



**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

PUPIL PREMIUM GRANT STRATEGY 2023-2024

Author

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Version

1.3

Last Updated

March 2024

Adopted by the Full Governing Body

November 2023

Next Review

July 2024

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	54 children (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	30 Nov 2023
Dates on which it will be reviewed	July 2024
Statement authorised by	Samantha Sandle and Caroline Barriball
Pupil premium lead	Emma Smith
Governor / Trustee lead	Joanna Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88755.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88755.00

Part A: Pupil premium strategy plan

Statement of intent

St. Peter's Primary School wants to ensure all children who are disadvantaged, achieve the best from their time at school. It is our mission to support these children through a range of strategies and interventions put in place at school.

We aim:

- To motivate, to inspire and to expect all children to achieve more than they have achieved before.
- Never to put a ceiling upon what we expect children to attain, but to help them strive to improve on their previous best - everyone can be excellent at something.
- To provide a safe, secure and stimulating environment in which all children can succeed and be respected for who they are. Individual and group efforts are valued and praised - you don't always have to be best; you just have to try your best.
- To encourage care, consideration and respect for all members of the school community and the school grounds, building and environment - just like at home with the family.
- To encourage children to take responsibility for themselves, their own actions and behaviour - to be self-disciplined, self-confident and to think of others.
- To celebrate the richness and diversity of our school community and the world in which we live.
- To value the fact that we are part of a multi-ethnic, multi-faith, multilingual community - to respect differences as well as similarities.
- To help children acquire knowledge and skills relevant to life in a fast changing world - to leave our school better prepared for life in secondary school and adulthood.
- To develop a co-operative working partnership between all staff, parents and governors - we are all working together to the benefit of our children.

This pupil premium strategy plan will allow us to give our children the best chance to achieve their best through the use of targeted support, interventions and programmes.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Ensuring a higher % of disadvantaged pupils achieve the expected or above standard in reading, writing and maths.</p> <p><u>2023 KS2 Data</u> 45 Non PPG children 16 PPG children</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>69 (equates to 5 children, 3 of whom are also SEND)</td> <td>75</td> <td>81</td> </tr> <tr> <td>Non-PPG</td> <td>84</td> <td>75</td> <td>84</td> </tr> </tbody> </table>		Reading	Writing	Maths	PPG	69 (equates to 5 children, 3 of whom are also SEND)	75	81	Non-PPG	84	75	84
	Reading	Writing	Maths										
PPG	69 (equates to 5 children, 3 of whom are also SEND)	75	81										
Non-PPG	84	75	84										
2	Disadvantaged pupils need to make accelerated progress in order to narrow the attainment gaps.												
3	Disadvantaged pupils' attainment is lower than that of non-disadvantaged pupils.												
4	<p>Lack of support/resources at home leading to limited opportunities and experiences. Ensuring we are aware of who needs technology for access. Engaging families.</p> <p>Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.</p>												

5	<p>Whilst there is not a significant gap between PPG and non-PPG children's overall attendance, following further analysis it has been noted that our PPG's children's attendance may often be spread over several weeks having a large impact on their learning. Some families are recognised to be regularly missing the same day of learning each week in particular Monday and/or Friday.</p> <p>This has been identified as an area of concern by the Education Welfare Officer (EWO) as there is a gap between PPG and non-PPG</p> <p><u>Attendance 22/23</u></p> <table border="1" data-bbox="341 591 1292 866"> <thead> <tr> <th></th> <th>Autumn Term</th> <th>Spring Term</th> <th>Summer Term</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>91.31%</td> <td>93.18%</td> <td>92.38%</td> </tr> <tr> <td>Non-PPG</td> <td>94.82%</td> <td>95.48%</td> <td>95.94%</td> </tr> </tbody> </table>		Autumn Term	Spring Term	Summer Term	PPG	91.31%	93.18%	92.38%	Non-PPG	94.82%	95.48%	95.94%
	Autumn Term	Spring Term	Summer Term										
PPG	91.31%	93.18%	92.38%										
Non-PPG	94.82%	95.48%	95.94%										
6	<p>EYFS baseline assessment shows that disadvantaged pupils enter SPPS with lower attainment than non-disadvantaged children.</p> <p>Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of numbers and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.</p>												
7	<p>There is a challenge for the children who are both PPG and are EAL (English as an additional language)</p> <p>Reading and writing results show that our PPG children (who are also EAL) under perform in these areas and require more support and intervention.</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
<p>To increase the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths</p>	<ul style="list-style-type: none"> • Greater number of PPG children reaching EXS across all key stages • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard.
<p>To ensure disadvantaged pupils make accelerated progress in order to narrow the attainment gaps.</p>	<ul style="list-style-type: none"> • PPG children reach EXS expectations • High number of disadvantaged pupils to make accelerated progress • Gap narrowed between disadvantaged pupils and their peers.
<p>To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths attainment across the school</p>	<ul style="list-style-type: none"> • Gap narrowed between disadvantaged pupils and their peers. • % of pupils reaching expected and above standards in line with other pupils nationally. • Achievement of disadvantaged pupils across school in line with all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention
<p>To further support families by providing additional resources to be used at home to support children's learning, and to enrich the child's learning by providing enriching experiences.</p>	<ul style="list-style-type: none"> • PPG children will use practical resources to support learning • PPG children will participate in positive learning experiences • Home learning will be better supported and completed • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment. • Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.

<p>To improve the attendance of disadvantaged pupils to above 95%</p>	<ul style="list-style-type: none"> • Lower percentage of absenteeism among PPG children • Narrow the gap between absence rates for PPG and non PPG children • Reduction in persistent absence for PPG group • Attendance data analysis at half-termly meetings shows • Figures for disadvantaged pupils above 95%.
<p>To ensure that pupils whose baseline at EYFS is low, are well supported in order that their attainment is in line with non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • End of year data will evidence that disadvantaged pupil attainment is in line with their peers.
<p>To ensure children who are both PPG and EAL receive additional support with reading and writing</p>	<ul style="list-style-type: none"> • End of year data will evidence that disadvantaged pupil attainment is in line with their peers. • Reduce gap between PPG and non PPG

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: £24064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Classroom Teaching</p> <p>25% of AHT salary (to support disadvantaged pupils in Y6)</p> <p>(£13328 plus oncosts 17K ?)</p>	<p>Supporting the Attainment of Disadvantaged Pupils- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> <p>identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).</p>	1,2,3,6
<p>Read Write Inc Training</p> <p>£564 + £1500 (4 days teacher cover plus 4 days TA cover)</p>	<p>Oxford Owl- https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p>EEF- https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	1, 2, 3, 4, 6, 7
<p>Staff CPD + release</p> <p>£5,000</p>	<p>https://thirdspacelearning.com/blog/quality-first-teaching/</p> <p>EEF - quality first teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. —Closing the attainment gap: key lessons learned in the EEF's first six years (2018).</p>	1, 2, 3, 4, 5, 6, 7
Total £24064		

Targeted academic support

Budgeted cost: £25841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% of TA salary for SALT</p> <p>£10860 <i>(includes oncosts)</i></p>	<p>https://thirdspacelearning.com/blog/quality-first-teaching/</p> <p>EEF - TA mirroring SALT Nurture support daily</p> <p>Studies of oral language interventions consistently show a positive impact on learning. "Oral language approaches have a high impact on pupil outcomes of 6 months additional progress" (EEF, 2021). Speech and language development promotes greater proficiency in reading and supports children's "use of vocabulary, articulation of ideas and spoken expression" (EEF, 2021).</p>	<p>2, 6</p>
<p>Staff release for Pupil Premium lead to work with disadvantaged and vulnerable pupils</p> <p>£4121.91 <i>(based on half a day a week release time and cover at £90 per half day)</i></p> <p>Targeted TA support for literacy interventions (£10860)</p>	<p>https://thirdspacelearning.com/blog/quality-first-teaching/</p> <p>EEF - quality first teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. —Closing the attainment gap: key lessons learned in the EEF's first six years (2018).</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Total £25841</p>		

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

Budgeted cost: £30474

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor £11619.77	https://www.mind.org.uk/ NSPCC Barnados https://www.place2be.org.uk/ Relationship based behaviour strategies enable access to academic learning.	4, 5
Subsidised residential Trip costs for vulnerable Year 6 Pupils £2500 School Trips- £5500	EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips Our Year Six residential provides children with essential life skills and "opportunities to participate in activities that they otherwise might not be able to access" (EEF, 2021). The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. "This has important benefits in terms of health, wellbeing, physical development, self-confidence and self-efficacy" (EEF,2021)	4, 5
25% of TA salary to support with outdoor learning £5855 (includes oncosts)	Forest School Association- https://forestschoollassociation.org Go Wild UK- https://www.gowildwithusuk.com EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1 - 5
Stationery resources £4000		4
Soundstart £4500		2, 4
ASC/ BC subsidised costs	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-	4

<p>£2500</p>	<p>evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20clubs</p>	
<p>Total £30474</p>		
<p>Total budgeted £80379</p>		

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 receipt of the pupil premium grant throughout the 2021 to 2022 academic year.

<u>PROGRESS- EXPECTED PROGRESS</u>			
<u>(5 steps- Sept 2022- July 2023)</u>			
	Reading 22/23	Writing 22/23	Maths 22/23
EYFS (current yr1)	No data	No data	No data
Year 1 (5 pupils) (current yr 2)	80%	80%	100%
Year 2 (7 pupils) (current yr 3)	85.7%	71.4%	71.4%
Year 3 (12 pupils) (current yr 4)	66.7%	75%	83.3%
Year 4 (11 pupils) (current yr 5)	72.7%	72.7%	72.7%
Year 5 (11 pupils) (current yr 6)	90.9%	81.8%	63.6%
Year 6 (16 pupils) (current yr7)	75%	81.3%	68.8%

ATTAINMENT of PPG children- July 2023 (According to Target Tracker Data) - children working at least (.w+)

	Reading 22/23	Writing 22/23	Maths 22/23
EYFS (current yr1)			
Year 1 (5 pupils) (current yr 2)			
Year 2 (7 pupils) (current yr 3)	80%	80%	80%
Year 3 (12 pupils) (current yr 4)	42.9%	28.6%	42.9%
Year 4 (11 pupils) (current yr 5)	41.7%	25%	33.3%
Year 5 (11 pupils) (current yr 6)	54.5%	54.5%	63.6%

2022-23 Review

Challenge Area	What did this include? Strategies/Provisions	Aim of challenge
To increase the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths	<ul style="list-style-type: none"> ➤ <i>Talk for writing</i> ➤ <i>Accelerated Reader (KS2)</i> ➤ <i>High Quality Classroom teaching</i> ➤ <i>Read Write Inc Training</i> ➤ <i>Creative Education courses for staff</i> ➤ <i>Outdoor learning for all classes and small group sessions focused on PPG children</i> 	<ul style="list-style-type: none"> • <i>Greater number of PPG children reaching EXS across all key stages</i> • <i>Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard.</i>

<p>To ensure disadvantaged pupils make accelerated progress in order to narrow the attainment gaps.</p>	<ul style="list-style-type: none"> ➤ <i>Talk for writing</i> ➤ <i>Accelerated Reader (KS2)</i> ➤ <i>High Quality Classroom teaching</i> ➤ <i>Read Write Inc Training</i> ➤ <i>Creative Education courses for staff</i> ➤ <i>Outdoor learning for all classes and small group sessions focused on PPG children</i> 	<ul style="list-style-type: none"> • PPG children reach EXS expectations • High number of disadvantaged pupils to make accelerated progress • Gap narrowed between disadvantaged pupils and their peers
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<p>To further support families by providing additional resources to be used at home to support children's learning, and to enrich the child's learning by providing enriching experiences.</p>	<ul style="list-style-type: none"> ➤ <i>Additional books sent home</i> ➤ <i>Regular parent meetings/ Open Fridays</i> ➤ <i>Opportunities for extracurricular clubs and experiences- teacher keep a record of each child throughout the year</i> ➤ <i>Subsidised school trips- y6 residential</i> ➤ <i>Stationary resources KS2</i> ➤ <i>Soundstart</i> 	<ul style="list-style-type: none"> • PPG children will use practical resources to support learning • PPG children will participate in positive learning experiences • Home learning will be better supported and completed • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by

		<p>disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</p> <ul style="list-style-type: none"> • Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.
<p>To improve the attendance of disadvantaged pupils to above 95%</p>	<p>➤ <i>ASC/BC subsidised</i></p>	<ul style="list-style-type: none"> • Lower percentage of absenteeism among PPG children • Narrow the gap between absence rates for PPG and non PPG children • Reduction in persistent absence for PPG group • Attendance data analysis at half-termly meetings shows • Figures for disadvantaged pupils above 95%.
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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

Programme	Provider
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Recovery Premium Budget: £8,845

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £00

Activity	Evidence that supports this approach	Comments/updates/ SLT input
Total funding identified within this area:		

Targeted academic support (e.g., tutoring, one-to-one support, structured interventions)

Budgeted cost: £3559.23

Activity	Evidence that supports this approach	Comments/updates/SLT input
Small group computer sessions after school led by specialist TA 1 hr weekly = £600	EEF research: Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	Taking over from computing course led by CWS.
Small group support for years 3 and 4 (3 afternoons weekly x 2 terms - LH) = £2659.23	EEF research: Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	targeted pupils from years 3 and 4 - paid over 2 terms
Total funding identified within this area: £3559.23		

Wider strategies (e.g., related to attendance, behaviour, wellbeing)

Budgeted cost:£5585.77

Activity	Evidence that supports this approach	Comments/ updates/SLT input
Wellbeing Programme (Islanda) to support staff to further support pupils and their families = £5585.77	OUP impact study : The Evidence analysis impact study found the following: <ul style="list-style-type: none"> • There is convincing evidence of a relationship between wellbeing and academic attainment, drawing on research conducted in a wide range of countries. • There is robust, longitudinal evidence that wellbeing is also associated with a variety of additional student outcomes including: <ul style="list-style-type: none"> • engagement • experience of transitions between Primary and Secondary school • success compared to parents at the same stage of education (with 'success' defined in terms of the highest level of education attained). 	Paid for a one year training package
Total funding identified within this area: £5585.77		