

Pupil premium strategy statement – St Peter’s Primary Academy 2023-24

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	134
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Matthew Seex
Pupil premium lead	David Castledine
Governor / Trustee lead	Zoe Heath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,685
Recovery premium funding allocation this academic year	£1,740
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,425

Part A: Pupil premium strategy plan

Statement of intent

At St Peters CofE Primary Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. Our objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly during pupil progress meeting. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency.
2	Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
3	Pupils unable to self-regulate and manage emotions in an age appropriate way.
4	Pupils achievement in wider curriculum subjects is not in-line with non-PP pupils due to deficit in cultural capital.
5.	Not all children engage fully in school life and a lack of enrichment opportunities
6.	Poor Attendance/ punctuality of some PP

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
Continue to develop Little Wandle phonics programme, in particular the catch- up programme, shows an increase in PP pupils passing the Phonics Screening Test in Y1.	Three year increase in the PP Y1 pass rate with pupils achieving well above national expectations.
Ensure that PP children with gaps in learning have been identified and receive additional tutoring sessions and additional input from teaching assistants.	Pupil data shows an upward trend of PP pupils achieving at expected and Greater Depth levels.
PP children to be able to access the wider curriculum along with non PP children and have opportunities to develop and sustain their cultural capital.	Assessment data shows an upward trend in PP children achieving in line with non-PP in wider curriculum subjects. All PP children to have opportunities to take part in educational visits and trips.
PP children with additional emotional needs to be identified and support in school where needed.	Mental Health First Aiders trained to have in depth understanding of mental health and the factors that can affect wellbeing and practical skills to spot the triggers and signs of mental health issues. PP children are working at their right time age for their emotional development.
Wider and improved involvement in school life	Sustained levels of wellbeing - evidenced through participation, improved attendance /punctuality/ pupil voice

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: £2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Little Wandle	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Subscription to Times Tables Rockstars and Numbots	Programmes provide adaptive, individualised practise and can be reinforced at home. PP students have access to appropriate technology to use the app. Key number fluency skills are the building blocks of the mastery approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Subscription to Spelling Shed	Programmes provide adaptive, individualised practise and can be reinforced at home. PP students have access to appropriate technology to use the app. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
Continued training of staff on Little Wandle to support phonics quality first teaching and interventions – including training	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:	1

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

Budgeted cost: £10,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through analysing summative assessment data, provide intervention to the children who require catch up and more targeted intervention. Closely monitored by SLT. Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	<p>2</p>
<p>The use of Tas/ additional teaching staff in classrooms to support target children and offer targeted interventions – across the key stages in phonics, reading, writing and mathematics</p>	<p>' EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months progress' Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>2 and 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 2</p>

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

Budgeted cost: £9790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before/After school club with a particular focus on appropriate social skills and sport activities. Funding for peripatetic music lessons</p>	<p>Index of Multiple Deprivation at 1.5. Many pupils do not have access to activities which promote cultural capital.</p> <p>To provide a broad and balanced curriculum to all children.</p> <p>Equality and inclusion are at the core of our safe and caring community.</p>	<p>4,5 and 6</p>
<p>Subsidised Visits/Visitors</p>	<p>Index of Multiple Deprivation at 1.5. Many pupils do not have access to activities which promote cultural capital.</p>	<p>4</p>
<p>Purchase of uniform and PE kit</p>	<p>Equality and inclusion are at the core of our safe and caring community.</p>	<p>5</p>
<p>Support increase in self-esteem through equal opportunities. Develop spiritually and academically. Release for teacher to deliver Nurture.</p>	<p>Equality and inclusion are at the core of our safe and caring community.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>SCARF scheme of work to provide structured pastoral programme tailored to each class.</p>	<p>Remove barriers that prevent children from being ready to learn through a taught curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>

Total budgeted cost: £ 22,425

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have seen an improving uptake in extracurricular opportunities, particularly with peripatetic music lessons that we offer in school for children in Year 1 to Year 6. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still being significantly impacted due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils have shown progress from their starting points. With the next phase of this plan aimed at closing learning gaps further.

Maths

Autumn Data 2 x EHCP working below the EXP standard

30% PP children at WTS	40% PP children at EXP	10% PP children at GDS
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Summer Data 2 x EHCP working below the EXP standard

20% PP children at WTS	40% PP children at EXP	20% PP children at GDS
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Reading

Autumn Data 2 x EHCP below WTS

50% PP children at WTS	20% PP children at EXP	10% PP children at GDS
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Summer Data 2 x EHCP below WTS

30% PP children at WTS	30% PP children at EXP	20 % PP children at GDS
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Writing

Autumn Data 1 EHCP below WTS

60% PP children at WTS	20% PP children at EXP	0% PP children at GDS
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Summer Data 1 EHCP below WTS

40% PP children at WTS	30% PP children at EXP	10% PP children at GDS
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Externally provided programmes

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
Little Wandle	Little Wandle Letters and Sounds
Times Table Rockstar	Maths Circle
Spelling Shed	Literacy Shed
Literacy Shed Plus	Literacy Shed
Kapow	Kapow Primary
SCARF (PSHE/RSE)	Coram Life Education

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A