

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Paul's C of E Primary
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	55% (100)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	May 2022 October 2022 January 2023 May 2023 October 2023 December 2023 May 2024
Statement authorised by	
Pupil premium leads	Angela Batchelor
Governor / Trustee lead	Fr John Carruthers & Anastasia Obeng

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£12,760
Total budget for this academic year	£140,800

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This links closely to our vision 'We arise, shine and become who God wants us to be'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching has been at the heart of the approach on our strategy plan for many years now as this is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time this will have whole school impact. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>																																																						
4	<p>Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Maths in KS2 – with gaps in fluency and arithmetic.</p> <p>Combined data for KS2 has been lower because of Maths % in 3 out of last 4 years</p>																																																						
5	<p><u>St Paul's Attendance % For PP and Non-PP Children</u></p> <table><tr><th colspan="2">Student Attendance (at reporting point)</th><th colspan="4">04/10/2023</th></tr><tr><th></th><th></th><th>Autumn 23</th><th>Spring 23</th><th>Summer 23</th><th>Summer 22</th></tr><tr><td>Overall attendance (%)</td><td></td><td>95.9 (94.8)</td><td>97.6 (92.4)</td><td>97(93.5)</td><td>96.3</td></tr><tr><td>No.of pupils persistently absent <90%</td><td></td><td>14</td><td>19</td><td>15</td><td>15</td></tr><tr><td>% persistently absent <90%</td><td></td><td>9.3 (16.9)</td><td>10 (23.4)</td><td>7.5(8.9)</td><td>7.5</td></tr><tr><td>Unauthorised attendance</td><td></td><td>0.98%</td><td>1.9 (2.3)</td><td>0.9 (1.1)</td><td>1.3</td></tr><tr><td>EHCP attendance</td><td></td><td>65.45</td><td>81.68</td><td>88.24</td><td>82.06</td></tr><tr><td>SEN Support</td><td></td><td>96.96</td><td>97.64</td><td>94.4</td><td>95.6</td></tr><tr><td>Disadvantaged attendance</td><td></td><td>95.41</td><td>95.47</td><td>95.8</td><td>95.3</td></tr></table> <p>Since 2018 Pupil Premium attendance has shown a significantly improving trend. PP children's persistent absent has reduced from 18.2 at its highest to 9.4 currently which is broadly in line with the current NA.</p> <p>Our challenge is to further reduce the PA of PP pupils.</p>	Student Attendance (at reporting point)		04/10/2023						Autumn 23	Spring 23	Summer 23	Summer 22	Overall attendance (%)		95.9 (94.8)	97.6 (92.4)	97(93.5)	96.3	No.of pupils persistently absent <90%		14	19	15	15	% persistently absent <90%		9.3 (16.9)	10 (23.4)	7.5(8.9)	7.5	Unauthorised attendance		0.98%	1.9 (2.3)	0.9 (1.1)	1.3	EHCP attendance		65.45	81.68	88.24	82.06	SEN Support		96.96	97.64	94.4	95.6	Disadvantaged attendance		95.41	95.47	95.8	95.3
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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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils where there will be wide and sustained use of TTYP and MTYT when the children are learning. This is evident when

vocabulary among disadvantaged pupils.	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics results in KS1 will have a narrowing gap for PP and non-PP children KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils from Year 2 onwards.	Writing results in KS1 will have a narrowing gap for PP and non-PP children KS2 writing outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils in KS2	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from now until 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance % between disadvantaged pupils and their non-disadvantaged peers continues to be in line or better than national The percentage of all pupils who are persistently absent being below 5 % and the figure among disadvantaged pupils being broadly in line or below that of their peers and national average

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: £21,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding and enhanced use of resources for a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Including relevant EYFS interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Provides +5 months impact and there is a wide range of evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2 Read, Write Inc and spelling resources including books.
Purchase and use of standardised diagnostic assessments. Middle Leaders released to analyse data from tests and feedback to staff providing	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Teaching reading comprehension strategies provides +6 months impact and there is a wide range of evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,4 PIRA reading tests PUMA tests (Aut 2023) Analysing of data by Sinnott Solutions Test base subscription Middle Leader TLR's

CPD as needed.		
<p>External consultant support for writing moderation and planning.</p> <p>We will fund teacher release time to team teach, observe others, monitor and plan CPD (for teachers, TA's and parents as needed).</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Working with other colleagues and seeing best practise in teaching in learning is shown to have good impact on quality first teaching if prioritised well for the context and needs of the school</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Collaborative learning approaches add +5 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>3</p> <p>Cost of Literacy Consultant</p> <p>Proportion of non-class based teacher time (RC)</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number programme).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p> <p>TT Rock stars subscription</p> <p>Mathletics subscription</p> <p>Maths Mastery Training cost</p> <p>Mastering Number programme</p>

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

Budgeted cost: £134,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. NELI and Read, Write Inc Phonics	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches have 7+ months impact in EYFS</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1</p> <p>NELI programme</p> <p>Attention Bucket (resources and 5% of a TA)</p> <p>Read, Write Inc resources</p> <p>BLAST interventions</p> <p>Colourful Semantics intervention</p> <p>SALT interventions</p> <p>Lego therapy intervention</p>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, Write Inc and Fresh Start based.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Read, Write Inc Interventions (10% of a TA)</p> <p>Fresh Start Intervention costing</p>
Utilising the recovery funding to provide mentoring	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1, 2, 3, 4</p> <p>10% of a class teacher (DWA)</p>

and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	40% of non-class-based teacher (RC) Wiat – II assessments
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Research: Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>http://ndl.ethernet.edu.et/bitstream/123456789/31385/1/197.Sandra%20Prince-Embury.pdf#page=101</p>	5 Cost of EWO Attendance office time 5% of Donna's wage Friends resilience programme Blue Elephant sessions Learning Mentor Now Press Play

and implement new procedures and continued use of an external EWO to improve attendance.		Virtual Experience Resource £2000 Jigsaw £1075
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Total budgeted cost: £173,057

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.

Interventions in EYFS (including NELI and BLAST) means that GLD has increased from 62% in 2020/2021 to 82% in 2022/2023.

Read, Write Inc phonics continues to have a good impact on phonics results in Year 1 and Year 2. In the 2020/2021 academic year results were: Year 1 83% and Year 2 100% cumulative. In 2021/2022 percentages rose to Year 1 92% and Year 2 stayed at 100% cumulative. This has an impact on reading results also, with Year 2 reading ARE going from 72% to 86%.

Whole class reading sessions and daily fluent in 5 has contributed to key skills being embedded and for progress in Reading and Maths being good in the last academic year. 93% of children on average made good or better progress in Reading and 89% for Maths.

Interventions in KS2 have meant that there are nominal gaps between Pupil Premium and non-pupil premium children. On average across the school PP children are making better progress in Reading, Writing and Maths to close the ARE gap.

Non-academic interventions including learning mentor and Blue Elephant sessions have meant a reduction in reflection sheets and reported incidents for targeted children.

The clear attendance policy that is followed rigorously has meant that attendance has continue to rise from 2020/2021. Persistent absence has continued to reduce from 18% in Spring 2020 and currently stands at 9.3%.

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
Mathletics	3P Learning
TT Rockstars	Maths Circle Ltd
White Rose Maths Premium Subscription	White Rose Maths
Literacy Tree Subscription	The Literacy Curriculum
Literacy Leaves Subscription	The Literacy Curriculum
Read, Write Inc phonics (including spelling)	Ruth Miskin Training
Tapestry	Early Years Foundation Stage Forum
Oxford Owl	Oxford University Press
Friends Resilience Programme	Friends Resilience Hub – Endorsed by the World Health Organisation
Jigsaw	Jigsaw Education Group

Links from EEF to above:

Friends Resilience Programme: metacognition and self regulation as +7 months impact

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Tight targeting and well-matched interventions in EYFS (including NELI and BLAST) has meant that PP children in Reception had better outcomes than non-PP children.

EYFS pupils continue to make good progress from low starting points with no noticeable difference between PP and non-PP.

Writing books were externally moderated in Summer 2022 and were noted as being stronger than previous years across Year 1-6.

Daily fluent in 5 sessions and using Third Space resources for this has seen an increase in Arithmetic results in end of term assessments across the school and the further embedding of the White Rose Maths approach has seen a rise in reasoning test results in the last 2 years from Year 1 and upwards. The reasoning tests continue to be a focus across KS2 in particular.