



# 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	377
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 and 2021-2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Governing Board
Pupil premium lead	J Harrington
Governor lead	A Rogowski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,678
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000 overspend
<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	£1,661,330 This includes £81,786 for the EY.

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium is a Government initiative targeting pupils from disadvantaged backgrounds to ensure that they benefit from the same opportunities as pupils from less deprived families. The aim of the premium is to reduce the attainment gap between the highest and lowest achieving pupils.

We strongly believe in giving children opportunities, activities and experiences that they would not otherwise receive. St. Paul's purpose is to create a stimulating, secure, and caring environment that will provide a broad and balanced education of the highest quality for all. The targeted and strategic use of pupil premium will support us in achieving our vision.

Projects funded by pupil premium will be aimed at accelerating progress, and moving children to at least age related expectations, in the core curriculum areas. We employ teachers to support Literacy, Numeracy and Phonics right across school. Projects will also be funded to support the emotional health and wellbeing of children, as we know that when this is right, academic progress is easier to achieve.

Pupil Premium funding will also be used to support the costs of trips, both day and residential, and other experiences that will add to the opportunities of our children.

See our Pupil Premium Policy for further information.

## Challenges

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

Challenge number	Detail of challenge
1	Low entry levels in all areas, leading to lower achievement throughout school.
2	Speech, language and communication difficulties
3	Attendance – both overall and persistent.
4	Lower levels of engagement from parents in supporting learning
5	Poor emotional wellbeing, resilience and mental health.

## 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
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<p><i>For all staff to be aware of the expected progress for all PP children, and to ensure at least expected progress in RWM for all prior attainment groups, with some making accelerated progress.</i></p>	<p>Staff will have a clear understanding of who the disadvantaged children are in their class, and plan, teach and support to ensure they make at least expected progress from their starting points.</p>
<p><i>For all interventions, academic and pastoral, to have clear success outcomes that are measurable and that enable children to focus, engage in learning and demonstrate good progress from starting points.</i></p>	<p>All interventions will show positive outcomes in terms of progress made that is continued when interventions stop.</p>
<p><i>To improve levels of Speech and Language in EY and beyond, and to support parents in helping to develop these skills with their children at home. To work with Pre-School to help improve school readiness.</i></p>	<p>An agreed statement about what school ready means, and a greater % arriving in Nursery/Reception with these skills.  A higher % of disadvantaged children to be meeting expectations in reading/speaking and listening at the end of EYFS.  Interventions will have continued in KS1/2 when needed, and progress shown for all pupils.</p>
<p><i>For our disadvantaged children to have improved attendance.</i></p>	<p>Attendance to be equal to, or higher than the non-disadvantaged group. Target of 95%.</p>
<p><i>To work with parents to help them support their child's learning at home with greater confidence.</i></p>	<p>Greater % of children who are heard to read at home regularly.  More parents confident to work with their child at home to support learning in the classroom.</p>

## 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £107,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapy</i></p> <p>Sp&amp;Lang therapist, Wellcomm, Speechlink, Language Link programmes.</p> <p>1-1 and small group work with these interventions and with the speech therapist across the EY, and other year groups if appropriate.</p>	<p>Speech and Language therapy has proven to improve skills and outcomes. The Wellcomm, Speechlink and Language Link interventions are used widely and there is a wealth of evidence to show how it helps to identify difficulties and plan appropriately to move children forward. Our phonics support and tracking has enabled us to target more effectively to achieve better outcomes.</p> <p>Small group interventions with qualified staff have shown to be effective.</p> <p>The Inclusion Lead will track the progress of the staff and monitor the quality of delivery and future needs.</p>	2
<p><i>Small Group Interventions</i></p> <p>Small group teaching by specialist teachers, staff training around quality first teaching and data sharing with all staff using Capita and end of Key Stage data.</p> <p>Weekly/daily small group or 1-1 sessions focused in KS1 on maths/reading/phonics.</p>	<p>The small group teaching will focus on all abilities of those eligible for PP. The outcomes from this support was analysed as successful from the previous year in all year groups and in the end of key stage tests.</p> <p>Using specialist teachers as support and the use of targeted small group/1-1 work has been evidenced to be successful in raising standards. This alongside teaching staff who have had training and support in how to deliver quality first teaching and using support staff in a more defined role, again with training, has been seen by groups like the Sutton Trust to be effective</p>	1 and 4

In KS2 the same, focusing on maths/reading/writing depending on the most need. Year groups will be targeted at different times of the year.	and cost effective in helping to drive up standards. This year we have been able to provide a TA for every class to ensure maximum impact on standards whilst creating a non-dependent attitude in learners.	
<i>Learning With Parents</i> Pilot introduced of this activity in Reception, Year 2 and Year 4.	Groups such as EEF have evidence that shows children who receive support with learning at home often achieve better outcomes and have raised aspirations. This charity, low cost initiative has proven evidence of how successfully they can engage parents in the learning process, improving their knowledge and skills, whilst also supporting their children. If successful we will offer to all year groups next year.	4

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

Budgeted cost: £159,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional Wellbeing</i></p> <p>Use of our Inclusion Team - children will have time with these staff to explore feelings/emotions supporting them in class and in the Inclusion Room.</p> <p>Beacon Counselling will target our most vulnerable children in the hope of improving outcomes for them.</p> <p>The Inclusion Team is to be developed to support vulnerable/SEN/PP children, offering a range of interventions to support children, both in and outside the classroom.</p> <p>Forest School to target small groups of children, helping them to engage in a range of activities that support emotional wellbeing, social skills, resilience and risk assessing in a safe environment.</p>	<p>All evidence shows that children who are emotionally unstable or who have difficult issues in their home backgrounds are less likely to do well in school.</p> <p>Children are more successful when they feel safe and secure and when they have their emotional needs met in a consistent way and with people that they trust.</p> <p>The Inclusion Team will continue to support children and this has been a strength of the school in making children feel safe, secure and able to learn.</p> <p>Working and being in the outdoor environment has proven benefits for improving the emotional health and wellbeing of children and adults.</p> <p>Forest School, a nationally known project, has large amounts of evidence to show how it helps children to develop a range of new skills, whilst improving their self-confidence, self-esteem, behaviour and resilience. School pupil evaluations also support this when we ask for</p>	5

<p>Vita Ecology project - an outdoor project to engage all children in looking after the environment, connecting with nature and wildlife, and understanding how to plant, grow and look after plants, flowers and food.</p> <p>ELSA/Mental Health trained staff will deliver support and interventions to improve the wellbeing of children - this could be mental health concerns, bereavement, anxiety, aspects of SEN, children living with DV.</p>	<p>feedback after the interventions, and staff also comment on how it has improved engagement and behaviour in the classroom for some children.</p> <p>All groups will be a maximum of 10 children for up to 12 weeks.</p> <p>ELSA is a nationally recognised training that has delivered success in supporting children. The LA are offering funded training for one member of staff to make sure it is in all schools, we will then have 2 staff members trained.</p>	
<p><i>Improved Attendance</i></p> <p>Monitor attendance and to do first day absence calls. Attendance will be discussed at TAS meetings and families identified for support by our school age plus worker. Half termly register checks and below 90% meetings with parents. New LA guidance will be followed to support improved attendance and discussions at TAS meetings will take place where attendance is seen as key issue for a child/family. Rewards and prizes for good attendance. End of year 100% attendance prize. Half termly raffle draw for &gt;97%. (6 winners) Class attendance of the week trophy/prize and attendance board. Pastoral Lead to work with a small number of children using attendance interventions.</p>	<p>We know that we can only improve attainment if children are actually at school. Research by NFER unsurprisingly identifies addressing attendance as a key step. Pupil progress meetings clearly demonstrate the link between poor progress/attainment and poor attendance.</p> <p>Intervention evidence shows the greatest impact when children attend all sessions and have good parental support.</p>	3

**Total budgeted cost: £266,588**

## 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.

Full impact of PP funding has been difficult to measure, with many children absent from school for periods of time due to Covid 19. This has been the case for the last 2 academic years. Despite this, we have continued to offer activities outlined in this statement, and to monitor the progress and achievement of this group of children using school based assessments eg intervention start and end data

We will continue with the strategies that we have put in place but we do need to ensure that we are meeting the needs of the more able PP children, as we don't do as well at greater depth as nationally.

We also need to ensure a really tight focus to the intervention groups in terms of what is being covered and also ensuring that work is followed up between sessions and quality first teaching ensures that progress is maintained when the interventions have finished.

At Key Stage 2 we are going to focus on Year 6 in the Autumn/Spring Term, and Year 5 in the Summer Term for Mrs Parker. This follows the pattern of work from last year, and we have evidence in terms of data that shows this was successful in achieving good outcomes for Year 6 and in preparing some of Y5 children for their final year.

Miss Styan will start work with Year 3 and 4, supporting groups for Maths, Reading and some 1-1 work with EHCP children. Again, this worked well last year, although full impact was less evident due to absence for part of the year.

This split of KS2 allowed us to target far more children with the small group intervention work we needed in place.

We had additional support in KS1 for Phonics and reading, and the Y2 Phonics Check outcomes showed a significant rise from the previous year. For this reason we have planned to continue this support with Miss Granger taking up this role.

We will continue to employ the Speech Therapist, who has a real impact on outcomes, both with the 1-1 teaching that she delivers, but also the group work and support in developing programmes of work for staff to follow, and preparing resources to be used. We are now employing her for 2 days a week, and we will supplement this with a full time member of support staff who will provide Speech and Language work in EY, but also to support transition into Y1.

We do need to narrow the gap for the FSM children in EY as this is still evident in outcomes. This is a key part of the EY Action Plan, and has been widened during the pandemic.

We will continue to use our Pastoral support in school to help children struggling emotionally and also who have some challenging behaviours linked to a range of conditions.

The Oak Room was a really good addition to our provision, and has provided us with space to have children who are finding school difficult for a range of reasons. However, we have constantly reviewed how we use this room and there will be a change to its core purpose next year.

We continue to work within the TAS framework, accessing support from a range of agencies for some of our most vulnerable children and families.

Although we are clearly still below national attendance figures, I feel that we have improved the attitude to attendance in many of the children and engaged more parents positively. We still have work to do, and unfortunately, Covid has had an impact on attendance in all year groups, and we will need to monitor and work hard on this to continue the improvements we were seeing.

Last year we also assessed our children at the key points of EY and end of key stages. These, whilst done as teacher assessments, were also verified by external validated test materials - previous SATs/Phonics papers, NFER Tests and EY judgements supported by experienced staff.

GLD - 50% (54%)
Year 2 (11) - Phonics 62% (70%/64%) a rise of 10% on the previous year. Reading 27% (59%) Writing 18% (48%) Maths 36% (59%)
Year 6 (21) - Reading 67% (66%) Writing 67% (61%) Maths 71% (68%)

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

During the pandemic we have used school fund/Church links to provide food parcels for families who are struggling, and second hand/good as new uniform. We have also been able to give out vouchers to families in receipt of FSM, but also to be able to target those who are struggling but fall just outside the FSM eligibility. All of this will continue next year.

We have a wide range of after school activities, all free of charge, that we ensure are accessed by our PP children.

Residential visits are all subsidised to ensure that all children can go on these, irrespective of their parents' financial position.

We offered a HAF programme in the summer holidays, supporting FSM families.