes for more children</p>	<p>5,6,7</p>
<p>Diversity training to be cascaded throughout the school</p>	<p>file:///C:/Users/marsh/Downloads/EEF_Feedback_Recommendations_Poster.pdf</p> <p>Fits with our school vision/ Inclusion and will further promote a culture of respect which reduces stigma and promotes a sense of belonging. Whole staff engagement and empathy.</p>	<p>5,6,7</p>
<p>Specialised Forest School Groups Both nature and curriculum focused learning Partially funded through PP</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 78,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils over the 2022- 2023 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.

In YR, GLD overall was above national average however attainment for children in the group entitled to PP was slightly lower than the school's average but higher than the national average.

Our bespoke phonics program resulted in 95% pass rate in Y1. Pupils met their targets. Aside from those with high SEND, 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 all pupils reached their targets with 80% achieving at least expected in reading/maths and 60% in writing. Greater depth in RWM was achieved by 20% (one child) of PP pupils (against 13% for the year group). Twenty percent (one child) did not achieve expected but left us temporarily to attend specialist provision. Clear progress was made in other areas. The national Y4 multiplication tests were in line with national average. This group of PP pupils scored below their peers but there are reasons why the average was pulled down.

Our small group tutoring in KS2 was very effective with all pupils reaching their targets in reading and maths.

Training focusing on pupils' wellbeing and emotional needs had an impact in that all classroom staff are now skilled at being able to pitch their interactions with pupils at the right level (Emotion Coaching). This was further supported by the continuing focus on the school's role as a Communication Friendly School. The push on Trick Box (including two six -week courses for parents) contributed to the success we have had with ensuring identified pupils attend school. Those attending put themselves forward for support in helping their child to become more resilient. Excellent feedback from the parents who attended.

Externally provided programmes 2022- 2023

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Emotion Coaching for all classroom staff	Surrey LEA (lead EP)

Trick Box coaching (to lead parents' courses)	Trick Box Personal Development
Trauma Training for specific staff	Surrey LEA (lead EP)
Communication Friendly School	Surrey Specialist Teaching Team

Further information (optional)

We adjust the emphasis on themes within our strategy to suit specific cohorts and individual children. In addition to the strategies mentioned, we also have a Home School Link Worker who works closely with some of our PP pupils and their families. We also have a qualified Play Therapist on site and access to other therapies. Where there is a need we do our best to source the provision. Our Forest School/Outdoor Learning has been established for several years and we have three qualified practitioners on our staff. This has evolved over time to support much of our curriculum learning with relevant and stimulating activities. We also hold the Young Carers' Angel Award and have started outreach activities with another local school.

A range of targeted interventions are provided in school (both to accelerate academic progress and enhance wellbeing/emotional needs). Training is on-going to ensure that all staff understand the intended outcomes of any intervention they deliver.

We are always reviewing our curriculum provision so that it evolves to meet our pupils' needs. Over this year, we are looking at our planning through the creation of Learning Journeys which aim to link up learning across year groups and put a focus on knowledge acquisition and development of skills. This is an on-going initiative.

We are also hoping to be involved as pilot school for a national wellbeing project.

We hold several whole school awards which mean that we are constantly assessing our whole school practice and self-evaluating. We identify any areas where we need to improve and ensure that all curriculum and extended opportunities are available to all pupils, prioritising disadvantaged pupils where we know there would be a good match.

Opportunities for additional experiences such as workshops, clubs, on site holiday/sports clubs and cultural experiences prioritise pupils who are entitled to the PP funding. Equipment and uniform is provided where needed and we make places available in our breakfast/after school club where we feel it would benefit a pupil's experience or circumstances.

We also use other income sources to ensure that no child entitled to this funding is disadvantaged due to financial constraints.