

# Pupil premium strategy statement

This statement 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 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 CE Primary School
Pupils in school	283
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£67,825
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	July 2023
Statement authorised by	Alison Cole
Pupil premium lead	Simon Brennen
Governor lead	Liz Keig

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,825
Recovery premium funding allocation this academic year	£6,173
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,998

# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are our ultimate objectives for your disadvantaged pupils?***

We are ambitious for the children in PPG groups in our school. We want to:

1. Close the attainment gap between them and their non-PPG peers
2. Ensure that they thrive academically, socially and emotionally.
3. Provide them with both essential knowledge and skills including a sense of agency and pupil voice
4. Imbue them with a love of learning and equip them for their futures in further education and employment.

### ***How does our current pupil premium strategy plan work towards achieving those objectives?***

#### **Components of our strategy are:**

1. Careful teacher planning, monitoring and assessment with necessary extensions and adaptations to the curriculum/schemes of learning
2. Additional academic interventions such as small group work with LSAs, tuition, phonics and SaLT
3. Pastoral support, which is provided through internal and external sources such as counselling, organisations such as FiF, The Power Project and therapy/counselling from qualified professionals, places in Breakfast Club etc
4. Provision of an engaging long-term curriculum designed and modified to meet the learning needs of each cohort alongside other experiences to enrich their classroom learning
5. Ongoing reference to, and application of, research-based evidence that has been demonstrated to improve outcomes for PPG children

### ***What are the key principles of our strategy plan?***

#### **Our strategy is driven by these core elements:**

- **Strong relationships**
- **Speech, language and comprehension**
- **Meta-cognition, self-regulation and effective feedback**
- **Establishing clear structures and systems**

Quality First Teaching is ingrained in our offer, from the point of entry, whether it is Pre-school or EYFS, to leaving in Year 6. However, we acknowledge it is only part of the solution. We believe assessment not assumptions should drive our approach and are at the forefront of what we do. We have a “learning lead” approach, rather than “label lead”. Teaching and non-teaching staff are expected to know who PPG pupils are, what their strengths and areas for

development are and how they can be supported to succeed, to ensure that our planning and provision is inclusive.

Staff receive ongoing CPD, to ensure they understand the additional challenges faced by this group and how their chances of success can be maximised. They are also regularly updated on research or new central initiatives, which improve outcomes for PPG pupils and incorporate them into daily practice when appropriate to our context.

Our PP leader engages in training and support offered as part of the Essex Disadvantaged strategy. This approach is based on the research led by Mark Rowland published in the book Addressing Educational Disadvantage in Schools and Colleges-The Essex way

<https://schools.essex.gov.uk/pupils/pupil-premium/Pages/default.aspx>

PPG children are monitored closely. Early intervention is key, if it appears that there is a risk of children not meeting age-related expectations. Any interventions or changes to whole class pedagogy will be evidence based to ensure the best chance of success and value for money. We always have high expectations for our children and PPG groups are no different: stereotypes are challenged and adult language choices are framed positively.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of prior attainment on entry to EYFS or Pre-school compared to non-PPG pupils
2	Lack of parental confidence in working with schools and supporting their children, whilst also managing own challenging life circumstances including family mental health including anxiety and depression
3	Attendance is lower in PPG groups, therefore less opportunities to access school- based learning
4	Lower levels of engagement in home/remote learning means existing gaps between PPG and non-PPG have widened further
5	Low prior attainment in speech and language due to inability to access early intervention and support (during lockdown)
6	Evidence of ongoing attainment gap between PPG and non-PPG is evident in internal data across core subjects in some year groups

## 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
PPG pupils have comparable attainment outcomes (with their non-PPG peers) and the gap is reduced as much as possible. Children retain information and skills longer term and become more reflective and effective learners.	Internal and external data measures (KS2 SATS, end of year assessments) plus greater engagement in lessons. Lessons observations show higher confidence in children's ability to motivate themselves and identify next steps in learning
Reduce the "language gap" so children can access the curriculum and interact socially	Receptive and expressive language including reading comprehension will be at or closer to ARE and enable children to communicate effectively
Improve mental health and wellbeing for children to enable them to enjoy attending school and have a greater readiness and ability to learn alongside their peers	Children's surveys on ImpactEd will reveal they feel able to share their concerns with a trusted adult, they feel hope for the future and that their emotions are manageable
Attendance amongst PPG group will improve and outcomes will improve as a result of increased time in school accessing learning	Gap between PPG and non-PPG attendance closes, and closer to reaching the whole school target of 96%. Less cases of PA in the PPG group

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Meta-cognition development for teachers</i>	EEF evidence reviews, maintain that children learning how to use meta-cognitive strategies can achieve progress in outcomes of up to 7 months, especially in Maths and Science at primary age level.	6
<i>Improving long term memory of children and reducing cognitive load</i>	Rosenshine's evidence (2012) indicates, that it is important to avoid overloading short-term memory and introduce new material in small, manageable steps to ensure foundational learning is retained and new schemas for learning can be built more effectively. Teachers who regularly incorporate "low stakes testing" ie regular recall exercises, are able to help pupils achieve better long term learning.	6
<i>Developing reading fluency, comprehension and language skills.</i>	EEF evidence reviews show that language development and comprehension is crucial to the development of PPG children. This is a core element of the Essex Way Strategy. The Essex Way states that Oral language, in particular, is a key indicator of future academic success. The Little Wandle phonics scheme has been introduced across EYFS and KS1. Whole staff CPD has taken place to ensure consistency in teaching. UKS2 teachers are undertaking a 'Developing Reading Comprehension Programme' and this will be shared with all staff to develop reading across the school. The PPG Lead will be undertaking an evidence based Language and Communication course alongside local schools.	6

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	EEF evidence review indicates, that tuition can have an impact of up to 5 months progress in pupil outcomes and works particularly well when linked to the work is explicitly linked to normal lessons.	4, 6
<i>SaLT/ oracy interventions</i>	50% children from socially deprived backgrounds are more likely to have under-developed speech and language skills (Locke 2002) ¼ of children who did not meet expectations for speech and language in early years, did not make age related expectation in KS2 SATs. (Save the Children 2016) therefore it is essential to address this. The Institute of Fiscal Studies research established, that NELI can add up to 4 months progress in outcomes for children participating in this.	1, 5, 6
<i>Play therapy, nurture curriculum and counselling</i>	Therapeutic approaches have been regularly utilised in schools, alongside other local/national provision such as EUHMS. Alongside all other Essex schools, staff are now undergoing training in Trauma Perceptive Practice, which is based on research demonstrating the effects of ACEs (adverse childhood experiences) and how explicit therapy works alongside building connections, relationships and compassion from staff to help children manage emotions and be able to access their learning.	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>Attendance monitoring</i>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> <li>• Research by YoungMinds in 2013 also identified the serious consequences for PA children in terms of anxiety, depression and self-harm. Therefore ensuring children are in school and accessing learning, is clearly a priority.</li> </ul>	3
<i>Funded wraparound care places</i>	<p>Institute for Fiscal Studies evaluated the impact of breakfast club projects and established +2 months' progress (particularly in KS1 children) in academic terms. It helps provide a calm and organised start to the day, ensuring children also have the energy to concentrate and engage. After School club also supports children with some elements of home learning such as access to the Internet and hearing readers, alongside meaningful social interactions.</p>	4,5
<i>Counselling and family support</i>	<p>The Evidence Based Practice Unit of the Anna Freud Foundation (2020) identified a number of adverse effects on psychological wellbeing on primary</p>	2

	<p>and early years aged children, as a result of the pandemic and associated lockdowns: poor sleep, less emotional regulation, increased self-harm, distressed parenting leading to conflict and less structured routines, higher levels of anger, fatigue and depression. All of these contribute being less able to access academic and socio-emotional learning. We have sourced external sources of counselling, as well as trained a number of staff to deliver support and therapeutic approaches.</p>	
<p><i>Impact Ed evaluation package</i></p>	<p>The most recent Ofsted Education Framework (2020) placed a clear emphasis on the importance of an evidence-lead approach in school, when making decisions about pedagogy, pastoral and academic interventions alongside management, in order to ensure efficacy and good value for money. Impact Ed was recommended by Marc Rowland, who is one of the instrumental figures in Essex's Tackling Disadvantage approach. It allows us to evaluate particular approaches through using computer generated questionnaires to baseline and then measure progress across timescales.</p>	<p>2</p>

**Total budgeted cost: £ 74,000**



## 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 2021 to 2022 academic year.

Across the academic year, our pupil premium (and recovery premium funding) has been used to support identified PPG pupils and these children have received consistent, targeted tuition sessions. Our focus on School Led Tutoring benefited from being able to use a teacher who had taken early retirement but was keen to work within the school. She had taught the majority of the children as Reception teacher and had an effective working relationship with teachers. The regular and targeted tuition sessions enable the children to both gain confidence and make academic progress.

As a result of this additional input, alongside high-quality class teaching and targeted emotional support, the data outcomes for PPG children have been positive and the attainment gap between PPG and non PPG pupils has been reduced. In Maths, the percentage of PPG children achieving age related expectation in KS2 was higher than non PPG pupils.

The emotional support which included Play Therapy, Pet therapy, Forest School sessions, Drawing and Talking and one to one counselling have had a positive impact on wellbeing which has led to improved school engagement. The first cohort of staff have completed Trauma Perceptive Practice training which has led to greater understanding of the impact of trauma on emotional wellbeing and academic outcomes.

As part of the recovery plan and tutoring objectives, PPG children completed 'Impact Ed' surveys linked to their learning attitudes. End of year outcomes identified that their own views on learning behaviours, particularly their levels of resilience, have improved.