



St Paul's CE Primary School

Pupil Premium Strategy Statement 2022-23

School overview

Detail	Data
School name	St Paul's CE Primary
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2022-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Wendy Budsworth
Pupil premium lead	Wendy Budsworth
Governor / Trustee lead	Diane Martindale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 120
Recovery premium funding allocation this academic year	£16, 240
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	£171,360

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention for all pupils attending our school is that they have the confidence to overcome barriers in order to achieve to the best of their ability whatever they aspire to - this is our school motto.

We understand that our disadvantaged and vulnerable pupils (those with a social worker or young carers) may face additional challenges and barriers to their learning in the form of less developed speech and language skills, less support at home, limited access to enrichment and first-hand experiences, anxiety, low self-esteem and attendance and punctuality issues.

Our main aim is to ensure that the gap in attainment between disadvantaged and non-disadvantaged pupils is narrowed over time and that our disadvantaged pupils will make appropriate progress in line with their peers and national expectations.

Research by the EEF has shown that high quality teaching has the greatest impact on closing the gap and this is at the heart of our approach, ensuring that all our learning and teaching carefully matches the needs of all our pupils, based on careful and regular analysis of their gaps.

We are mindful of the current education recovery strategy and the targeted support for pupils whose education has been impacted by Covid and targeted support through the National Tutoring Programme will be part of our strategy.

We will ensure that we have high expectations of all our pupils, but, in particular of those who are disadvantaged and set them work which challenges and extends their learning.

We aim to provide:

- Teaching that is good or better in all year groups
- Accelerated progress through targeted and bespoke interventions based on analysis of attainment
- 1:1 support where appropriate
- Behaviour support from our Learning Mentor
- Support with payment for enrichment activities, educational visits and residential to ensure pupils have first-hand experiences to draw upon

Challenges

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

Challenge number	Detail of challenge
1	15% of disadvantaged pupils in Y1 passed the Phonics Screener Check – well below national average.
2	Writing attainment for pupils in KS1 and KS2 was well below national average.
3	Attainment in reading, writing and maths in KS1 and KS2 was well below national average.
4	Many of our pupils have limited experiences outside of the local area and this limits the development of life skills, knowledge and vocabulary.
5	Attendance and punctuality is a concern, particularly persistent absenteeism.

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
Progress in phonics	By 2024-25, more than 76% of disadvantaged pupils will pass the Phonics Screener Check.
Progress in writing	By 2024-25, disadvantaged pupils in KS1 meeting the expected standard in writing will be more than 58% and more than 69% in KS2.
Improvement in attainment in KS1 and KS2 (reading, writing and maths)	By 2024-25, disadvantaged pupils in KS1 and KS2 meeting the expected standard in reading, writing and maths will be at least in line with national average.
Increased enrichment opportunities	Pupils have wider opportunities that consolidate their learning. The number of disadvantaged pupils engaging in enrichment activities after school increases.
More pupils attend school and arrive on time.	By 2024-24, attendance and persistent absenteeism is in line with national average.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Read, Write, Inc phonics programme to ensure stronger teaching of phonics which will secure better outcomes for pupils.	RWInc is a DfE approved phonics programme and evidence supports the use of phonics approaches have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Deployment of teaching assistants to deliver RWI.	EEF evidence: 1. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in word and the way that these words are written. 2. The teaching of phonics should be matched to children's current level of skill in terms of their phonic awareness and their knowledge of letter sounds and patterns(graphemes).	1, 3
Training for teachers to introduce Pathways To Write scheme	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2
Use of tutors to provide additional tuition for disadvantaged pupils whose learning has been impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small_group_tuition/EEF(educationalendowmentfoundation.co.uk)	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 phonics sessions for disadvantaged and vulnerable pupils across school who require extra support.	<p>RWInc is a DfE approved phonics programme and evidence supports the use of phonics approaches have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3
Targeted interventions for identified pupils following diagnostic assessments and gap analysis	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>The evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high-quality, structured, targeted interventions to make progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3
Targeted tuition from Tutor Trust for pupils whose education has been impacted by Covid –pupils receiving tutoring will be disadvantaged.	<p>EEF – One to one tuition</p> <p>Lower attaining pupils or those falling behind can benefit from tuition targeted at specific needs and knowledge gaps – one to one or small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance wider opportunities for enriching learning – trips, visitors, etc.</p>	<p>EEF toolkit suggests that enriching education has intrinsic benefits. They believe that all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally-rich education.</p> <p>DfE states that, “Giving young people the opportunity to try new things and develop new skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come.”</p>	<p>4</p>
<p>Learning Mentor employed to analyse and monitor attendance (including persistent absentees). Support families to raise attendance/punctuality using principles from DfE Improving School Attendance.</p> <p>Provide attendance advice.</p> <p>Encourage pupils and parents to engage in clubs, workshops and other activities to improve attendance.</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Guidance is informed by engagement with school that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5</p>

Total budgeted cost: £ 171,360

Part B Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review: last year's aims and outcomes	
Aim	Outcome
To improve parental engagement in reading, leading to appropriate progress in reading	At KS2, the number of disadvantaged pupils achieving the expected standard or above was 61% compared with 82% of all pupils. At KS1, the number of disadvantaged pupils achieving the expected standard or above was 36% compared with 52% of disadvantaged pupils nationally.
To improve oral language skills and vocabulary among disadvantaged pupils	At KS2, the number of disadvantaged pupils achieving the expected standard or above was 61% compared with 82% of all pupils. At KS1, the number of disadvantaged pupils achieving the expected standard or above was 36% compared with 52% of disadvantaged pupils nationally.
To improve attainment in reading, writing and maths for disadvantaged pupils at the end of KS2	At KS2, the number of disadvantaged pupils achieving the expected standard or above in reading, writing and maths was 44%, compared with 55% of all other pupils and 64% of LA pupils.
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Evidence from Pupil Voice July 2022 shows that: 66% of pupils enjoy school all or most of the time 87% say that there is an adult they can talk to if they are worried 80% feel safe all or most of the time 84% say that school encourages them to look after their physical health 77% say that school encourages them to look after their emotional and mental health