

# St Paul's C.E. Primary School

## Pupil premium strategy statement

### Year 2 – 2022-2023

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. Paul's C.E, Primary
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	21% (49)
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	November 2022
Date on which it was reviewed	September 2023
Statement authorised by	The Governing Board
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	£54,604
Recovery premium funding allocation this academic year	£2,646.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£921.00
<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	£58,171

# 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 vocabu-

	lary 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	<b>Attendance and punctuality</b> - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and their social and emotional development.

## 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>Wellcomm</th> <th>September '21</th> <th>July '22</th> </tr> </thead> <tbody> <tr> <td>Year N (All)</td> <td>46%</td> <td>65%</td> </tr> <tr> <td>Year R (All)</td> <td>45%</td> <td>85%</td> </tr> </tbody> </table>	Wellcomm	September '21	July '22	Year N (All)	46%	65%	Year R (All)	45%	85%
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<b>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.</b>	<p>KS1 PSC outcomes in 2024/5 show that more than 79% of disadvantaged pupils met the expected standard.</p> <p><b><u>Overall target 2022 Y2 – 83%</u></b></p> <p><b><u>Starting Point 2021-22</u></b></p> <table border="1"> <thead> <tr> <th>Phonics</th> <th>December '21</th> <th>July '22</th> </tr> </thead> <tbody> <tr> <td>Year 1 (all)</td> <td>69%</td> <td>80%</td> </tr> <tr> <td>Year 2 (all)</td> <td>86%</td> <td>97%</td> </tr> </tbody> </table>	Phonics	December '21	July '22	Year 1 (all)	69%	80%	Year 2 (all)	86%	97%
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<b>3. Internal assessments indicate that <b>maths</b> attainment among</b>	Improved progress from baseline in EYFS year on year									

disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.	<b><u>Starting Point 2021-22</u></b>														
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	<b>Year R (All)</b>	<b>10/31=32%</b>	<b>23/30=77%</b>												
<p><b>4. Attendance and punctuality</b> - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Sustained high attendance from 2024/25 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" data-bbox="829 645 1401 795"> <thead> <tr> <th><u>Attendance</u></th> <th><u>Dec '21</u></th> <th><u>July '22</u></th> <th><u>National July '22</u></th> </tr> </thead> <tbody> <tr> <td><b>ALL (226)</b></td> <td><b>93.4%</b></td> <td><b>93%</b></td> <td><b>91%</b></td> </tr> <tr> <td><b>D pupils (37)</b></td> <td><b>88.19%</b></td> <td><b>88.89%</b></td> <td></td> </tr> </tbody> </table>			<u>Attendance</u>	<u>Dec '21</u>	<u>July '22</u>	<u>National July '22</u>	<b>ALL (226)</b>	<b>93.4%</b>	<b>93%</b>	<b>91%</b>	<b>D pupils (37)</b>	<b>88.19%</b>	<b>88.89%</b>	
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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.

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils particularly in phonics, maths and language: <b>Specifically, the development of Subject Leaders and their impact on the improvement in the subject knowledge of all staff.</b></p>	<p>Evidence indicates that high quality teaching of phonics, maths and language is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best</li> </ul>	1,2,3

	<p>available evidence on approaches.</p> <ul style="list-style-type: none"> <li>• Evidence Based Education’s <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>’ summarises the evidence for teachers.</li> </ul>	
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning: <b>Specifically, in training all staff in ELS phonics.</b></p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>• The EEF’s ‘<a href="#">Effective Professional Development</a>’ guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as ‘<a href="#">Considering a balanced design</a>’, and more <a href="#">here</a>.</li> </ul>	<p>1,2,3</p>
<p>Mentoring and coaching: <b>Particularly to develop Early Career Teachers.</b></p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘<a href="#">Effective Mechanisms of PD</a>’ - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</li> </ul>	<p>1,2,3</p>

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy: <b>Particularly, speech and language programmes of support employed. Phonics and Maths structured interventions for Reception and Year 6.</b>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's <a href="#">'Selecting Interventions'</a> tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	1,2,3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: <b>Particularly, the use of technology and group activities to support pupils with SEND.</b>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on <a href="#">Special Educational Needs in Mainstream Schools</a> includes 5 evidence-based recommendations to support pupils with SEND</p>	1,2,3
Teaching assistant deployment and interventions: <b>Specific interventions are planned for through pupil progress meetings.</b>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>• The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul>	1,2,3 4

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

Budgeted cost: £ 11,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs:  <b>Through bespoke nurture sessions for groups and individuals.</b></p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning and behaviour interventions</a></p>	<p>1,2,3 4</p>
<p>Supporting attendance and building positive parental partnerships:  <b>Through a dedicated attendance lead who targets specific parental engagement strategies as required.</b></p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on <a href="#">'Working with Parents to Support Children's Learning'</a> includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>4</p>

**Total budgeted cost: £ 58,171**

## 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.

#### Challenge 1: Speech and language development

**Success criteria:** Improved S&L development of all pupils including D pupils

##### Starting Point 2021-22

<i>Wellcomm</i>	<i>September '21</i>	<i>July '22</i>
<i>Year N (All)</i>	<i>46%</i>	<i>65%</i>
<i>Year R (All)</i>	<i>45%</i>	<i>85%</i>

##### **Comment:**

This data shows significant improvement in speech and language development across EYFS over the year 2021-22.

#### Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.

**Success criteria:** KS1 PSC outcomes in 2024/5 show that more than 79% of disadvantaged pupils met the expected standard.

**Overall target 2022 Y2 – 83%**

##### Starting Point 2021-22

<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>97% *</i>

##### **Comment:**

This data shows that the target set was met and exceeded.

#### Challenge 3: Internal assessments indicate that maths attainment among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.

**Success criteria:** Improved progress from baseline in EYFS year on year

##### Starting Point 2021-22

<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>



**Comment:**

Internal data shows that the gap between disadvantaged and non-disadvantaged pupils is narrowing.

**Challenge 4. Significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations.**

**Success criteria:** Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- good school attendance (*see below*)
- children make good progress in their learning
- an increase in participation in enrichment activities, particularly among disadvantaged pupils

**Comment:**

In 2021-22 school attendance was above national and local average and positive progress has been made across all year groups suggesting that gaps in knowledge are narrowing.

**Challenge 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.

**Success criteria:** Decrease overtime in the number of referrals

**Starting point 2021-2022**

<b>Referrals</b>	<b>Autumn '21</b>	<b>July '22</b>
<b>ALL (226)</b>	<b>31</b>	<b>26</b>
<b>D pupils (37)</b>	<b>15</b>	<b>8</b>

**Comment:**

This data shows a significant drop of nearly 50% in the number of disadvantaged children requiring additional social and emotional support.

**Challenge 6: Attendance and punctuality** - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

**Success criteria:** Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils including disadvantaged pupils being no more than 4%
- reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees

**Starting point 2021-2022**

<b>Attendance</b>	<b>Dec '21</b>	<b>July '22</b>	<b>National July '22</b>
<b>ALL (226)</b>	<b>93.4%</b>	<b>93%</b>	<b>91%</b>
<b>D pupils (37)</b>	<b>88.19%</b>	<b>88.89%</b>	

**Comment:**

Despite efforts to improve rates of attendance, figures from 2021-22 remained at 93% and work will not take place to achieve 96%. The gap between disadvantaged and non-disadvantaged is narrowing to closer to 4%.

## 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.