

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 Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Decembe2022
Statement authorised by	Sheridan Upton (HT)
Pupil premium lead	Sheridan Upton
Governor	Sarah Weld

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79, 355
Recovery premium funding allocation this academic year	£4000
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	£83, 355

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

The principles around which our strategy is aimed are:

- Ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual needs
- Deploying staff effectively
- Impact driven and responsive to evidence
- Ambitious leadership

Challenges

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

Challenge number	Detail of challenge
1	Many of our reception pp pupils start school with poor oracy skills and have not always been exposed to rich language and early reading experiences at home. This can have an impact on their ability to express themselves and engage in early phonics and reading activities.
2	Some pp pupils demonstrate poor acquisition of phonics understanding and application. The correct pronunciation of phonemes is not always modelled at home and these pupils often have gaps in their phonic knowledge. This has a knock-on impact on their ability to read fluently.
3	Many pp pupils are not supported with their reading at home and do not always have a home environment where reading opportunities are not readily available or/and modelled. As a result, pupils are not always enthusiastic about their reading, lack confidence which affects their fluency and comprehension.
4	Many pp pupils, and particularly those on the SEN register, have poor basic skills in writing. This limits their progress in writing across the curriculum.
5	Some pp pupils have experienced some degree of chaos or trauma (including DV), historically or currently. This affects their readiness for learning, their resilience and perseverance when perceiving challenge. A few of these pupils arrive in school unregulated and find it hard to settle to their learning.
6	Attendance and punctuality for some pp pupils causes concern and stops them being in school regularly to follow the planned sequence of the curriculum. A few of these pupils experience absences from school for minor reasons.
7	Some pp pupils suffer from poor and inconsistent sleep patterns, diet and lack regular exercise. This can result in poor mental and physical health and a difficulty with engaging in their learning.

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
Established oracy-rich curriculum in EYFS and KS1 with high quality teaching of phonics and early reading	<p>An increased % of pp pupils achieve expected standard or better in CLL, Reading and phonics in EYFS</p> <p>The % of pp pupils achieving expected levels in the PSC have increased to close the gap on their peers in Y1</p> <p>The % of pp pupils achieving expected levels or better in reading have increased to close the gap on their peers in Y2</p> <p>Y2 phonics outcomes in line or better than national for PP pupils.</p>
Standards in reading for all PP pupils increase to at least in line with non-PP pupils	<p>By the end of KS1, the gap between PP and non-pp pupils at end of FS2 in reading has decreased.</p> <p>By the end of KS2, there is no gap between pp and non-pp pupils % achieving expected standard- in reading.</p> <p>All PP pupils express positive attitudes towards reading and report that they choose to read more frequently by end of Y2 and Y6</p>
Standards in writing increase for all PP pupils to at least the same attainment levels as non-PP pupils	<p>By the end of EYFS, the gap between PP and non-pp pupils has decreased compared to 'on entry' data in writing</p> <p>By the end of KS1, the gap between pp and non-pp pupils has decreased in writing from the start of Y1</p> <p>By end KS2, there is no gap between pp and non-pp pupils % achieving expected and the % of pp pupils achieving GDS has increased</p>
Staff receive effective CPD enabling them to provide effective support and strategies to manage the social and emotional needs of children who have experienced trauma.	<p>Pupils demonstrate positive attitudes towards school and self – as a result their engagement in learning leads to increased rates of progress in R, W and M.</p> <p>Pupils settle quickly into their learning and are well-organised as evidenced by staff and senior leaders.</p> <p>Parents report that they have been well-supported by the school. School staff report parents have increased their engagement with their children's learning as evidenced by staff questionnaires</p>
Appropriate strategies are implemented to remove anxieties about attending school.	<p>All pp pupils have attendance rates above the national average and punctuality rates have improved.</p> <p>All pp pupils arrive at school on time, calm and ready to learn – resulting in good engagement in their learning from the start of the day</p>
Increase children's positive engagement and capacity to learn by improving their mental and physical health	<p>During the day, PP pupils are able to use a range of strategies to support the regulation of their emotions and respond well to staff requests</p> <p>All pp pupils have a positive attitude towards their learning and the wider curriculum. They are ambitious and aspirational.</p> <p>All pp pupils engage well in all aspects of school life and have good mental and physical health.</p> <p>A higher % of PP pupils are accessing in school and after school clubs</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: £42, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Sp&L screener for all EYFS pupils on entry	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Improved classroom climate and fewer behavioural issues following work on oral language.	1, 2, 3
Develop oracy skills through implementing oracy project in EYFS, Y1 and Y2	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Improved classroom climate and fewer behavioural issues following work on oral language.	1, 2, 3
Phonics and early reading training for newly appointed staff, and staff redeployed to KS1, including ECTs	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 3
Good quality provision for developing mark-making and writing in EYFS	Quality first approach to the teaching of writing	4
Carefully designed EYFS programme of skills development in writing including development of fine motor skills	Quality first approach to the teaching of writing Small group tuition +4 months 1:1 tuition +5 months	4
CPD for staff in The Write Stuff	Impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	4
Ensure sufficient age-appropriate (KS2), and phonically decodable (KS1) reading texts	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 3
Helicopter Stories implemented to provide pupils with the experience of spoken language	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1, 2, 3, 4

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Partner training for TAs and volunteers to support pupils across the school	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact.	1, 2, 3
Additional TA deployment for 1:1 reading support with targeted PP pupils	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact.	1, 2, 3
Additional support provided for some parents and carers with their own phonic knowledge, understanding and pronunciation	The average impact of Parental engagement approaches is about an additional four months' progress over the course of a year.	1, 2, 3
Identify targeted support to enable parents/ carers to establish and maintain regular reading routines and able to support their child with their reading development	Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.	1, 2, 3

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

Budgeted cost: £ 16, 335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School approach to developing Social and Mental health through Thrive training	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	5, 6, 7
Parent Support Advisor to provide targeted support	Social and emotional learning +4m Parental Involvement +3m	5, 6, 7
Time 2 Talk (T2) Counselling Mental Health Support Teams to support pupils	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	5, 6, 7
Administer PASS Survey and implement relevant strategies and interventions to increase profile scores	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	5, 6, 7
OPAL Development and Forest School Provision	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	5, 6, 7
Sports Mentoring programme	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	5, 6, 7

Total budgeted cost: £83,335

Pupil premium strategy outcomes

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

Reception PP Pupils made good progress in CLL areas as a result of interventions, which included Narrative Therapy, Speech and Language and 1:1 reading

Reception PP pupils are all on track to achieve PSC in Y1

All Y1 PP pupils (No SEN) are on track to achieve PSC

All Y2 PP pupils (No SEN) are at ARE in Reading and Maths

Y2 Phonic Screening Check in December 2020 – 63% passed. 100% of pp pupils without SEN achieved PSC. No significant gap between pp and non-pp chn.

Y6 pp pupils – 5/12 (42%) achieved combined RWM

No significant gap in attendance between pp and non-pp pupils

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
White Rose Scheme of Work	White Rose
TT Rockstars	TT Rockstars

Service pupil premium funding

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?	Time to Talk counselling service to support mental health and well-being
What was the impact of that spending on service pupil premium eligible pupils?	Reduction in anxiety – supporting transition to Secondary school.