



# Pupil Premium Statement 2023-2025

This statement details our school's use of pupil premium (and recovery 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 – October 2023                   |
|---|---------------------------------------|
| Number of pupils in school  | 241                                   |
| Proportion (%) of pupil premium eligible pupils   | (24) 10%                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 2025                           |
| Date this statement was published   | November 2023                         |
| Date on which it will be reviewed   | June 2024                             |
| Statement authorised by   | A Dodd                                |
| Pupil premium lead  | A Dodd                                |
| Governor / Trustee lead   | Miss K Aspinall<br>Chair of Governors |

## Funding overview

| Detail  | Amount                         |
|---|--------------------------------|
| Pupil premium funding allocation this academic year   | £34,920                        |
| Recovery premium funding allocation this academic year  | N/A no tuition is taking place |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £                              |
| <b>Total budget for this academic year</b><br><br><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>  | £34,920                        |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Peter's Church of England Primary School our intention is that all children should flourish. Our intention is that all pupils, irrespective of their background or experiences should make good progress and have no limitations on their achievement and attainment. The focus of our pupil premium strategy is to support disadvantaged children achieve, progress, and ensure our high attaining children continue to progress.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

### Our intentions...

- Every child to flourish and achieve across all areas of the curriculum.
- Children attending St Peter's to receive a high quality, knowledge rich curriculum.
- Any potential barriers to learning to be overcome through appropriate provision, support, and adapted teaching strategies.
- All children to have a wide range of enrichment experiences during their Primary school education. (No child should be at a financial disadvantage for this.)
- To ensure attendance of all children is above 96%
- To ensure children and families receive the positive mental health support for them to be able to access their learning, feel safe, happy and be resilient to deal with everyday school life.

### Key Principles of our strategy

- Provide high quality education for all.
- Provide targeted / research-based interventions to secure further progress.
- Provide family and pupil support to ensure children are in a positive frame of mind for learning.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Attendance and Pupil Well Being / Mental Health</b><br><i>Since January 2023 approx. 15% of families have outlined, they are having specific difficulties with their child attending school. This could be emotional based school avoidance, worries about school / friendships etc. It is likely that</i> |

|   |   |
|---|---|
|   | <i>COVID closures have impacted significantly on pupil mental health and their resiliency. Children became used to remaining at home and do feel a higher level of worry when leaving their parents.</i>  |
| 2 | <p><b>Progress and Attainment for all groups</b></p> <p><i>Data and tracking information does identify that 29% of the children eligible for PPG funding are working below the age-related expected standard in one – three core areas. (Reading, Writing, Maths)</i></p> <p><i>As school we need to explore the use of PIVATS and other assessments to demonstrate that lower attaining children are progressing in reading, writing and maths.</i></p>  |
| 3 | <p><b>Well – Being, mental health and behaviour</b></p> <p><i>Since COVID closure we are still seeing the impact of the closures on pupil behaviour and well-being. Children in Y2-6 all have had reduced school experiences. It is noticed in y1-y5 that the children within these age ranges struggle with emotional regulation, friendship issues, resiliency, problem solving. The lack of EYFS and nursery provision for these children during COVID closures could have impacted on their social and emotional development. Children in y2 do display lower resiliency and require guidance for self-regulation. Therefore, as a school we need to look further at our school approach to promoting positive mental health, resiliency, problem solving and equip the children with the skills to be able to cope and manage school life.</i></p> |
| 4 | <p><b>Cost of Living</b></p> <p><i>The cost of living has significantly increased. We have families and children who may require additional financial support to fund trips and visits. No child should be at a disadvantage. Some families are very proud and struggle to come forward to share their concerns or ask for help.</i></p>  |

## 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   |
|--|--|
| Maintain high levels of attendance for all children ensuring children who are eligible for PPG and other vulnerable groups. (96% or above) | <p>Sustained high attendance across the school.</p> <p>Children from identified groups will have good attendance, maintaining high levels of 96% of above.</p>   |
| Improved progress and attainment for disadvantaged children in reading, writing and maths.   | <p>PPG children will make good progress in line with their starting points and at a rate commensurate to their peers.</p> <p>Any child who is falling behind / or requiring additional provision will be provided with the support required to make good progress.</p> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly out disadvantaged pupils.                             | <p>Sustained positive mental health and resiliency for our children. Demonstrated by</p> <ul style="list-style-type: none"> <li>- A reduction in concerns raised by staff and parents.</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- A strong positive mental health strategy in place across the school.</li> <li>- Improved attendance for key children who display emotional based school avoidance.</li> <li>- Pupil voice and parental voice.</li> </ul> |
|--|---|

## Activity in this academic year 2023-2024

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: £ 5,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase up to date PIVATS training for staff to refresh the use of PIVATS as a progress and monitoring tool for children working significantly below age related expectations.  | <i>Evidence from PIVATS will be able to inform the next steps for the child at support a steady rate of progress. It will impact on the teacher and support staff as by using PIVATS individual instruction which has evidence of improving progress of lower attaining pupils will need to be implemented.</i><br><a href="#">Individualised Instruction</a> | 2                             |
| Purchase standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administrated correctly.   | When used effectively, diagnostic assessment can indicate areas for development for individual pupils, or across classes and year groups.<br><br><a href="#">Diagnostic Assessments</a>   | 2                             |
| Enhancement of our maths teaching and curriculum in line with EEF / Maths Hub and DFE research.<br><br>We will fund teacher release time to embed key elements of guidance in school to access Maths Hub resources and CPD (including mastery readiness) | The DfE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches:<br><a href="#">Mathematics Guidance KS1 and 2</a><br>The EEF guidance is based on a range of best available evidence.<br><a href="#">Improving mathematics in KS1 and 2</a>     | 2                             |

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

Budgeted cost: £ 10,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of TA who are trained in Red Rose Phonics to deliver further phonics sessions and reading sessions to ensure children progress.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention has been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.<br><a href="#">Phonics teaching and learning toolkit</a> | 2                             |
| <i>Explore oral language programmes to improve listening, narrative, speaking and oracy skills especially within disadvantaged children who have relatively low spoken language skills. EYFS teacher already exploring WellComm</i> | <a href="#">Oral Language Interventions</a><br>Approaches that focus on speaking and listening and combination of the two show positive impacts on attainment.   | 2                             |

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

Budgeted cost: £ 20,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Appointment of a Family Learning mentor with extensive background in supporting pupil mental health and supporting families.<br/><br/>Bespoke family workshops and parental sessions.</i> | <a href="#">Working with parents to Support Children's Learning</a><br><br><i>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. <b>This support is in place</b></i> | 1, 2,3,4                      |

|   |  |         |
|---|--|---------|
|   | <p><b>and provided by the Family Learning Mentor.</b></p> <p>The following activity is provided by the family learning mentor in order to improve pupil outcomes.</p> <ul style="list-style-type: none"> <li>• Bespoke family support / child support</li> <li>• Early Help</li> <li>• Liaising with agencies and referring to other support inc. foodbank, housing, benefits etc.</li> <li>• CAMHS liaison</li> <li>• Delivering Social, emotional and mental health interventions in groups and 1:1</li> </ul> |         |
| <p>Improve attendance through a range of interventions including Breakfast Club Provision.</p>  | <p><a href="#">EEF guide to pupil premium</a></p> <p>Evidence indicates that one of the key barriers to disadvantaged children progressing is attendance.</p> <p>Therefore as a school we ensure that we identify children who have attendance concerns and using family support liaise to overcome these barriers. At times this will be using PPG funding to support wrap around care.</p>   | 1,2,3,4 |
| <p>Ensure all children eligible for PPG funding because of disadvantage can access trips, clubs, visitors and events that they may not be able to do due to finances.</p> | <p>As outlined in the <a href="#">EEF guide to pupil premium</a></p> <p>The Pupil Premium is paid for every eligible pupil in every eligible school. This means that schools can target their resources to the individual needs of their eligible pupils, so that they can flourish. Therefore we would utilise PPG to ensure our children do not have missed curriculum or enriched opportunities.</p>  | 4       |
| <p>Whole school training on behaviour management and anti-bullying approaches with the aim of further brining consistency across school.</p>                              | <p>Both targeted interventions and universal approaches can have positive overall effects.</p>   | 1,2,3   |

**Total budgeted cost: £ Approx. 35k**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.*

*The data demonstrates that 68% of our PPG children are in line or working at a deeper standard.*

*PPG children are making good progress.*

*Attendance for PPG children is increasing due to the support in place.*

*We regularly review our strategy plan and have made changes to how we intend to use some of the PPG budget this academic year.*

### Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*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***

There are 3 children in school who receive PPG funding due to service pupil premium funding. The funding was used to continue to do the following...

- Support the family and mental health of the child/ren.
- Provide additional support academically if required. Challenge and extend where appropriate.
- Continue to supplement the cost of trips.

**The impact of that spending on service pupil premium eligible pupils**