

Pupil premium strategy statement – St. Peter’s CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stephen Wedgeworth, Headteacher
Pupil premium lead	Stephen Wedgeworth
Governor / Trustee lead	Meenaz Mukhtar (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,730
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£123,750

Part A: Pupil premium strategy plan

Statement of intent

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. 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.

Challenges

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

Challenge number	Detail of challenge
1	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 Key Stage 2 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 reading than their peers. By the end of Reception in 2023, 46% of disadvantaged children achieved age-related expectations in Reading and Writing, compared to 71% of non-disadvantaged children.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	By the end of Reception in 2023, 54% of disadvantaged children achieved age-related expectations in Reading and Writing, compared to 71% of non-disadvantaged children.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The proportion of disadvantaged children who have a social worker or other form of wider support (e.g. pastoral support, Early help provision) is much higher than among non-disadvantaged pupils.</p>
5	The data for 2023-2024 demonstrated that absence rates among disadvantaged pupils (8.6%) were higher than for non-disadvantaged pupils (6.8%) and higher than all pupils nationally (6.3%). The number of suspensions was higher among disadvantaged pupils than non-disadvantaged pupils, as was the number of children on plans for pastoral/well being issues.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils,	Sustained high attendance by 2024/25 demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% higher than their peers.
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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

Budgeted cost: **£64,500**

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>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</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> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>We will fund Maths subject leader and teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

	Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

Targeted academic support

Budgeted cost: **£33,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading and maths sessions targeted at disadvantaged and non-disadvantaged pupils who require further reading and maths support. These will be delivered by our own teaching staff, who know the children best.</p>	<p>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>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. These will be delivered by our own teaching staff, who know the children best.</p>	<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>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Speech and language programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, delivered by school staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1, 4

	Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and having a senior member of staff to lead on attendance and linked activities, including pupil well being.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5

Total budgeted cost: £123,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that progress for disadvantaged Year 6 pupils in Reading and Maths in 2023 was above national (+3.22 and +2.20 respectively). Progress in Writing was below national (-1.38). The progress of non-disadvantaged pupils was in-line with national in Reading and Maths, and above average in Writing.

Attainment in RWM combined was in-line with disadvantaged pupils nationally (42% school; 44% national) but well below national compared with non-disadvantaged pupils (42% school; 59% national). In 2023, the attainment of non-disadvantaged pupils was also significantly below national (42% school; 59% national).

The data demonstrates that disadvantaged pupils made good progress in Key Stage 2 from low starting points in Reading and Maths, but did not perform as well in Writing. Reading attainment was low for all pupils, so as a school we need to focus on Reading attainment for all pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that absence rates among disadvantaged pupils (8.6%) were higher than for non-disadvantaged pupils (6.8%) and higher than all pupils nationally (6.3%). The number of suspensions was higher among disadvantaged pupils than non-disadvantage pupils, as was the number of children on plans for pastoral/well being issues.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present *not on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. However, as stated, the progress made by disadvantaged pupils in Reading and Maths was strong and the attainment of disadvantaged pupils in Writing was positive.

Our evaluation of the approaches delivered last academic year indicates that our approach to teaching Reading was less effective but our approach to teaching Maths and Writing was generally more effective (in terms of pupil attainment).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

