

Pupil premium strategy statement and impact review

School overview

| Metric | Data |
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| School name | St. Peter's C of E Primary School |
| Pupils in school | 274 |
| Proportion of disadvantaged pupils | 31% |
| Pupil premium allocation this academic year | £115,670.00 (£127,775.00 actual spend) |
| Academic year or years covered by statement | 2021-2023 |
| Publish date | July 2021 |
| Review date | July 2022 |
| Statement authorised by | Vicky Weddle |
| Pupil premium lead | Vicki Clarke |
| Governor lead | Laura Jenkinson |

Disadvantaged pupil progress scores for last academic year (2019 data due to Covid)

| Measure | Score |
|---------|--|
| Reading | -1.35 (National non-disadvantaged 0.3) |
| Writing | 0.15 (National non-disadvantaged 0.3) |
| Maths | -0.92 (National non-disadvantaged 0.4) |

Disadvantaged pupil performance scores for last academic year (2019 data due to Covid)

| Measure | Score |
|----------------------------------|--------------------------------------|
| Meeting expected standard at KS2 | 55% (National non-disadvantaged 71%) |
| Achieving high standard at KS2 | 6% (National non-disadvantaged 13%) |

Strategy aims for disadvantaged pupils (2019 data due to Covid)

| Measure | Activity |
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| Priority 1 | Targeted work to increase the percentage of children achieving expected standard in Maths and Reading at the end of KS2 and improve provision for Pupil Premium children and SEND support as needed (Double Disadvantaged children). |
| Priority 2 | Increased communication skills intervention impacting on early reading and writing. Increasing phonics screening results for |

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| | disadvantaged children. The long term impact of this is predicted in KS2 Reading and Writing progress. |
| Priority 3 | Addressing the gap in cultural capital - experiences and visitors planned for all pupils (Covid regulations allowing). Ensure that these provided opportunities improve language and communication as well as impacting on children's social and emotional wellbeing. |
| Priority 4 | Improve attendance and readiness to learn for the most disadvantaged children and engage Pupil Premium families with school to further improve outcomes for their children. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Low baseline in oral communication, language and Literacy to impact Reading and Writing ELG and overall GLD. • Phonics screening results. • Longer term impact on average writing progress in KS1 and KS2. • Attainment in Reading and Mathematics at KS2. • Low self-esteem, limited social and emotional skills. • Poor and distracted attitudes to learning. • Cultural capital experiences that underpin development in language and communication. • The Covid pandemic has disproportionately impacted on those eligible for pupil premium in terms of growth mind set, resilience and mental health of pupils. • Below average attendance leading to underachievement. • Low parental engagement. • Poor home learning environments. |
| Projected spending | £127,775.00 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve National Average Progress Scores in KS2. | July 2023 |
| Progress in Writing | Achieve National Average Progress Scores in KS2. | July 2023 |
| Progress in Mathematics | Achieve National Average Progress Scores in KS2. | July 2023 |
| Phonics | Achieve National Average in Phonics Screening Check. | July 2023 |
| Other | Improve attendance of disadvantaged pupils to National Average. | July 2023 |

Teaching priorities for current academic year

| Measure | Activity |
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| Priority 1 | <p>Increased communication skills in EYFS impacting on early reading and writing. Increasing Phonics screening results for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Baseline assessment used to identify communication/language baselines and to measure progress made. • Staff training – CPL including NELi. • NELi intervention implementation (targeted) and training impacting all. • SEMH lead in EYFS to increase communication modelling and dialogue in continuous provision and small group work. • 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. <p>Research Evidence for approach</p> <ul style="list-style-type: none"> • Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year's delivery of interventions. • 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 |

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| | <p>best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <ul style="list-style-type: none"> • 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. |
| Priority 2 | <p>Quality of teaching for all: High quality and consistency of T&L impacting on the % of disadvantaged pupils achieving expected standard at KS2.</p> <ul style="list-style-type: none"> • Half termly data monitoring and progress discussions. • Phase leaders to support class teachers and Teaching Assistants. • School CPD in Reading Programme. • Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2. • Quality marking & feedback monitored by phase leaders. <p>Research Evidence for approach</p> <ul style="list-style-type: none"> • EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months). • Small Group Work (Average impact +4 months). • Feedback (High impact for very low cost +8 months). |
| Priority 3 | <p>Addressing the gap in cultural capital ensuring that these provided opportunities improve language and communication as well as impacting on children’s social and emotional wellbeing.</p> <ul style="list-style-type: none"> • Experiences and visitors planned for all pupils across the year. Provide a wide range of extra-curricular activities, the vast majority of which are low, to allow children to participate experiences that are not provided within the home environment. • Plan experiences into the St. Peter’s C of E Primary School curriculum. |

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| | <p>Research Evidence for approach</p> <ul style="list-style-type: none"> • EEF toolkit - Social and Emotional Development (Average impact +4 months). • Arts participation (+2 months). • Behaviour interventions (moderate impact +3 months). |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Low baseline in oral communication, language and Literacy. • Pupils mental health and well-being. • Poor cultural capital experience that underpin development in language and communication and wellbeing. • Consistent use evidence-based whole-class teaching interventions. Consistency achieved through monitoring from Middle Leaders in school. |
| Projected spending | £36,178.41 |

Targeted academic support for current academic year

| Measure | Activity |
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| Priority 1 | <p>Increased communication skills in EYFS impacting on early reading and writing. Increasing Phonics screening results for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Speech and language interventions. • NELi intervention implementation. • 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 newly trained in school phonics scheme. <p>Research Evidence for approach</p> <ul style="list-style-type: none"> • 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 |

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| | <p>skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <ul style="list-style-type: none"> • The EEF toolkit states that Oral Language impact development (Average impact +5 months) and phonics approaches have a moderate impact (+4 months) for a very low cost. • NELI has been identified by the EEF as a promising project. |
| Priority 2 | <p>Quality of teaching for all: High quality and consistency of T&L impacting on the % of disadvantaged pupils achieving expected standard at KS2.</p> <ul style="list-style-type: none"> • Intervention groups led by highly qualified Teaching Assistants. • Additional Teaching Assistant hours to provide feedback and to support interventions. <p>Research Evidence for approach</p> <ul style="list-style-type: none"> • EEF toolkit: Small Group Work (Average impact +4 months). • Feedback (High impact for very low cost +8 months). |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Low baseline in oral communication, language and Literacy. • Mental health and well-being of pupils. • Poor cultural capital experience that underpin development in language and communication and wellbeing. • Consistent use of evidence-based whole-class teaching interventions. Consistency achieved through monitoring from Middle Leaders in school. |
| Projected spending | £36,178.41 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 | <p>Pupils are 'ready to learn'. Improve Mental Health and wellbeing, behaviour and ensure pastoral concerns do not limit learning.</p> <ul style="list-style-type: none"> • School based Family Support Worker. • School based Behaviour Lead. • 2 trained Mental Health First aiders. |

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| | <ul style="list-style-type: none"> • 2 school based ELSA staff. • Counselling made through referral to MHST. • Breakfast Club support. • Lunchtime support. • Staff Team Teach trained. • DSL and SEND team. • 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>Research Evidence for approach</p> <p>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> |
| Priority 2 | <p>Experiences provided for disadvantaged children improve language, imagination and communication. Limited experiences beyond immediate environment for many pupils.</p> <ul style="list-style-type: none"> • Forest school sessions. • Visits and Visitors plans for the academic year across school recorded in school diary. • Funding for subsidised trips and visits. <p>Research Evidence for approach</p> <p>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) and Outdoor Adventure Learning (+4 months).</p> |
| Priority 3 | <p>Improving attendance for disadvantaged children and engage Pupil Premium families with school to further improve outcomes for their children.</p> <ul style="list-style-type: none"> • School based Family Support Worker. |

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| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Pupils mental health and well-being. • Limited Cultural capital experiences that underpin development in language and communication. • Below average attendance leading to underachievement. • Low parental engagement. • Poor home learning environments. |
| Projected spending | £55,418.18 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | To create, monitor and sustain consistent high quality teaching and interventions. | Planned CPD programme for all staff. SLT and Middle Leaders to support and monitor. Subject Leaders and Phase Leaders to monitor and support. Subject Leaders and experienced teachers showcase model lessons. All teachers to share good practice. |
| Targeted support | Balancing learning time for high quality EYFS provision and high quality intervention programmes for communication and language. | Financially support staffing as required in the EYFS department. |
| Wider strategies | Financial limitation on children attending experiences. | School staff to provide extra-curricular experiences. Use funding to support reduction in cost of external visits/internal visitors. |

Impact review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Raise the attainment gap of Pupil Premium children and narrow the gap with Non-Pupil Premium children. | Data was impacted due to lost learning during Covid-19 lockdowns. As a result, Quality First Teaching and specific interventions will be in place in the academic year 2021-22 to narrow the gap and accelerate progress. Teachers using transition tools in RWM to highlight learning areas of strength and development to plan for transition into the new academic year. |
| Improve provision for Pupil Premium children with interventions and SEND | Data was impacted due to lost learning during Covid-19 lockdowns. As a result, |

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| support as needed (Double Disadvantaged children). | Quality First Teaching and specific interventions will be in place in the academic year 2021-22 to narrow the gap and accelerate progress. |
| Develop younger children's ability in their spoken language skills. | Reception learning and interventions were impacted due to lost learning during Covid-19 lockdowns. As a result, Quality First Teaching and specific interventions will be in place in the academic year 2021-22 to narrow the gap and accelerate progress. |
| To increase the Cultural Capital of the Pupil Premium children, broaden their experiences and ensure inclusion in nurture and extra-curricular activities. | Y6 Families received support to finance Outdoor Adventure Activities (Summer Term 2021). |
| Engage Pupil Premium families with school to further improve attendance and outcomes for their children. | Current data due to Covid-19 is not comparable with previous year. During Covid-19 non-engagement of disadvantaged pupils was followed up by the school's FSW and members of SLT. Alternative support was provided in the form of Wi-Fi access, devices and other resources where necessary. |