



## Pupil Premium Strategy 2021-24

This document 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 eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

### School overview

Detail	Data
School name	St. Peter's C of E Primary School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	34%
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Susannah Burgess
Pupil premium lead	Mrs Suzanne Prescott
Governor / Trustee lead	Margaret Massey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,205
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£138,675</b>

# Pupil Premium Strategy

## Statement of intent

At St. Peter's C of E Primary School, 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. We aim 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, including the targeted support through the National Tutoring Programme, and provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. High 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 and use of interventions is planned for effectively. 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, their attendance and punctuality.

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.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing and develop their social and emotional resilience, enabling them to access learning at an appropriate level.
- Provide Cultural Capital experiences for children with limited enrichment opportunities.
- Care for our families and provide pastoral support where required.

To implement these intentions, we will:

- Ensure that the quality of education is outstanding and teaching and learning opportunities meet the needs of all children through excellent Quality First Teaching. Staff have high expectations of all children and it is the responsibility of all staff to raise expectations of what children can achieve.

- Effective teaching offers support and individualised feedback to help children make secure progress.
- Provide targeted training to staff (teachers and teaching assistants) to understand and meet the needs of particular groups.
- Provide access to targeted intervention and tuition to help narrow the gap and meet the needs of identified children based on need. We will provide an additional intervention support to deliver small group work to overcome gaps in learning, ensuring learning is 'sticky' and address misconception identified through teaching, discussion with children and, effective marking and feedback.
- Provide opportunities for vulnerable readers, those of whom decoding and fluency is weaker or who are not listened to at home, to read to an adult and have comprehension checked.
- Provide a range of reading materials to engage all children in reading.
- Target our children to make accelerated progress with subject leaders having half-termly discussions with teachers about ways in which to support this progress.
- Provide social support to children and families through our Family Support Worker.
- Provide behaviour support as is needed through the Targeted Support Service; social and emotional behaviour support services.
- Support payment for enrichment opportunities including educational and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

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 likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	<b>Delayed communication and language skills</b> - 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	<b>Low self-esteem and less developed social and emotional skills</b> - 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	<b>Less developed attitudes and readiness for learning</b> - 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	<b>Poor attendance and punctuality</b> – Attendance and Punctuality issues for identified individuals.
5	<b>Lack of parental engagement</b> - 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	<b>Limited Cultural Capital experiences</b> - 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**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	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 (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.

## Part A: Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Approximate budgeted cost: £48816**

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<ul style="list-style-type: none"> <li>• Staff training on 'Retrieval practice'.</li> <li>• Applied strategies in teaching.</li> <li>• Intervention groups led by highly qualified Teaching Assistants.</li> <li>• Additional Teaching Assistant hours to provide feedback and to support interventions.</li> <li>• Half termly data monitoring and progress discussions.</li> <li>• Senior leaders to support class teachers and Teaching Assistants.</li> <li>• School CPD in Lancashire Reading Partners.</li> <li>• Reading materials to spark interest.</li> <li>• Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2.</li> <li>• Quality marking &amp; feedback monitored by senior leaders.</li> <li>• Target Tracker to analyse attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Feedback (High impact for very low cost +8 months).</li> <li>• EEF toolkit: Small Group Work (Average impact +4 months).</li> <li>• EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months).</li> </ul>	<p>High quality and consistency of T&amp;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 (demonstrated by pupil questionnaire results July 2022).</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>

<ul style="list-style-type: none"> <li>Interventions and smaller targeted groupings in Year 4.</li> </ul> <p><b>(1, 2, 3)</b></p> <p>Estimated costs:</p> <p>Additional TA hours £29208 Interventions £6526 Target Tracker £1,305</p>		
<ul style="list-style-type: none"> <li>In school tuition</li> <li>SLT supporting tutoring – analysing data, identifying pupils and tracking progress</li> </ul> <p><b>(2, 3)</b></p> <p>Estimated costs:</p> <p>50% of tutoring £5265 Training and support £6,512</p>	<ul style="list-style-type: none"> <li>Evidence from the EEF shows that small group tuition is effective, with an average impact of (+4 months) additional progress over the course of a year.</li> <li>Tuition is most effective when targeted at pupil's specific needs.</li> <li>Small groups (2- 5 pupils) are most effective, evidence suggests, the quality of teaching in small groups may be as, or more important than, the precise group size.</li> <li>Important to consider the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</li> </ul>	<p>Progress of PP pupils will improve in individual curriculum areas.</p>
<p><b>Intentions for 2021-24 – Teaching</b></p> <p>During this period we will:</p> <ul style="list-style-type: none"> <li>Further develop all pupils' understanding of their own learning.</li> <li>Sustainably continue tutoring and intervening PP pupils where necessary.</li> </ul>		

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



**Approximate budgeted cost: £8,217**

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<ul style="list-style-type: none"> <li>• Baseline assessment used to identify communication/language baselines and to measure progress made.</li> <li>• Staff training – including Wellcomm</li> <li>• Wellcomm intervention implementation (targeted) and training impacting all.</li> <li>• 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.</li> <li>• Speech and language interventions.</li> <li>• SENCo to target assessment and support for those eligible for PP who are identified as having SEN.</li> <li>• Additional service support when required to deliver strategies.</li> <li>• Phonics groups led by teachers and teaching assistants newly trained in 'Monster Phonics' scheme.</li> </ul> <p><b>(1, 3)</b></p> <p>Estimated costs:</p> <p>NELI/Wellcomm £7,558</p>	<ul style="list-style-type: none"> <li>• Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</li> <li>• 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.</li> <li>• 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.</li> <li>• The EEF toolkit states that Oral Language impact development (Average impact +5 months).</li> <li>• The EEF toolkit states that a consistent phonics approach has a moderate impact (+4 months) for a very low cost.</li> <li>• NELI has been identified by the EEF as a promising project.</li> </ul>	<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"> <li>• Use of synthetic phonics programme</li> <li>• Keep up interventions run by trained teaching assistants</li> <li>• Use of Monster Phonics tracker</li> <li>• Phonics lead to monitor practice and lead CPD</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• '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.</li> </ul>	<p>Data will show that 65% of PP pupils will achieve the expected standard in their phonics screening assessment.</p>

<ul style="list-style-type: none"> <li>• Structured daily synthetic phonics programme - 'Monster Phonics'. Focused phonic tutoring and peer tutoring approaches to be used to ensure any gaps in learning are closed quickly.</li> <li>• Twice daily phonics 'keep up' interventions</li> </ul> <p><b>(1, 3)</b></p> <p>Estimated costs:</p> <p>Phonics tracker £204          Monster phonics £455</p>		
<p><b>Intentions for 2021-24 – Targeted academic support</b></p> <p>During this period we will:</p> <ul style="list-style-type: none"> <li>• Continue to fund the NELI and Wellcomm programme, with or without funding.</li> <li>• Further develop our use of Monster Phonics, and look for a Y3/Y4 extension to the programme to maintain progress for PP pupils.</li> <li>• CPD for new staff (NELI, Wellcomm and monster phonics)</li> <li>• Develop same day intervention programme</li> </ul>		

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

**Approximate budgeted cost: £81642**

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
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<ul style="list-style-type: none"> <li>• Identified attendance lead in school</li> <li>• School based Family Wellbeing Worker.</li> <li>• Monitor attendance and implement identified strategies.</li> <li>• Free breakfast club.</li> </ul> <p><b>(4)</b></p> <p>Estimated costs:</p> <p>Attendance lead £1,131 Breakfast club £8546</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• Embed social and emotional learning into the school culture.</li> <li>• Well-being focus weeks.</li> <li>• ELSA intervention for identified children.</li> <li>• 3 trained Mental Health First aiders.</li> <li>• 2 school based ELSA staff.</li> <li>• 3 trained nurture staff</li> <li>• Counselling made through referral to MHST.</li> <li>• Breakfast Club support.</li> <li>• Lunchtime support.</li> <li>• DSL and SEND team.</li> <li>• Mental health plans and individual risk assessments used if necessary.</li> <li>• Targeted support available from additional services as and when needed.</li> <li>• Curriculum focus on 'catch up' in terms of mental health and well-being of pupils.</li> </ul> <p><b>(2)</b></p> <p>Estimated costs:</p>	<ul style="list-style-type: none"> <li>• Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to (+4 months) progress.</li> <li>• EEF toolkit identifies that the following all have a positive impact, Behaviour intervention (+ 3months).</li> <li>• Social and emotional learning (+ 4 months).</li> <li>• Metacognition and Self-regulation strategies (+ 7 months).</li> </ul>	<p>PP Pupils will be 'ready to learn'. Mental Health and wellbeing of PP children will improve. Behaviour and pastoral concerns of PP pupils will not limit learning. The frequency of class teachers reporting behaviour as a barrier to learning will decrease and logged negative behaviour incidents on CPOMS reduce.</p>

<p>ELSA £8,934 SENDco ECM £2,635</p>		
<ul style="list-style-type: none"> <li>• Forest school training and sessions.</li> <li>• Visits and Visitors plans for the academic year across school recorded in school diary.</li> <li>• Funding for subsidised trips and visits.</li> </ul> <p><b>(6)</b></p> <p>Estimated costs:</p> <p>Forest School £25,017 Trips, visits and experiences £4,366</p>	<ul style="list-style-type: none"> <li>• EEF toolkit identifies that the following all have a positive impact, Social and Emotional Development (Average impact +4 months).</li> <li>• Arts participation (+2 months).</li> <li>• Behaviour interventions (Moderate +3 months).</li> <li>• Outdoor Adventure Learning (+4 months).</li> </ul>	<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"> <li>• School based Family Wellbeing Worker.</li> <li>• Well-being focus weeks.</li> <li>• Parental workshops (Curricular and Pastoral)</li> <li>• 3 trained Mental Health First aiders.</li> <li>• 2 school based ELSA staff.</li> <li>• 3 trained nurture staff.</li> <li>• Support from MHST.</li> <li>• Phone calls made to PP families to engage in parent's evenings.</li> <li>• Communication with parent's via Home Reading Records.</li> </ul> <p><b>(5)</b></p> <p>Estimated costs:</p> <p>Family support £31,013</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). Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from affluent backgrounds.</p>	<p>Communication with parents face to face/phone call and via reading records for PP pupils. PP pupils who are not engaging with reading will read 1:1 in school time.</p>
<p><b>Intentions for 2021-24 – Wider strategies</b></p> <p>During this period we will:</p>		

- Aim to move PP attendance by extending and improving attendance support.
- Further develop ELSA programme with more pupils.
- Develop nurture provision.
- Encourage parents to engage in Home Reading and to deliver workshops for further support.

**Total budgeted cost: £ 138,675**

## 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.

The school's synthetic phonics programme 'Monster phonics' was further embedded this year in EYFS, KS1 and LKS2. School data and monitoring has shown that children apply phonics in their reading and that teaching of phonics is consistent in its approach. Internal teacher assessment data for June 2023, taken from our tracker, is showing the positive impact of approaches used.

The whole class reading approach was further embedded this year in KS2, and pupils' enjoyment and confidence has continued to grow. Monitoring and internal data shows that children develop comprehension well. Writing was a whole school priority in 2022-23, with a focus on improving grammar and fluency, ensuring all staff were able to model writing effectively. CPD on 'Grammar for writing in the teaching sequence' was been undertaken by all class-based staff in school. All teachers have been provided with support resources in mathematical fluency, variation and mastery. Internal teacher assessment data for July 2023, taken from our tracker, is showing positive impact of approaches used.

<b>2022-23</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>Difference</b>
Reading	67.5	83.8	16.3
Writing	51.2	76.9	25.7
Maths	68.7	81.1	12.4
<b>2021-22 (For comparison)</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>Difference</b>
Reading	54.3	76.6	22.3
Writing	48.1	69.0	20.9
Maths	56.8	76.6	19.8

Tutoring has taken place each week throughout 2022-23 and has been delivered by experienced members of teaching staff through the National Tutoring Programme to deliver blocks of tuition. Pupil premium funding was used for the schools 40% contribution to this subsidised programme.

## 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*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield Foundation
WellComm	GL Assessment
Target Tracker	Juniper Education

## Service Premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

We recognise that the impact of COVID-19 will be different for each school and that our school leaders are best placed to understand the needs of our school communities. Consequently, the right way to support our pupils will be informed by the professional judgment of teachers and school leaders. As a sustained response will be required, to compensate for the negative impact of school closures, the school will consider how to align chosen approaches with pupil premium spending and broader school improvement priorities.

In order to align approaches, there will be a focus on implementing a small number of cultural changes within the school. These being, a focus on retrieval practice, reasonable adjustments for learning, improving social and emotional learning in school and prioritising mental-health and well-being.

The school will continue to implement the Nuffield Early Language Intervention (NELI) Programme to improve listening, attention, and vocabulary skills in Reception pupils. The programme was made available to school through the Department of Education's partnership with the Education Endowment Foundation and other delivery partners. We will also deliver a number of other interventions aimed to target children's barriers to learning and raise their self-esteem whilst continuing to use outdoor learning, as a strategy to reach those children who are disengaged.

Quality first teaching will remain a top priority in our school, as we continue to drive forward, ensuring that our PP pupils are targeted with the academic and pastoral support that they need, to continue to make progress and achieve what they are fully capable of.