

Pupil Premium Strategy Statement 2021- 2024

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 – St Peter's CE Primary Academy

Detail	Data
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	11.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Governing Body
Pupil premium lead	A Wells
Governor / Trustee lead	L Seymour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,005.00
Recovery premium funding allocation this academic year	£ 4350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6000.00
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	£49355.00

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning.
2	More frequent behaviour difficulties.
3	Early Oral Language difficulties.
4	Chaotic family lives and social services involvement.

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
The gaps in learning are clearly and easily identified so that Quality First Teaching and Interventions where specific need is recognised are in place.	Increase in the number of PP pupils achieving ARE at the end of Key Stage assessments, Phonics Screen and GLD in Early Years.
PP children are using a more varied vocabulary, both verbally and in written work. Measured in written assessments termly and addressed in Pupil progress meetings.	PP pupils making good progress in writing.
PP Children in the early years are able to talk in sentences that make sense and are confident to talk in front of a group. Also able to listen carefully.	PP children reaching GLD in Communication and Language
Reduced behaviour incidents and increased self esteem.	Tracking behaviour and seeing improvements in attitudes to learning and reduced anger incidents towards self, peers and staff.
Children who are PP have access to a variety of different life experiences. Measured by keeping a close check on the trips, experiences and clubs offered to PP children and ensuring that all children have the opportunity to attend these events regardless of whether they are PP or not.	PP pupils take part in all trips including residential. PP pupils take part in after school clubs in a variety of activities. PP pupils accessing music lessons.

Activity in this academic year 2021-22

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: £ 8240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PiXL for assessment of pupils' work to identify specific gaps in learning and to provide interventions to support the development of pupil's knowledge, understanding and skills.	The ability to quickly and simply identify and plan for groups of children who require additional support and teaching with the provision of tried and tested therapies to intervene and develop pupils' learning.	1
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 2, 3, 4
EYFS resourcing to meet the needs of the new EYFS curriculum	Pupils achieving a GLD in EYFS has declined in recent years. Review of curriculum and provision indicates training and provision requires updating to ensure all pupils esp PP pupils achieve a GLD.	1, 3

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

Budgeted cost: £32,115.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one for small group interventions	Individualised instruction involves providing different tasks for each	1, 2

provided by qualified teacher – intervention therapies.	learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the 1, 2 5 pace at which they progress through the curriculum—will be more effective. Increased self-esteem.	
One to one group interventions provided by LSA – precision teaching, switch on reading programme, writing.	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Increased self-esteem.	1, 2
Language programme for children in EYFS and CPD for developing early language skills for practioners in EYFS	Assessment of language on entry shows poor expressive and receptive vocabulary, poor listening and narrative skills and poor retelling and creating stories skills.	1, 2, 3

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

Budgeted cost: £9000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips, clubs, music lessons, school uniform/PE kit	We offer a wide variety of trips and visits and varied experiences at St Peter's some of which can be expensive for parents. Subsidising these means that PP children have the same chances as other children and we have found historically that being able to fully access all aspects of the curriculum has a positive effect on children's self esteem, their general knowledge and written work.	2, 4

Counselling provided by trained children Relate counsellors	Counselling to providing the time, space and assistance to help pupils resolve their own problems. Counselling to exploring any worries, anxieties, problems or feelings that may be interfering in pupil's personal or academic life.	2, 4
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Total budgeted cost: £49355.00