

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

Detail	Data
School name	St. Paul's CofE Primary School
Number of pupils in school	451 (including nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Carl Thornton
Pupil premium lead	Graham Longdon
Governor / Trustee lead	Lynn Unsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,934
Recovery premium funding allocation this academic year	£ 14,055
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	£151,989

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St. Paul's is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Whilst the promotion of quality first teaching will always be our priority, we acknowledge the fact that our most disadvantaged pupils need additional support in order to promote educational equity. In accordance with research carried out by the Education Endowment Foundation we believe that high quality intervention and feedback is key to closing the gaps created by disadvantage.

In addition to receiving high quality teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, we aim to provide disadvantaged children access with opportunities that will widen their aspirations, develop their confidence and increase their Cultural Capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows rates of progress in subsequent years.
2	Disadvantaged pupils who are in multiple vulnerable groups (Boys, SEN, Summer Born, Low Attendance) are making less progress than other pupils across FS, KS1.
3	Attendance rates for pupils eligible for PP are (below the target of 96.1%). This reduces their school hours and causes them to fall behind on average.
4	<p>Many pupils have developed social, emotional and mental health issues, linked to school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <ul style="list-style-type: none">• Referrals for support to the Behaviour Team and Educational Psychology service and STS have increased during the pandemic.• An increasing number of pupils currently require additional support with social, emotional and mental health needs, through small group interventions.• Some have 'forgotten how to learn' and need support in self-regulation.• children experiencing stress, anxiety, a loss of confidence and other social and emotional challenges. This is impacting children's ability to fully access learning to actively engage in wider learning opportunities.
5	Disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their success across the curriculum.

6	Children at all stages of their education have increased gaps in their phonic knowledge, which in turn is having a negative impact on progress in both reading and writing.
7	The child may not have access to high quality literature. <i>' we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.'</i> Education Endowment Foundation
8	Many families are experiencing financial barriers which are unprecedented. This is not only impacted the ability of parents to ensure their child is appropriately prepared for school, i.e. through the provision of uniform etc, but it is also having a significant impact on the stress experienced by parents, which in turn impacts children's well-being.
9	General knowledge, vocabulary acquisition and therefore educational equity may be affected if the family are unable to afford extra-curricular activities and outdoor visits.

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
Outcomes for all PP children improve, and GAP is reduced significantly.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Higher rates of progress across KS1 in English and Maths for pupils eligible for PP and in multiple vulnerable groups.	PP and PP+ (multiple indices) pupils make accelerated progress to close the gap in attainment. Measured by teacher assessment and moderation practices.
Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 6% or below. Overall PP attendance improves to 96.1% inline with target for all pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, that is particularly evident in EYFS. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification. Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.

<p>Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.</p>	<p>Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. Children will be closer to the level of their peers when it comes to talking about experiences and applying this to written outcomes.</p>
<p>Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.</p>	<p>Pupils will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.</p>
<p>Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and have developed a reading habit. They are reading at an age-appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.</p>	<p>Reading culture will be evident around school. All children will have access to a range of books. Parents will be more involved in their child's reading. This will be evidenced in home/school reading records. Children will talk confidently about literature and be able to articulate their love of reading</p>

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: £41,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the Read Write Inc approach across, Early Years, KS1 and LKS2.	Phonics and reading comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and comprehension particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,5,6
Purchase Fresh Start materials to support UKS2		
Peer coaching- Teacher /HLTA intervention small groups		
Reading for pleasure team to promote reading to hard-to-reach pupils	Ofsted strongly believe that unless we have a love of reading our reading progress and life changes will be limited.	7
Purchase books to update Knowledge Nook, Reading Hut and Reading corners which will engage disadvantaged reluctant readers		
Teacher coaching by DHT	Research tells us that high quality teaching can narrow the disadvantage gap EEF/ Effective Teacher Development	1,2,5
A4A to support all staff in skills and strategies to improve outcomes.		

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

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement for All to work on supporting all parents with interaction at home.	Parental engagement has a positive impact on progress. Tailoring school communications to encourages positive dialogue about learning. EEF/	3,4,8
Achievement For all to support the improvement of Home School		

communication through the development of structured conversations.	Teaching and Learning toolkit/parental engagement	
Part time HLTA to deliver high quality intervention to UKS2 disadvantaged children to ensure that they leave school ready for the next stage in their lives.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:	1,2,4,5,6
Allocate staffing to increase provision of interventions for children identified as having a need for improved communication and language.	EEF/ Teaching and Learning Toolkit/One-to-One Tuition	
Updated training & resources to deliver 1-1 or small group support for disadvantaged children with identified gaps in learning as a result of Covid 19 lockdown	EEF/Teaching and Learning Toolkit/Small Group Tuition	

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

Budgeted cost: £71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Thrive Approach. Online Subscription, training for, Licenced Practitioner and SLT strategic lead and whole school intro	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4,8
Counselling services through Sycamores		
Introduce Positive Impact for children with <u>high level</u> SEMH needs.		
Learning Mentor working with vulnerable disadvantaged families and offering support from school.		
Increase the capacity of pastoral team (Licenced Practitioner and Pupil Premium Champion) to support the lead teacher in the delivery of Thrive and other SEMH interventions.		
Provision of breakfast club clubs for disadvantaged children.		
Attendance officer and SLT to work closely with Warwickshire attendance Services to ensure that all children have good attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,8
Support PP children in accessing enrichment activities including Music and Extended visits.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum	9
Deliver high quality music provision through County & Music and Rock Steady.		

	EEF/Teaching and Learning Toolkit/Arts Participation	
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Total budgeted cost: £150,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Higher rates of progress across KS1 in Reading and writing for pupils eligible for PP and in multiple vulnerable groups RWI.

Whilst many children were out of school for a significant time due to Covid, we were able to support children with their phonics and those children who were in school were able to access class phonics. We were not able to deliver RWI as we would have liked in small groups determined by progress due to Bubbles and maintaining Covid safety. The assessment of the impact of this will come in the Autumn term.

100% of teaching to be at least good-Coaching and monitoring.

Despite Covid restrictions coaching and peer support continued to ensure good teaching across the school. Since the lifting of bubbles this peer to peer in class support has become a regular feature specifically in the teaching of mathematics and English and this is already having an impact.

Achievement for All to work on supporting all parents with interaction at home. A4A to support all staff in skills and strategies to improve outcomes.

We made a protracted start with A4A only to find earlier this term that it may no longer be continuing. We had started to look at how A4A could support us with parent interactions. During Covid Parent school communication was good and we tried to ensure that all vulnerable PP children were in school. We maintained regular communication few families that were not in school.

Increased attendance rates for PP children

Whilst attendance monitoring has continued, it has been very hard to measure the impact of our attendance work over the year. However, we did try to ensure that all our vulnerable children were able to attend school during the lockdown.

Develop aspiration to pursue enriching experiences

These activities such as extended visits and after school clubs did not happen due to Covid restrictions.

Outdoor Learning

As much of our learning as possible was outside. The children took full advantage of the forest school.

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
Whole School - Thrive Induction Childhood	Thrive
The Thrive Approach for Senior Leaders	
Thrive- Childhood Licenced Practitioner	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.