

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 CE Primary
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Judith Sword (Head Teacher)
Pupil premium lead	Judith Sword
Governor / Trustee lead	George Curry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,050
Recovery premium funding allocation this academic year	£13,775
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	£134,825

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that our disadvantaged pupils will receive a high quality education along with all learners in our school. We aim to provide the knowledge and cultural capital that they need to succeed in life and develop resilience, confidence and independence to ensure that they have the same opportunities as all learners nationally.

Our plan sets out to improve the quality of education for all pupils by providing training and mentoring for teachers. It also provides one to one or small group teaching or intervention where individual learning needs have been identified and supports the attendance and well-being, both emotionally and socially, of pupils where these issues adversely affect learning and progress.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language delay, impacting on access to reading, writing and the wider curriculum. Significant lack of vocabulary knowledge.
2	Reading is not always valued and supported and pupils are not encouraged to read for pleasure.
3	Lack of self confidence and resilience prevents persevering with difficult tasks.
4	Pupils lack the powerful knowledge needed to develop cultural capital.
5	Persistent absence in autumn terms 2020 and 2021, for disadvantaged pupils was more than double the figure for non-disadvantaged pupils
6	21% of disadvantaged pupils are regularly late for school.
7	12% of disadvantaged pupils compared with 2% of non-disadvantaged pupils have either a CP plan, an Early Help Plan or are in care. This has a significant impact on their emotional well-being and therefore their ability to learn.

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
More disadvantaged pupils will be able to attain expected levels in Reading and writing.	The gap in reading attainment between disadvantaged and non-disadvantaged pupils will be narrowed from the current 10%.
Pupils will demonstrate that they read for pleasure.	Disadvantaged pupils will join in reading activities more confidently and older pupils will complete the 100 books challenge
Pupils will improve their knowledge of vocabulary.	Writing and comprehension scores will improve. Pupils will be able to speak more clearly about a range of subjects and communicate confidently with others in and out of school. Vocabulary banks will exist for all year groups and cover all subjects.
Development in attitudes to learning behaviour.	Pupils will demonstrate more self confidence and willingness to persevere with difficult tasks. They will be able to talk about the Secrets of Success objectives.
Pupils will have the opportunity to acquire more subject knowledge.	A programme of staff development will be in place improving the subject knowledge of teachers.
Attendance will be improved for disadvantaged pupils.	The gap in persistent absence figures will be narrowed so that attendance for disadvantaged and non -disadvantaged pupils will be the same.
Punctuality will be improved for disadvantaged pupils	The percentage of disadvantaged pupils who are regularly late will be improved by at least 10%.
Those who are in need of help will have their needs met by the school where appropriate.	The families currently on Early Help plans will be supported to improve their situation and the children will be able to learn more readily.

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: £27,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Development of pupil's language capabilities, development of fluent reading and teaching reading comprehension strategies	Education Endowment Fund Recommendations for improving literacy.	1,2&4
Release of teachers to develop literacy skills and vocabulary banks.	EEF Recommendations for improving literacy.	1,2,3&4
CPD to improve teachers subject knowledge in Maths, English, Science and History.	EEF Recommendations for improving Literacy and mathematics. Effective Professional Development.	1,3&4

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

Budgeted cost: £92,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support in literacy and mathematics	EEF Toolkit Effective in improving pupil outcomes especially when linked to normal lessons.	1,2,3&4
Small group support in literacy and mathematics	EEF Toolkit Effective when delivered by trained teachers.	1,2,3&4
Lexia Reading Programme	EEF Evaluation September 2021 by University of York	1&2
Phonics Interventions linked to Essential Letters and Sounds Programme	EEF Toolkit Extensive evidence that it is an important component in the development of Early Reading Skills particularly for children from Disadvantaged backgrounds.	1&2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the hours of the attendance officer.	Over many years we have seen the biggest improvements in attendance and punctuality when there is direct intervention from a professional.	5&6
Offer free places at Breakfast club and subsidised outdoor activities.	Has historically enabled pupils to be at school on time and ready for learning.	5&6
Increase hours of Family Support Worker.	Over many years we have seen the biggest improvements in family support when there is direct intervention from a professional.	All challenges
Take part in training in the Thrive Approach to emotional well-being.	Developed over 25 years, schools report impact including less disruption to learning and improved academic results.	3,4,5,6&7
Further develop work on the Secrets of Success Programme.	Direct teaching of cognitive and metacognitive skills. EEF Toolkit	3

Total budgeted cost: £134.825

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 2020 to 2021 academic year.

The school year 2020 -2021 included an autumn term which saw significant disruption to learning due to the closure of bubbles within school and a spring term which saw a national period of lockdown. 24% of disadvantaged pupils had persistent absence in Autumn 2020.

We were unable to carry out parts of our plan due to Covid restrictions within school and professionals such as speech therapists not coming into schools. Our intervention programme was not fully implemented as some of the intended pupils were not in school for much of the year, so our planned resources to deal with attendance, punctuality and family support were increased to improve opportunities for our disadvantaged pupils. During the spring term school closure 82% of disadvantaged pupils were either in school or engaged in remote learning which is slightly better than all pupils where 74% were either in school or engaged in remote learning. We were able to provide devices to 70 families and a team from school provided support in accessing remote learning. Many disadvantaged families received social and emotional support including financial advice and abuse counselling.

The end of year in school data for July 2021 showed that half of the pupils did not attain expected levels in reading and 40% did not attain expected levels in mathematics. The scores for disadvantaged pupils reflected a slightly higher level of dip in attainment.

Current data shows that the gap is beginning to close with 80% of non -disadvantaged pupil scoring within the appropriate confidence band on the GL assessment reading test and 72% of disadvantaged pupils scoring in the same way. In mathematics there is no gap in attainment between the two groups.

Externally provided programmes

Programme	Provider
Lexia Core 5 Reading	Lexia
The Thrive Approach	Thrive
Secrets of Success	Chris Quigley Education
Essential Letters and Sounds	Oxford University Press