

St Paul's C of E Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 202 to 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Paul's C of E Primary School
Number of pupils in school	433 (including nursery)
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3 years)	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lindsay Eardley
Pupil premium lead	Graham Longdon
Governor / Trustee lead	Marie Diebolt and Colin Dayman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,152
Recovery premium funding allocation this academic year	£17,654
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	£168,152



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, accelerate their progress 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 to 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.
4	Increased number of children with complex SEMH needs.
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.
8	Many families are experiencing financial barriers which are unprecedented. This has 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 to improve, and the attainment gap is reduced in reading writing and mathematics.	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 Mathematics 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.
Reduce persistent absence 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% in line 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.

St Paul's C of E Primary School



Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.	Children will have been exposed to rich learning experiences integrated into the curriculum that improving outcomes.
Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Pupils will show improved self-esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.
Engender a love of reading in all pupils. Our dis- advantaged children enjoy reading and will 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.	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



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **In the current academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,600

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
Implement 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 chances will be limited.	7
Purchase books to update Knowledge Nook, Reading Hut and Reading corners which will engage disadvantaged reluctant readers. Timetabled use of the Book Bus.		
Teacher coaching by AHTs		
Gateway CPD and Network Groups to support all staff in skills and strategies to improve outcomes.	Research tells us that high quality teaching can narrow the disadvantage gap EEF/ Effective Teacher Development	1,2,5



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

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>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:</p> <p>EEF/ Teaching and Learning Toolkit/One-to-One Tuition</p> <p>EEF/Teaching and Learning Toolkit/Small Group Tuition</p>	1,2,4,5,6
NTP Tutoring Partner small group recovery in a ratio of 1:3 for PP and other targeted pupils.	EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,4,5,6
School-Led Tutoring providing before and after school sessions for PP children	EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,4,5,6
Allocate staffing to increase provision of interventions for children identified as having a need for improved communication and language.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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	Small group tuition EEF (educationendowmentfoundation.org.uk)	



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

Budgeted cost: £79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop the Thrive Approach. Online Subscription, training for, Licensed Practitioner and SLT strategic lead and whole school intro	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)</p>	4,8
Pastoral Manager appointed to prioritise provision for PP children and offering support for vulnerable families.		
Continue using Positive Impact for children with <u>high-level</u> SEMH needs.		
Increase the capacity of pastoral team (Licensed Practitioner and Pupil Premium Champion) to support the lead teacher in the delivery of Thrive and other SEMH interventions.		
Provision of reading breakfast club for disadvantaged children. To increase enjoyment of books and reading.		
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.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the Curriculum. EEF/Teaching and Learning Toolkit/Arts Participation</p>	9
Deliver high quality music provision through County Music and Rock Steady.		

Total budgeted cost: £170,600

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 2021 to 2022 academic year.

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

The success of RWI with St Paul's achieving 83% in the phonics check (national 76%). In Year 1, a greater percentage of pupil premium eligible children made expected or better progress in reading, writing and mathematics than the non-pupil premium eligible pupils. In Year 2, a greater percentage of pupil premium eligible children made expected or better progress in reading than the non-pupil premium eligible pupils.

Outcomes for all PP children to improve, and the attainment gap in reading, writing and mathematics is reduced.

Although attainment for PP eligible children is generally not yet equal to that of non-PP children, the percentage of PP pupils making expected or better progress is generally better or in-line with that of non-PP children.

In reading, the percentage of the pupil premium eligible children achieving expected or better progress is greater than for non-pupil premium children in every year group except Year 4, which has a similar percentage.

In writing, the percentage of the pupil premium eligible children achieving expected or better progress is greater than for non-pupil premium children in Years 1, 5 and 6, whilst Years 2, 3 and 4 have a similar percentage to the non PP children.

In mathematics, the percentage of the pupil premium eligible children achieving expected or better progress is greater than for non-pupil premium children in Years 1, 3 and 5, whilst Years 4 and 6 have a similar percentage to the non PP children.

Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.

Seventy-seven Pupil Premium eligible children have benefitted from £25 vouchers towards their school uniform.

Improved oral language skills and vocabulary among disadvantaged pupils and improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.

The success of RWI with St Paul's achieving 83% in the phonics check (national 76%). Twenty-one Pupil Premium eligible children have benefitted from subsidies to a variety of school trips, including residential outdoor adventurous activities to raise aspiration and confidence. Many PP pupils with SEMH needs have benefitted from additional provision in the outdoors, especially Forest School. Visits to a variety of places of worship by each year group adds to the cultural capital and experience of all children. The Humanities curriculum which helps all children to build a rich vocabulary and knowledge has been further developed.



Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.

Children with complex SEMH needs were further supported to achieve positive behaviour outcomes by the pastoral team and SEND leader. Thrive practitioners worked with individuals and groups. Positive Impact worked with older KS2 children with SEMH needs. Art Therapy sessions run by external company to engage SEMH children.

Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and will 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.

The morning breakfast reading club established and PP children targeted. Book Bus and Reading Cabin opened and timetabled for all classes to provide an enjoyable and environment and good quality books. Inspiring events including: World book day PP children helped to purchase new books – Waterstones Visit; three author visits – Elka Evalds, Brothers Macloids; bedtime story workshops for parents and children in EYFS; phonics workshops for parents after school.

Reduced persistent absence rates for PP children

The attendance officer continues to work with the pastoral team and WAS (local authority) to engage with families to improve attendance, particularly with the PP children.

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 Licensed Practitioner	
SEMH mentoring	Positive Impact



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?	

