

Pupil premium strategy statement – St. Peter's Primary School - Bromyard

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
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Farmer, D Wiles, K Lane
Pupil premium lead	K Lane – Executive Leader for Safeguarding and Inclusion L Hollywell – Assistant Headteacher L Taylor – Pupil Premium Mentor
Governor / Trustee lead	Mr G Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,845
Recovery premium funding allocation this academic year	£ 1,958
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£87,803

Part A: Pupil premium strategy plan

Statement of intent

The key aim of our school's pupil strategy plan is to ensure that all students, regardless of their background and family income have an equal opportunity to thrive and achieve in school.

Common barriers to learning for disadvantaged children in our school, can be that they receive less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties as well as attendance and punctuality issues. There may also be complex family situations that prevent children from excelling. The challenges are varied and there is no 'one size fits all' answer.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the students.
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes but is not limited to, ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We promote and encourage increased parental engagement with the school.

The range of provision we will provide

- Ensuring all teaching is good or better therefore ensuring that the teaching experienced by all children is improved.
- To allocate staffing appropriately in order to provide small group work focussed on overcoming gaps in learning.
- 1-1 support both socially and academically as required
- All work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional staffing for interventions and catch-up lessons and additional reading support across both key stages.
- Mentor Meetings – providing contact and support, whilst getting to know the pupil premium students and their families
- Supporting payment for activities, educational visits and residential trips. Ensuring children have concrete experiences to expand their classroom education

- Support payment for school uniform, PE kit and school equipment as appropriate
- Support payment for attendance at one Out of School activity
- Assistance as necessary to encourage good attendance working closely with students and their families
- Mental Health and Wellbeing support, through the use of school based Thrive practitioner on a 1:1 or targeted group basis
- Support for mental health and wellbeing will be offered through external support services.

Challenges

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

Challenge number	Detail of challenge
1	Mathematics levels - The attainment of disadvantaged pupils in particular year groups within Mathematics are at a lower rate than that of their peers. At present Years 3 and 4 appear to be the most predominant and further targeted support will be required to overcome this.
2	Phonics Screening results & reading levels - Results within the Phonics screening test in Year 1 are below the national rate and whilst improving year on year are still below the expected standard. This is impacting reading attainment in years 2 and 3. Pupils in years 2 and 5 are below the national expected standard with regards to reading levels. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Writing - Across both Key Stages writing levels of disadvantaged pupils is below that of their peers. It is unclear if this is due to issues with reading, lack of exposure to a wide range of reading material, language and communication issues for the family and pupil or whether it is lack of exposure to a more varied life and opportunity.
4	Mental Health and Wellbeing – our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many students, such as anxiety, low self-esteem, confidence issues. This is for a variety of reasons, but it is an established fact that these challenges particularly affect disadvantaged pupils, including their attainment. Teacher and family referrals to Thrive remain high. 54% of the disadvantaged pupils have accessed support via the Thrive practitioner within the last academic year. Approximately 5 referrals to WEST have been for disadvantaged pupils.

5	Work supporting pupils and families that are disadvantaged continues across the school with the designated Family Support Worker currently coordinating necessary help either through signposting of additional services, accessing Early Help assessments or providing a contact for all families seeking extra support. As financial concerns increase within the wider community the impact on those disadvantaged pupils is felt more severely. The Family Support worker has additional strain to support each of these families and continue the safeguarding work that is necessary and supersedes the low-level holistic support offered due to severity.
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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
In Years 3 and 4 the attainment gap within maths is closed.	70% will attain the Age-Related Expectations by end of 2024/2025
In Year 1 Phonics Screening the gap between our phonics results and national standard will be closed. In both Key Stages the gaps in reading achievement will be closed with reading levels of these pupils matching those of the national expected standard.	80% of all Year 1 pupils will attain a pass within the Year 1 Phonics Screening assessment. In line with the current National pass rate. A minimum 70% will be able to read at age related expectations or above by end of the 2024-2025 academic year.
Both Key Stages will see an improvement in writing, with the gaps between disadvantaged pupils and their peers being closed, bringing them all in line with age related expectations.	In excess of 70% of all pupils will attain age related expectations regardless of disadvantaged or advantaged.
Pupils and families will continue to access Thrive, ELSA and WEST to support a pupil's mental health and emotional wellbeing needs.	All pupils that require support regardless of pupil premium status will be able to access Thrive, ELSA and WEST. Sustained high levels of wellbeing by 2024/2025 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in bullying • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • An increase in consistent financial support offered where required.

Activity in this academic year

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: £ 28,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide non-teaching time for the maths subject leader to monitor teaching and mentor in target year groups.	In these groups planning for lower achievers will support learning. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3 Suggests that the pupils will learn mathematics at a different rate and review and monitoring is essential as without prior knowledge embedded pupils will not be able to progress as expected. Using the subject leader to deliver additional, specific targeted learning is essential to help children achieve.	1
Provide CPD for all teachers and assistants in Phonics and early reading skills. (Read Write Inc – as the chosen programme)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Research demonstrates that language provides the foundation of thinking and learning and should be prioritised. Equally, early reading development is an essential recommendation, suggesting that a variety of approaches should be adopted of which letter and sound knowledge as well as singing and rhyming activities to develop phonological awareness. Recent changes in staffing within Early Years and KS1 requires that this CPD is repeated to ensure that all staff are fully trained and able to deliver a robust phonics curriculum that explores the early stages of speech and sound recognition.	2

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

Budgeted cost: £ 29,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Classroom based Teaching Assistant providing targeted interventions on a 1:1 or small group basis within afternoon sessions to support the development of improved writing levels and skills; including interventions within mathematics and phonics.	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) states that structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months' progress on average. This report continues that it does not matter when the teaching assistant delivers the intervention but how they are doing so. Regular monitoring of progress and impact upon the pupil's abilities with regards to other subjects and social interactions is essential.	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and ELSA Practitioners to be available over the lunchtime period, in addition to regular sessions delivered, to support the emotional wellbeing and self-esteem as well as behaviour regulation strategies to be taught and practised when required.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) recommends that children should be taught to use self-calming strategies and positive self-talk to help deal with intense emotions. With delivery of the Thrive sessions these strategies would be taught away from the 'crisis moments' and support offered for implementation during the crisis moments whilst this knowledge and strategies are embedded; this follows the recommendations of the EEF report.	4
Family Support Worker available to support attendance officer and Trust Safeguarding and Inclusion lead. FSW to liaise closely with parents who require extra help managing students within the home environment, to help with escalating conduct issues, to ensure	A family support worker is someone who helps families in need of practical or emotional support, particularly when difficulties arise around parenting and the wellbeing of children. The Department for Education recommends the use of an Attendance Officer to monitor pupils at risk of persistent absence. This officer can request assistance from the FSW to coordinate a long-term strategy alongside the family to improve attendance. The FSW role is not confined to attendance, the role is to support the entire family	5

safeguarding standards are maintained and attendance at school is within acceptable limits. Early Help Assessments, referrals to outside agencies, closely working with Safeguarding and Inclusion executive to provide consistent and effective monitoring and support.	and to coordinate outside agencies as well as monitoring of the family's needs. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	
Access to provisions such as funding for: • Uniform and PE kits or second-hand uniform • Trips and residential • Educational activities • Revision guides for KS2 SATs if required • Educational equipment • Peripatetic music lessons • Breakfast club/ After School Care • Access to WEST • Access to Thrive or ELSA	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The Department for Education states We strongly encourage schools to have a uniform as it can play a key role in: • Promoting the ethos of a school • Providing a sense of belonging and identity • Setting an appropriate tone for education It continues to state that second hand uniform should be available, or support provided by the school to obtain.	1,2,3, 4,5

Total budgeted cost: £ 84,291

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage – in comparison with the profile results shown for 2022/2023 our pupils (considered disadvantaged) achieved an average number of early learning goals at expected level of 13.2, where the levels across the country were 14.1. 30% of those same pupils achieved a good level of development compared with 67.2% as the national figure and 30% achieved at expected level of all early learning goals, compared with 65.6% as the national figure.

Year 1 Phonics – 27% of pupils from the disadvantaged group within Year 1. A third of these pupils did not take their phonics screening assessment; of those pupils that did undertake this assessment 75% achieved the necessary pass mark; however, only 50% of the entire group including both advantaged and disadvantaged, successfully passed in comparison with 79% of the national figure.

End of Year 2 – 60% of the disadvantaged pupils were recorded as achieving at age-related expectations by the end of the academic year in maths with 80% achieving expected or greater depth in reading and writing.

End of Year 6 – A higher percentage of those children recorded as disadvantaged achieved age-related expectations in Maths and Reading, in comparison with their peers and the gap between those achieving within writing has been greatly reduced, to just 2% difference between both groups.

Approximately 54% of all disadvantaged pupils were successfully able to access a period of Thrive support and continue to access this support. With around 10% accessing support from WEST, the outside agency that delivers more targeted emotional and wellbeing support. To increase capacity of those able to access in house support, an additional member of staff has now undertaken Emotional Literacy Support training and will offer ELSA in conjunction with the Thrive practitioner.

Approximately 10% of disadvantaged families requested support with funding to cover the expense of uniforms and trips. The Pupil Premium Mentor liaises with the Family Support worker in advising support that is available and they in turn signpost those families that are requesting financial support. Letters advising of Pupil premium entitlement have been sent out to all necessary families and state support which is available and how to access this at the start of the academic year. Further engagement with the mentor is planned to move forward.

Confidence boosting and team building trips were arranged and were attended by pupils that were considered disadvantaged along with a small group of peers. The aim of this was to try and enhance the cohesion of the working groups and promote independence alongside self-esteem and confidence work. All pupils that attended

benefited from this experience and consideration of further exercises will be undertaken.

Externally provided programmes

Programme	Provider

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 or recovery premium funding.