

St Peters Pupil Premium Strategy Statement 21-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

Additions in blue are updates for academic year 2022-23

School overview

Detail	Data
School name	St Peters Primary
Number of pupils in school	200 216
Proportion (%) of pupil premium eligible pupils	21% 45 pupils – 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-23 2022 - 23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 Feb 22 Feb 23
Statement authorised by	Mr Martin Farmer
Pupil premium lead	Mrs Sam McAtear
Governor / Trustee lead	Mr Trevor Hayes Mr Graham Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,075 £60,515
Recovery premium funding allocation this academic year	£6,660 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0

Total budget for this academic year	£ 62,735
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,515

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was first introduced in 2011 and is allocated to schools to allow them to work with pupils who have been registered for free school meals at any point in the last six years. It is specific funding for children from low-income families who were or are eligible or received free school meals, looked after children and those from families with parents in the Armed Forces.

“It is for schools to decide how the Pupil Premium...is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” Source DfE website.

At St Peters we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore, reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged. We also recognise that not all children who receive free school meals are socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. To ensure our plan works as efficiently as possible we will monitor teaching and learning and provided support where required to ensure staff have high expectations for disadvantaged pupil. We will continue to develop and deliver interventions tailored to the needs of the children. We will reflect on our whole school assessment approach termly to ensure all staff are aware of and able to fulfil their responsibility for the outcomes of all pupils but particularly the disadvantaged. We will also review and adapt our intervention progress termly to react to needs of the disadvantaged pupil and their rate of progress.

Challenges

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

Challenge number	Detail of challenge
1	In Years 2 and 4 these children achieved at lower rate than other children in maths
2	In Years 2 and 3 these children achieved at lower rate than other children in reading <i>In year 1, children achieve a lower rate than national in their phonic screening tests</i> <i>In year 2 and 5, children achieve a lower rate than national in their reading attainment</i>

3	In Years 2, 3, 4 and 5 these children achieved at lower rate than other children in writing
4	Emotional and mental health issues are prevalent amongst our PP pupils.

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 Y2 and 4 the gap is closed in maths	66%+ will attain ARE 70%+ will attain ARE
In Y2 and 3 the gap is closed in reading In Y2 and Y5 the gap is closed in reading In Y1 the gap is closed in phonics	70%+ will attain ARE 70%+ will attain ARE 80%+ will attain ARE
In Y3, 5 and 6 the gap is closed in writing In Y2, 3, 4, 5 the gap is closed in writing	65%+ will attain ARE 70%+ will attain ARE

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

Budgeted cost: £5,218 + £2,980 = £8,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide non-teaching time for the maths subject leader to monitor teaching and coach in target year groups	In these year groups planning for lower achievers will support learning	Groups of six children per class
To provide CPD in phonics and early reading skills (Read Write Inc)	Attainment in Y1 and Y2 phonics will increase Nursery and Reception children to receive daily high quality systematic phonics	PP children in EYFS and KS1

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

Budgeted cost: £11,639 + £3,826 + £6,633 + £5,342 = £27,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a highly skilled TA to run target interventions (JD and New appointment) Class based TA providing target intervention in the afternoons	Reading, writing interventions (e.g. Fresh Start, Accelerated Reader for years 2-6) Maths interventions (Wave 3 and Numicon) Reading Comprehension (Accelerated Reader) Number stacks Maths intervention	Groups of six in each year group Groups in Y3 Groups from each identified year group as required
Lunchtime supervisors hours increased – continue THRIVE practitioner available over lunchtime	Lunchtime behaviours are calmer since children have adults and strategies in place to support their emotional wellbeing.	75 THRIVE children on record as needing support as required

Increase TA deployment by 1 day - continued	Focus TA work to support access for all children to this teaching	Groups in all classes
Employ a teacher / tutor for 2 morning s per week recovery plan) Summer term only	He/she will work with identified groups and individuals, as per provision plan	Groups in all classes

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

Budgeted cost: £8,849 + Forest school 1xpm per week £1,946 = £10,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained Thrive practitioner work with identified children each afternoon, and be available for children if in crisis - continue	The Thrive approach resources are used in the Rainbow room, and spill into classes as children return.	20
A qualified Level 3 Forest School leader to work with identified children one afternoon per week. - continue	Learning outdoors offers opportunities for all learners and allows it to take place outside of the classroom which may be causing anxiety for some children.	Maximum of 6, but can be used for one to one.

Total budgeted cost: £46,433 (£8,198 £27,440 £10,795)

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 2020 to 2021 academic year.

The performance of disadvantaged pupils in 2020/21 was hampered by a series of lockdowns and time spent away from school isolating or recovering from Covid.

Around only 20% of disadvantaged pupils attended school during lockdown. Attendance since returning from lockdown has been irregular. Since return from lockdown internal data has shown a marked difference between disadvantaged children that attended provision and those that did not. Some disadvantaged pupils had limited computer access which had to be resolved and also engagement overall for these pupils was less which resulted in slower levels of progress compared to peers who made accelerated progress in many areas.

Analysis of internal data showed progress for 40% of disadvantaged pupils in reading and maths. Reading internal data showed that 40% of the pupils made at least expected progress in relation to their reading age during the year.

In mathematics, many pupils made good progress, particularly with their arithmetic with 50% of the children making at least a year's progress or more. The schools internal writing data showed that progress was slightly lower, due to it not being the school focus. Progress of disadvantaged pupils was broadly similar across the whole school but phonics attainment was low.

An extensive programme of interventions as well as quality first teaching contributed to the progress of the disadvantaged group as well as well established relationships with parents ensuring support was readily available.

Once Covid restriction were relaxed the children had opportunities to attend after school provision and a Y6 outdoor and adventures day.

End of EYFS – of the 3 disadvantaged pupils, 2 achieved expected in all areas of the Early Learning Goals. LA pass 70.8% compared with our pass rate of 78.3%

Year 1 phonics – 25% of pupils from disadvantaged group. 57% of these pupils passed their phonics screening which is a similar figure when compared with the class pass rate of 57.1%

End of year 2 – 50% of the disadvantaged group achieved expected in all areas of the curriculum compared with class achievement at expected of 46.4% reading, 57.1% in

maths and 46.4% in writing. They were above with reading and writing and below in maths.

End of year 6 Achieved for disadvantaged was lower than non-disadvantaged pupils. 50% of disadvantaged pupils passed there writing compared to 75% of non-disadvantaged pupils. National attainment for writing was 69%.