

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	324
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£63,975
Academic year or years covered by statement	2023-2024
Publish date	November 2023
Review date	September 2024
Statement authorised by	Samantha Wilding
Pupil premium lead	Simon Brennen
Governor lead	Leanne Horcox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,975
Recovery premium funding allocation this academic year	£5,328.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£69,303.75

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 through their mental health including anxiety and depression, whilst also managing their own challenging life circumstances.
3	Attendance is lower in PPG groups, therefore less opportunities to access school- based learning
4	Low prior attainment in speech and language as a result of less exposure to speech and language in their formative months and years due to Covid.
5	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	Pupil Perception 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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meta-cognition development for teachers	EEF evidence reviews, maintain that children learning how to use meta-cognitive strategies can achieve progress in outcomes of up to 7 months. EEF 2023	5
Improving long term memory of children and reducing cognitive load through retrieval activities across the curriculum	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" i.e. regular recall exercises, are able to help pupils achieve better long-term learning.	4, 5
Mastery Learning—particularly in Maths St Peter's is part of the VENN Maths Hub Sustaining Mastery Teacher Research Group	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. EEF 2023	4, 5
Developing reading fluency, comprehension and language skills. The Little Wandle phonics scheme is now embedded across EYFS and KS1 and Catch-Up programmes take place across KS2. Regular whole staff CPD takes place to ensure consistency in teaching.	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. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. EEF 2023.	4, 5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tutoring lead by trained teacher	Small group tuition has an average impact of 4 months' additional progress over the course of a year (EEF 2023)	4, 5
SaLT/ oracy interventions	50% children from socially deprived backgrounds are more likely to have under-developed speech and language skills when starting school (Locke 2002) "The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year." EEF 2023	1, 4, 5
Use phonics assessment data to inform targeted interventions led by teachers and LSAs	"Teaching assistants can provide a large positive impact on learner outcomes..... Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact." EEF 2023	3,4,5
LSA small group and 1:1 reading support and intervention.	"1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas." EEF 2023	3.4.5

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

Budgeted cost: £ 10,303.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support for families to engage in school activity.	At St Peter's, 30% of all PPG children are persistent absentees whilst 7% of non-PPG children are persistent absentees. Attendance for PPG children averages 90%. Attendance for Non-PPG children averages 97%. <ul style="list-style-type: none"> Research by Young Minds in 2013 also identified the serious consequences for PA children in terms of anxiety, depression and 	3

	self-harm. Therefore, ensuring children are in school and accessing learning, is clearly a priority.	
Play therapy, nurture curriculum and well-being support. Increase the number of well-being support hours provided to children within the school.	Therapeutic approaches have been regularly utilised in schools, alongside other local/national provision such as EUHMS. Alongside all other Essex schools, staff training has taken place 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
Funded wraparound care places	Good-quality wraparound childcare has a positive impact on children's academic performance, social skills, emotional development and behaviour. (National Association of Headteachers 2023) 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.	4
Funding for enrichment activities and school visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF 2023)	

Total budgeted cost: £ 65,675

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 2022 to 2023 academic year.

Across the last academic year, our pupil premium and recovery premium funding has continued to be 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 Reading, the percentage of PPG children achieving age related expectation was higher than in the previous academic year. Progress in Maths in 2022/23 for PPG was in line with non-PPG pupils.

Due to significantly low attendance of PPG children compared to non-PPG (as referenced above) targeted academic support will not have had maximum impact. Therefore, focus for the coming year is aimed towards engaging PPG pupils in school activity and improving their attendance.

The emotional support, which included play therapy, pet therapy, forest school sessions, drawing and talking and 1:1 emotional support, have had a positive impact on wellbeing which has led to improved school engagement. Trauma Perceptive Practice training continues to be rolled out across the staff which has led to greater understanding of the impact of trauma on emotional wellbeing and academic outcomes.

Selected PPG children were offered a range of enrichment activities to support their in-school experiences which has led to greater engagement in class.