

# St Paul's C.E. Primary School

## 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.E, Primary
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	18% (41)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it was reviewed	July 2022
Statement authorised by	Ms R. Knipe (Headteacher)
Pupil premium lead	Ms R. Knipe (Headteacher)
Governor / Trustee lead	Mr I. Ahmed (Chair of Curriculum)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,980
Recovery premium funding allocation this academic year	£6,500
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	£59,480

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Paul's 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. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	<b>Speech and language development</b> - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These

	are evident from Reception 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 <b>phonics</b> than their peers. This negatively impacts their development as readers, performing on average 25% below their non-disadvantaged peers.
3	Internal assessments indicate that <b>maths attainment</b> among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being 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.  This has resulted in significant <b>knowledge gaps</b> leading to pupils falling further behind age-related expectations.
5	<b>Social and emotional development</b> has been impacted due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. 31 pupils (15 of whom are disadvantaged) currently require additional support in school with social and emotional needs.
6	<b>Attendance and punctuality</b> - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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						
<b>1. Improve children's speech and language development</b>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Talk Audit, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment including Wellcomm assessments in EYFS.</p> <p><b><u>Starting Point 2021-22</u></b></p> <table border="1"> <thead> <tr> <th><i>Wellcomm</i></th> <th><i>September '21</i></th> <th><i>July '22</i></th> </tr> </thead> <tbody> <tr> <td><i>Year N (All)</i></td> <td><i>46%</i></td> <td><i>65%</i></td> </tr> </tbody> </table>	<i>Wellcomm</i>	<i>September '21</i>	<i>July '22</i>	<i>Year N (All)</i>	<i>46%</i>	<i>65%</i>
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	<i>Year R (All)</i>	<i>45%</i>	<i>85%</i>									
<p>2. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b>, performing on average 25% below their non-disadvantaged peers.</p>	<p>KS1 PSC outcomes in <b>2024/5</b> show that more than 79% of disadvantaged pupils met the expected standard.</p> <p><b>Overall target 2022 Y2 – 83%</b></p> <p><b><u>Starting Point 2021-22</u></b></p> <table border="1"> <thead> <tr> <th><i>Phonics</i></th> <th><i>December '21</i></th> <th><i>July '22</i></th> </tr> </thead> <tbody> <tr> <td><i>Year 1 (all)</i></td> <td><i>69%</i></td> <td><i>80%</i></td> </tr> <tr> <td><i>Year 2 (all)</i></td> <td><i>86%</i></td> <td><i>100% *</i></td> </tr> </tbody> </table>			<i>Phonics</i>	<i>December '21</i>	<i>July '22</i>	<i>Year 1 (all)</i>	<i>69%</i>	<i>80%</i>	<i>Year 2 (all)</i>	<i>86%</i>	<i>100% *</i>
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<p>3. Internal assessments indicate that <b>maths</b> attainment among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.</p>	<p>Improved progress from baseline in EYFS year on year</p> <p><b><u>Starting Point 2021-22</u></b></p> <table border="1"> <thead> <tr> <th><i>Maths</i></th> <th><i>September '21</i></th> <th><i>July '22</i></th> </tr> </thead> <tbody> <tr> <td><i>Year R (All)</i></td> <td><i>10/31=32%</i></td> <td><i>23/30=77%</i></td> </tr> </tbody> </table>			<i>Maths</i>	<i>September '21</i>	<i>July '22</i>	<i>Year R (All)</i>	<i>10/31=32%</i>	<i>23/30=77%</i>			
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<p>4. Our assessments and observations indicate that the education and well-being 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 <b>significant knowledge gaps leading to pupils falling further behind age-related expectations.</b></p>	<p>Sustained high levels of wellbeing from <b>2024/25</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• good school attendance (<i>see below</i>)</li> <li>• children make good progress in their learning</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p><i>Data added at the end of year 1</i></p> <p><i>Attendance July '22: 93% (all pupils)</i></p>											
<p>5. Social and emotional development has been impacted due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 31 pupils (15 of whom are disadvantaged) currently require additional support in school with social and emotional needs.</p>	<p>Decrease overtime in the number of referrals</p> <p><b><u>Starting point 2021-2022</u></b></p> <table border="1"> <thead> <tr> <th><i>Referrals</i></th> <th><i>Autumn '21</i></th> <th><i>July '22</i></th> </tr> </thead> <tbody> <tr> <td><i>ALL (226)</i></td> <td><i>31</i></td> <td><i>26</i></td> </tr> <tr> <td><i>D pupils (37)</i></td> <td><i>15</i></td> <td><i>8</i></td> </tr> </tbody> </table>			<i>Referrals</i>	<i>Autumn '21</i>	<i>July '22</i>	<i>ALL (226)</i>	<i>31</i>	<i>26</i>	<i>D pupils (37)</i>	<i>15</i>	<i>8</i>
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<p><b>6. Attendance and punctuality</b> - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Sustained high attendance from <b>2024/25</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils including disadvantaged pupils being no more than 4%</li> <li>reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees</li> </ul> <p><b>Starting point 2021-2022</b></p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Dec '21</th> <th>July '22</th> <th>National July '22</th> </tr> </thead> <tbody> <tr> <td><b>ALL (226)</b></td> <td><b>93.4%</b></td> <td>93%</td> <td>91%</td> </tr> <tr> <td><b>D pupils (37)</b></td> <td><b>88.19%</b></td> <td>88.89%</td> <td></td> </tr> </tbody> </table>	Attendance	Dec '21	July '22	National July '22	<b>ALL (226)</b>	<b>93.4%</b>	93%	91%	<b>D pupils (37)</b>	<b>88.19%</b>	88.89%	
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## 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.

Green highlighting indicates actions completed during 2021-22

Amber highlighting indicates actions not yet completed during 2021-22

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 2

We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance  We will fund teacher release time to embed key elements of guidance in school and to access and CPD.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Improve the quality of social and emotional learning.  Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
HLTA - Emotional support for vulnerable children and their families to ensure they are school ready.	31 children identified as needing to access nurture support sessions in school.	4, 5, 6
Speech and Language TA provides a speech and language program of support.	EYFS baseline assessment of Communication, Language and Literature is very low.	1, 2
CPD for staff - bespoke programme for staff linked to learning needs of children.	Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.	1,2, 3, 4, 5

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

Budgeted cost: £6,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme Route 3 – School-Led Tutoring	<p>Maths 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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Target led Sessions Closing gaps in learning	Assessment informed, bespoke learning provided to address gaps identified in Reading, Maths and Writing.	1, 3, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialised Sports Teaching	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been	3, 4, 5

	impacted by partial school closures to a greater extent than for other pupils.	
Special incentive events to enhance learning experiences and enrich the children's curriculum.	Promotes and rewards a positive attitude to learning.	2, 3, ,4, 5, 6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4,

**Total budgeted cost: £ 59,480**

## 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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, including face to face nurture group sessions.

Pupil premium children data last year was lower than the non-pupil premium data due to a number of the PP children also being on the SEN register. Writing was the weakest area, which was affected by lack of written work during times of home learning. We were able to continue with specific support for SEN children during this time and the NTP continued to support pupils in Y5 and Y6 with Maths.

A high focus was put on wellbeing to improve the mental health of all children with longer periods of time outside. Targeted interventions were put in place for specific children to support the closing of gaps in learning.

### Externally provided programmes

Programme	Provider
NTP	Tutor Trust

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Establishing 'Emotionally Friendly School Status' The programme aims to evidence the support offered to both pupils and staff on the school's approach to their mental and physical wellbeing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Including - Mental health week
- RRSA
- Forest School

### **Planning, implementation, and evaluation**

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.