

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 337 |
| Proportion of disadvantaged pupils | 16% |
| Pupil premium allocation this academic year | £72,080 |
| Academic year or years covered by statement | 2024-2025 |
| Publish date | November 2024 |
| Review date | September 2025 |
| 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 | £72,080 |
| Recovery premium funding allocation this academic year | £3,553 |
| 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 | £75,633 |

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 challenges 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, SENDIASS and therapy/counselling from qualified professionals, places in extra-curricular clubs and 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
- Oracy, vocabulary and comprehension
- Mastery style teaching and learning
- 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. The St Peter's team are committed to ensuring that expectations are high for all pupils and that receive high quality teaching. 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 Disadvantaged Champion 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 95%. 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: £ 25,000

| 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 2024 | 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 2024 | 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 2024. | 1, 4, 5 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small Group Tutoring lead by trained teacher | Small group tuition has an average impact of 4 months' additional progress over the course of a year (EEF 2024) | 4, 5 |
| In EYFS, specifically teaching vocabulary outside of phonics lessons to close the vocabulary gap. | <p>50% children from socially deprived backgrounds are more likely to have under-developed speech and language skills when starting school (Locke 2002)</p> <p>EEF identifies oral language interventions as low-cost, high-impact strategies. Some pupils may struggle specifically with spoken language – ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months (7 months in Early Years) additional progress’</p> | 1, 4, 5 |
| Use phonics assessment data to inform targeted interventions led by teachers and LSAs | <p>“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 2024</p> <p>‘Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly with children from disadvantaged backgrounds’ EEF 2024</p> | 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 2024 | 3.4.5 |

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

Budgeted cost: £ 30,633

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance monitoring and support for families to engage in school activity. | <p>At St Peter’s, 27% of all PPG children are persistent absentees whilst 12% of non-PPG children are persistent absentees.</p> <p>Attendance for PPG children averages 92%. Attendance for Non-PPG children averages 95%.</p> <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 self-harm. Therefore, ensuring children are in school and accessing learning, is clearly a priority. | 3 |
| Play therapy, nurture curriculum and well-being support. Double the number of well-being support hours provided to children within the school. | <p>Therapeutic approaches have been regularly utilised in schools, alongside other local/national provision such as EWMHS.</p> <p>EEF evidence states that social and emotional learning is an effective approach for supporting children’s social and emotional wellbeing. EEF 2024</p> | 2 |
| Transition support from KS2 – KS3 (STAY PROJECT) and through Year Groups across school | <p>EEF recommend that school’s put significant effort into sharing information and making positive connections so that pupils start confidently in their new setting. They recognise that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year. EEF 2024.</p> | 2,3 |
| To fully embed a trauma perceptive approach to behaviour and well-being | <p>TPP supports staff to provide an environment which promotes a sense of belonging, effectively supporting all pupils.</p> | 2, 3 |

| | | |
|--|--|----------|
| <p>Funded wraparound care places</p> | <p>Good-quality wraparound childcare has a positive impact on children's academic performance, social skills, emotional development and behaviour. (National Association of Headteachers 2023)</p> <p>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> | <p>4</p> |
| <p>Funding for enrichment activities and school visits</p> | <p>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 2024)</p> | |

Total budgeted cost: £ 75,633

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 2023 to 2024 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 a teacher at St Peter's 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. All pupils involved in small group tutoring made significant 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. PPG pupils have made accelerated progress in Reading, Writing and Maths as evidenced on data tracking for 2023/24.

Attendance data for 2023/24 improved from 85% in 2022/23 to 87% in 2023/24 - this improvement mirrors the improvement in attendance for non-PPG pupils.

The emotional support, which included play 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. These have increased in number and have allowed more children to access enrichment clubs.