

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Peters CofE Primary Academy |
| Number of pupils in school | 164 |
| Proportion (%) of pupil premium eligible pupils | 5.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019-22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sarah Cockshott |
| Pupil premium lead | David Castledine |
| Governor / Trustee lead | Zoe Heath |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £13,450 |
| Recovery premium funding allocation this academic year | Recovery Premium - £2610 School led tutoring - £2,227.50 |

| | |
|---|--|
| | Carry over from previous academic year = £3,388.90 Total £8226.40 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,676.40 |

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 in line with non-PP pupils and cultural capital is developed and sustained. |

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 |
|--|---|
| Implementation of the Little Wandle phonics 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. |

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: £4002.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. 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 |
| Little Wandle CPD | 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: £11,754.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT. Pupil progress meetings termly. Regular monitoring of targeted interventions. | 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.' | 2 |
| Effective deployment of staff and Teaching Assistants to support | ' EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/teaching-assitants | 2 and 3 |

| | | |
|---|---|---------|
| key children and year groups. Teaching Assistant timetable re-evaluated to deliver intervention. | '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. | |
| Continue with BRP reading program – led by TA trained to deliver the program | Positive impact of BRP from Spring – Summer 2021 (see data) : | 1 and 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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 | 1 and 2 |

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

Budgeted cost: £5919.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Subsidised Visits/ Visitors | Index of Multiple Deprivation at 1.5. Many pupils do not have access to activities which promote cultural capital. | 4 |
| Mental Health First Aid Training (2 day course) | Mental Health First Aiders 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. The training gives first aiders confidence to step in, reassure and support a person in distress and the knowledge to help someone recover their health by guiding them to further support. | 3 |
| Nurture and Well being (groups and specific 1:1) | % of our pupils are not working at their right time age for their emotional development. | 3 |

Total budgeted cost: £21,676.40

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

BRP impact 2020/21

| BRP Progression | | | | | | | | | | |
|-----------------|-----------|--------------------|------------|----------|-----------------|----------------|------------------|---------------------|----------|----------------------|
| Pupil | Age | Reading Age Week 1 | Book level | Comp Age | Progress Week 4 | Level increase | Progress Week 10 | Reading Age week 10 | Comp Age | Total Level Progress |
| | 10.03mths | 8.05mths | Purple | 9.11mths | Grey | 5 | Red | 8.7mths | 9.11mths | 7 |
| | 10.06mths | 10.03mths | Lime | 12.0mths | Blue | 3 | Red | 10.8mths | 12+mth | 4 |
| | 6.03mths | 5.11mths | Pink | 5.11mths | Turquoise | 6 | Brown | 8.6mths | 9.04mths | 11 |
| | 6.03mths | 5.01mths | Pink | 5.10mths | Green | 4 | White | 7.6mths | 8.06mths | 9 |
| | 6.06mths | 5.11mths | Yellow | 6.8mths | Turquoise | 4 | Lime | 8.6mths | 8.09mths | 8 |
| | 6.06mths | 5.03mths | Pink | 5.6mths | Turquoise | 6 | Lime | 7.6mths | 8.06mths | 10 |
| | 6.09mths | 5.06mths | Yellow | 6.6mths | Turquoise | 4 | Brown | 9.9mths | 9.11mths | 9 |

Maths

Autumn Data

78% PP children at WTS

22% PP children at EXP

0% PP children at GDS

Summer Data

33% PP children at WTS

45% PP children at EXP

22% PP children at GDS

Reading

Autumn Data

78% PP children at WTS

22% PP children at EXP

0% PP children at GDS

Summer Data

33% PP children at WTS

56% PP children at EXP

11% PP children at GDS

Writing

Autumn Data

100% PP children at WTS

0% PP children at EXP

0% PP children at GDS

Summer Data

56% PP children at WTS

44% PP children at EXP

0% PP children at GDS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------------------|--------------|
| TT Rockstars | Maths Circle |
| Literacy Shed Plus/Spelling Shed | EdShed |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

