

Pupil premium strategy statement – *Darwen Saint Peter’s Church of England Primary School*

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	34% (88)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Fred Kershaw (CoG)
Pupil premium lead	Suzanne Prescott (SENDCO)
Governor / Trustee lead	Margaret Massey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,120.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£139,120.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

St. Peter's Church of England Primary School is a one and a half form entry Christian faith school taking children from all faiths and none. We aim to provide an ambitious curriculum that is broad and balanced to meet the needs of all the children in our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. Our highly talented staff are dedicated to motivate and inspire our children through a curriculum that engages and challenges all learners. Our Pupil Premium strategy is integral to wider school plans and provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. Quality first teaching is central to our approach and we invest in this and other strategies to ensure that all of our children are challenged. Common barriers to learning for disadvantaged children at St. Peter's can include delayed development in communication and language, readiness for school learning, less support at home, more frequent social and emotional problems and their attendance and punctuality.

Early identification and intervention is key to ensure children are brought in line with the national average. Our staff dedicate their time to providing a formal education and a personal development strand which runs through our school. Our personal development programme gives children across school the opportunities to experience more than academic lessons and our pupil leadership programme gives children the opportunity to lead in a variety of different roles which essentially improves confidence, resilience and skills of a leader.

Our intention is:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Implicit in this, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically for reading with a focus on phonics and early reading. We will ensure rigour in same day timely interventions for mathematics and writing.

- We will continue to deliver, through quality first teaching, a comprehensive programme of vocabulary and language development. For the children with an identified specific speech, language and communication need, they will access specialist intervention programmes lead by our Higher Level Communication Practitioner and SENDCo.
- To support our children’s health and wellbeing and develop their social and emotional resilience; enabling them to access learning at an appropriate level. We will ensure we have a comprehensive pathway of referral and programme of SEMH interventions and teaching strategies in place to address the universal wellbeing needs of all pupils but specifically those identified with acute social, emotional and mental health needs, which have become barriers to their learning.
- Provide Cultural Capital experiences for children with limited enrichment opportunities. We will ensure that no child is disadvantaged through a narrowing of our curriculum intent. Our curriculum, which is comprehensively outlined on our website, will be implemented effectively to address the cultural capital deficit. We will also ensure we provide experiential learning opportunities, enrichment experiences and a full programme of extra-curricular and leadership opportunities.
- Care for our families and provide pastoral support where required. and a nutritiously delightful breakfast club.

Our children who are in receipt of Pupil Premium Funding are not a homogeneous group and some of the children are not socially disadvantaged. Equally, there are some children who do not qualify for funding who are impacted by social disadvantage. As a school, we assess the needs of all the children and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has justifiably identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Appropriate use of resources and an awareness that the curriculum should not be narrowed, means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Delayed communication and language skills - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Reception

	through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Low self-esteem and less developed social and emotional skills - Observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities and limited socialising with others during school closures. These challenges particularly affect disadvantaged children, including their attainment.
3	Less developed attitudes and readiness for learning - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with retention than their peers. This negatively impacts their development as learners.
4	Poor attendance and punctuality – Attendance and Punctuality issues for identified individuals.
5	Lack of parental engagement - Our assessments, observations and discussions with staff indicate a lack of parental engagement in Home Reading. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Limited Cultural Capital experiences - Our assessments, observations and discussions with pupils and families have identified social and emotional issues and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this. Assessments and observations will indicate improved oral language among Pupil Premium children. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2. (1)	PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps.

Attainment in Reading will be in line with non-disadvantaged peers. (1)	Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2 and KS2 reading outcomes in 2024, will show that the proportion of disadvantaged pupils who meet the expected standard in Reading is equal to that of national non-disadvantaged pupils.
Increased confidence and resilience in pupils. (2)	PP pupils will report an improved level of confidence in their feedback on the school's well-being questionnaire. The frequency of teachers identifying social and emotional needs as barriers to learning will lessen by July 2024.
Improved behaviour for learning. (3)	PP pupils will make the expected level of progress in all curriculum areas and the frequency of class teachers reporting behaviour as a barrier to learning engagement will decrease.
Improved attendance and punctuality. (4)	Improved attendance by 2024 and further reduce the attendance gap between PP children and non-PP children.
Improved parental engagement. (5)	PP pupils who are not engaging with reading at home will have opportunities for 1:1 reading in school. PP families will be contacted for parent's evenings and other academic support meetings.
Increase wider opportunities and Cultural Capital experiences. (6)	PP pupils to attend trips and visits, subsidised as necessary. Ensure that the opportunities provided are targeted to develop pupils' language and communication, as well as impacting on self-esteem and social and emotional wellbeing. Monitoring extra-curricular.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Staff training on instructional teaching practices. • Applied strategies in teaching. • Intervention groups led by highly qualified Teaching Assistants. • Additional Teaching Assistant hours to provide feedback and to support interventions. • Termly data monitoring and progress discussions. • Senior leaders to support class teachers and Teaching Assistants. • School CPD in teaching reading. • Reading materials to spark interest. • Accelerated Reader to improve reading ages and engage children in reading • Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2. • Quality marking & feedback monitored by senior leaders. • Insight to analyse attainment and progress. • Interventions and smaller targeted groupings in Year 6. <p>(1, 2, 3, 4)</p> <p>Estimated costs:</p> <p>Additional TA hours £26,823 Interventions £8,941 Insight £1,170</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. • Impact of metacognition and self-regulation is high, with an average impact of (+7months) progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. • Feedback (High impact for very low cost +8 months). • EEF toolkit: Small Group Work (Average impact +4 months). <p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months).</p> <ul style="list-style-type: none"> • Children and young people who use AR enjoy reading, read more frequently and think more positively about reading. • National Literacy Trust 	<p>High quality and consistency of T&L will impact on the % of disadvantaged pupils achieving expected standard at KS2.</p> <p>All PP pupils will show basic knowledge and understanding of how they learn best.</p> <p>Weekly logged negative behaviour incidents on CPOMS will be reduced.</p> <p>Same day intervention logs will demonstrate the immediate impact on closing gaps in knowledge.</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Baseline assessment used to identify communication/language baselines and to measure progress made. • Staff training – including Wellcomm • Wellcomm intervention implementation (targeted) and training impacting all. • Phonics lead in school to model phonics sessions, support new to school staff to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1. • Speech and language interventions. • SENCo to target assessment and support for those eligible for PP who are identified as having SEN. • Additional service support when required to deliver strategies. • Phonics groups led by teachers and teaching assistants in 'Monster Phonics' scheme. <p>(1, 3)</p> <p>Estimated costs:</p> <p>NELI/Wellcomm £7,558</p>	<ul style="list-style-type: none"> • Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. • The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. • EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. • The EEF toolkit states that Oral Language impact development (Average impact +5 months). • The EEF toolkit states that a consistent phonics approach has a moderate impact (+4 months) for a very low cost. • NELI has been identified by the EEF as a promising project. 	<p>Communication skills in EYFS will improve impacting on early reading and writing. Phonics screening results for disadvantaged pupils will increase.</p>
<ul style="list-style-type: none"> • Use of synthetic phonics programme • Keep up interventions run by trained teaching assistants • Use of Monster Phonics tracker • Phonics lead to monitor practice and lead CPD • Structured daily synthetic phonics programme - 'Monster Phonics'. Focused phonic tutoring and peer tutoring approaches to be used to ensure any 	<ul style="list-style-type: none"> • Phonics approaches have been consistently found to have an average impact of an additional (+5 months) impact, with synthetic phonic programmes such as 'Monster Phonics' having a higher impact. <p>'Keep up' approaches have also been shown to have a positive impact on learning, with an average positive effect (5 months) and additional progress within an academic year.</p>	<p>Data will show that 65% of PP pupils will achieve the expected standard in their phonics screening assessment.</p>

<p>gaps in learning are closed quickly.</p> <ul style="list-style-type: none"> Twice daily phonics 'keep up' interventions <p>(1, 3)</p> <p>Estimated costs:</p> <p>Monster phonics £848.38</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Identified attendance lead in school School based Family Wellbeing Worker. Monitor attendance and implement identified strategies. Free breakfast club. <p>(4)</p> <p>Estimated costs:</p> <p>Attendance lead £2,679 Breakfast club £7440</p>	<ul style="list-style-type: none"> The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. 	<p>Average attendance for PP pupils will improve. If attendance for an individual PP pupil does fall below 95% within a half term, planned procedures will ensure this improves.</p>
<ul style="list-style-type: none"> Embed social and emotional learning into the school culture. Well-being focus weeks. ELSA intervention for identified children. 3 trained Mental Health First aiders. 2 school based ELSA staff. 3 trained nurture staff Counselling made through referral to MHST. Breakfast Club support. Lunchtime support. DSL and SEND team. 	<ul style="list-style-type: none"> Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to (+4 months) progress. EEF toolkit identifies that the following all have a positive impact, Behaviour intervention (+ 3months). Social and emotional learning (+ 4 months). Metacognition and Self-regulation strategies (+ 7 months). 	<p>PP Pupils will be 'ready to learn'.</p> <p>Mental Health and wellbeing of PP children will improve.</p> <p>Behaviour and pastoral concerns of PP pupils will not limit learning.</p> <p>The frequency of class teachers reporting behaviour as a barrier to learning will decrease and logged negative behaviour incidents on CPOMS reduce.</p>

<ul style="list-style-type: none"> • Mental health plans and individual risk assessments used if necessary. • Targeted support available from additional services as and when needed. • Curriculum focus on 'catch up' in terms of mental health and well-being of pupils. <p>(2)</p> <p>Estimated costs:</p> <p>Nurture £18,984 SENDco £2,679</p>		
<ul style="list-style-type: none"> • Forest school training and sessions. • Visits and Visitors plans for the academic year across school recorded in school diary. • Funding for subsidised trips and visits. <p>(6)</p> <p>Estimated costs:</p> <p>Forest School £30,835.62 Trips, visits and experiences £4,366</p>	<ul style="list-style-type: none"> • EEF toolkit identifies that the following all have a positive impact, Social and Emotional Development (Average impact +4 months). • Arts participation (+2 months). • Behaviour interventions (Moderate +3 months). • Outdoor Adventure Learning (+4 months). • 	<p>Experiences will be provided for PP pupils to improve language, imagination and communication.</p> <p>Widened experiences beyond immediate environment will be provided for PP pupils.</p>
<ul style="list-style-type: none"> • School based Family Wellbeing Worker. • Well-being focus weeks. • Parental workshops (Curricular and Pastoral) • 3 trained Mental Health First aiders. • 2 school based ELSA staff. • 3 trained nurture staff. • Support from MHST. • Phone calls made to PP families to engage in parent's evenings. • Communication with parent's via Home Reading Records. <p>(5)</p>	<p>Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months).</p> <ul style="list-style-type: none"> • Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from af-fluent backgrounds. 	<p>Communication with parents face to face/phone call and via reading records for PP pupils.</p> <p>PP pupils who are not engaging with reading will read 1:1 in school time.</p>

Estimated costs:		
Family support £26796		
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Total budgeted cost: £139,120.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NELI	Nuffield Foundation
WellComm	GL Assessment
Insight	Equin
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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