

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was first published	December 2021
Date on which it will be reviewed and re-published	December 2023
Statement authorised by	Sheridan Upton (HT)
Pupil premium lead	Sheridan Upton
Governor	Melanie Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,240
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Pupil Premium Funding	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,340

## 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 through a mastery approach
- Ensuring behaviour and attendance is good
- High quality teaching for all by incorporating OPAL (Ordinarily Available Provision 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 Pupil Premium (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 Special Educational Needs (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 Domestic Violence), 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 for 2021-2024

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. The performance measures below relate to each individual cohort and their starting points.

Intended outcome	Success criteria
<b>Established oracy-rich curriculum in EYFS and KS1 with high quality teaching of phonics and early reading</b>	<ul style="list-style-type: none"> <li>● An increased % of PP pupils achieve expected standard or better in Communication, Language and Literacy (CLL), Reading and phonics in EYFS.</li> <li>● The % of PP pupils achieving expected levels in the Phonics Screening Check (PSC) has increased to close the gap on their peers in Y1</li> <li>● The % of PP pupils achieving expected levels or better in reading have increased to close the gap on their peers in Y2.</li> <li>● Y2 phonics outcomes in line or better than national for PP pupils.</li> </ul>
<b>Standards in reading for all PP pupils increase to at least in line with non-PP pupils</b>	<ul style="list-style-type: none"> <li>● By the end of KS1, the gap between PP and non-PP pupils identified at end of FS2 in reading has decreased.</li> <li>● By the end of KS2, there is no gap between PP and non-PP pupils % achieving expected standard in reading.</li> <li>● All PP pupils express positive attitudes towards reading and report that they choose to read more frequently by end of Y2 and Y6.</li> </ul>
<b>Standards in writing increase for all PP pupils to at least the same attainment levels as non-PP pupils</b>	<ul style="list-style-type: none"> <li>● By the end of KS1, the gap between PP and non-PP pupils identified at end of FS2 in writing has decreased.</li> <li>● By the end of KS2, there is no gap between PP and non-PP pupils % achieving expected standard in writing.</li> <li>● By end KS2, there is no gap between PP and non-PP pupils % achieving expected standard in writing.</li> <li>● By end KS2, the % of PP pupils achieving GDS has increased from % achieving GDS at KS1.</li> </ul>
<b>Staff receive effective Continuous Professional Development (CPD) enabling them to provide effective support and strategies to manage the social and emotional needs of children who have experienced trauma.</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Pupils settle quickly into their learning and are well-organised as evidenced by staff and senior leaders.</li> <li>● Parents report that they have been well-supported by the school. School staff report parents have increased their engagement with their children's learning.</li> </ul>
<b>Appropriate strategies are implemented to remove anxieties about attending school.</b>	<ul style="list-style-type: none"> <li>● PP pupils have attendance rates above the national average and punctuality rates have improved.</li> <li>● 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.</li> <li>● 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.</li> <li>● All PP pupils have a positive attitude towards their learning and the wider curriculum. They are ambitious and aspirational.</li> <li>● Internal school records demonstrate that PP pupils have become more engaged in the full offer of school life.</li> </ul>

## Activity in this academic year September 2023 – July 2024

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: £59, 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing class sizes by maintaining current class structure.	Smaller class sizes allow teachers to work more intensively with smaller groups and improve the quality and quantity of feedback the pupils receive. Evidence suggests +2 months impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> 1	1, 2, 3
Full implementation of a new Synthetic Systematic Phonics programme – including staff training, resourcing and effective timetabling. In addition, 'Keep Up' and 'Catch Up' strands of the programme can be fully implemented.	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. Our chosen programme is Little Wandle and we ensure all staff new to KS1 are well-supported to ensure consistent high quality provision.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3
CPD to ensure good quality provision for developing mark-making and writing in EYFS including development of fine motor skills.	Quality first approach to the teaching of writing  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	4
Continue CPD for staff in delivering The Write Stuff approach and ensure staff new to school receive the training. Staff training in 'The Drawing Club' approach for staff new to Y1.	Impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
Helicopter Stories implemented to provide pupils with the experience of spoken language in EYFS	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	1, 2, 3, 4
TA hours funded to support pupils through work in class to support quality first teaching	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4

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

Budgeted cost: £36,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive practitioner employed to deliver thrive interventions and profiling	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3
Additional TA support to deliver phonics 'Keep Up' and 'Catch Up' programmes.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3
Ensuring Teaching Assistants are fully trained to deliver targeted interventions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3
2 TA hours funded to support pupils through work in class to support quality first teaching	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School approach to developing Social and Mental health through the Thrive approach	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
Parent Support Advisor to provide targeted support with routines, expectations and behaviour management	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6, 7

PSA to deliver 'Freedom for Children' programme for children who have experienced Domestic Violence.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
PSA to deliver 'Patchwork' programme to strengthen relationships between pupil and parent/carer.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6, 7
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
OPAL Development, Forest School Provision and 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5, 6, 7
ELSA Training and delivery	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7

**Total budgeted cost: £111,430**

## 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 2022 to 2023 academic year.

	% PP chn at expected	% Non-PP chn at expected
Reception	GLOD = 50%	GLOD = 55%
Y1 Phonics	45%	70%
Y2 – Reading	83%	67%
Y2 - Writing	67%	67%
Y2 – Maths	83%	58%
Y6 - Reading	56%	82%
Y6 – Writing	56%	71%
Y6 – Maths	33%	77%
Y6 – Grammar, Punctuation and Spelling	56%	65%
R, W and M combined	22%	65%

With a high % of PP children in each cohort Quality First Teaching coupled with meeting social and emotional needs is a priority for our school. In addition, a third of our PP children are on the SEN code of practice.

Having identified gaps in social and emotional development we became a Thrive school with 2x Thrive practitioners to provide interventions in social and emotional development. All staff received training in the Thrive approach.

Our whole school approach to writing has had a positive impact on children's engagement and confidence in their writing. The mastery approach enables all children to be successful in the lesson. Our EYFS staff received training in 'Drawing Club' – another approach to developing vocabulary and increasing engagement and enjoyment in writing. This provides an effective foundation in developing early writing skills. There are no significant gaps in writing between pp and non-pp children.

Where there are gaps between pp and non-pp chn, this is impacted by the % of SEN in each cohort. For example, in Y2 where there is less SEN, our PP chn have performed stronger than non-pp children.

We have changed our phonics programme to Little Wandle – which included whole school training and purchasing of resources. We were able to start implementing the new programme in Term 6 and have already started to see a positive impact in progress for our pp children – including those with SEN also.

Termly pupil progress meetings provide an opportunity to celebrate progress and achievements, as well as identifying any further barriers to learning. Other strategies will be discussed in these meetings to increase rates of progress and remove potential barriers.

A PE mentoring programme supports children to increase their confidence, enjoyment and participation in PE. We provide financial support for PP chn to purchase uniform and to attend school trips (12pp chn in Y6 were supported to attend the residential). Overall attendance for pp chn was 91% against an overall attendance for all children at 93%. OPAL (Outdoor Play and Learning) and Forest school provision is made available for all children. This impacts on the overall enjoyment, participation and engagement for all children. Children experience happy and exciting play times and the benefits of Forest School.

Our Parent Support Advisor has supported a number of families – for a variety of different reasons, such as behaviour management and establishing sleep routines.

## 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
NELI	Nuffield
Thrive	The Thrive Approach
Edshed	Edshed
Twinkl	Twinkl
Little Wandle	Little Wandle

## 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?	No funding received last year
What was the impact of that spending on service pupil premium eligible pupils?	No funding received last year