

Intended use of pupil premium funding 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 CE Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Cath Palmer
Pupil premium lead	Mrs Cath Palmer
Governor / Trustee lead	Mr Bryan Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,390
Recovery premium funding allocation this academic year	£7,105
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	£81,495

Part A: Pupil premium strategy plan

Statement of intent

The research conducted by the EEF on developing an effective Pupil Premium strategy was referred to when writing this strategy statement and is referenced throughout.

It is paramount for us to consider the contexts of our families and children and the challenges they face. The Pupil Premium funding is used to ensure that disadvantaged pupils make progress in line with non-pupil premium pupils.

We want all of our pupils to have a wide range of opportunities and experiences and we aim to support our families to engage well with school, enabling everyone to flourish.

Common barriers to learning faced by disadvantaged children can be weaker language and communication skills, lack of confidence, social and emotional difficulties and issues linked to attendance and punctuality. There may also be complex family issues to take into consideration that may prevent children from thriving and reaching their potential.

Our objectives are:

- ◆ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure pupils achieve in line with ARE
- ◆ To ensure that children develop a rich vocabulary and have improved communication skills
- ◆ To ensure cultural capital is realised by all of our pupils through having access to a wide range of ICT resources, trips and memorable experiences
- ◆ To continue to improve parental involvement in all areas of school life
- ◆ To ensure that our children are prepared and ready for the next stage in their lives

We aim to do this by:

- ◆ Ensuring that high quality teaching and learning opportunities meet the needs of all pupils
- ◆ Ensuring that children who are disadvantaged and also have SEND are quickly identified so that bespoke support can be put in place to meet their needs

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through pillar 3 of the National Tutoring Programme; School-Led Tutoring. This will be available for pupils whose education has been affected the most, including non-disadvantaged pupils.

Challenges

Challenge number	Detail of challenge
1	The gap between Pupil Premium pupils and non-pupil premium pupils achieving in line with national expectations
2	Use of language and extending the children's vocabulary across school
3	Limited experiences for children– impacting on the development of the pupil's cultural capital
4	Parental engagement – working together with families to develop engagement in all areas of school life and children's learning

Intended outcomes

Intended outcome	Success criteria
Progress rates for PP pupils to be sustained and in line with non-PP pupils across the school. Attainment to be in line with national average	PP children will make expected progress in reading, writing and maths and where applicable make more than expected progress to ensure they achieve ARE
Pupils in reception to have access to a language rich environment, Ensuring their communication and language skills are in line with their peers Ensuring EYFS parents are involved in their children's learning and develop ways of helping them to support their children's language development. A focus on the use of tiered vocabulary to be evident across all subjects	Communication and language skills to be developed by all children. Speech and language concerns to be reported to school SENDCO who will ensure adequate support and if relevant SALT intervention All subjects to develop vocabulary teaching through a tiered approach ensuring key vocabulary is learnt and retained by children
All children to have access to high quality resources and experiences	The curriculum is being reviewed to ensure that our pupils have access to memorable and engaging learning experiences; this will contribute to them realising their cultural capital
Ensuring that parental involvement increases across school. Parents to feel well supported with how to help their child at home. Embed the Vision, Core Values and Christian ethos of St Paul's to enable the school community to flourish	Attendance to events, Collective Worship and Workshops to be increased. Parents to be reading with children more regularly at home and understand the importance of this. Partnership work with Early Help to continue.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

£36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive a high standard of quality first teaching which is engaging and challenging and meets the individual needs of pupils by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects across the curriculum is of a high standard and as a result PP pupils make good or more progress • Ensuring teachers and support staff give pupils feedback • Ensuring that staff receive high quality CPD opportunities <p>Review of whole school strategies for teaching reading comprehension, particularly helping those disadvantaged children who may not receive as much support with reading at home or exposure to literature from a young age. This includes:</p> <ul style="list-style-type: none"> • Staff training and purchasing of resources • Whole-class teaching sequence consistent across the school but adapted so it is age appropriate • Monitoring of the above 	<p>EEF toolkit states that teachers providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback EEF toolkit+ 6 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read and record their answers. This knowledge can then transfer to written work across the curriculum and impacts on overall progress. EEF toolkit+6 months</p>	<p>1, 2, 3, 4</p>
<p>Introduction of vocabulary sessions and staff CPD on how to deliver this, focusing predominantly on tier two vocabulary. This will particularly support</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: Oral language interventions</p>	<p>1, 2, 3, 4</p>

<p>disadvantaged pupils who have relatively low spoken language skills.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Staff training on tier two vocabulary, its morphology and teaching strategies • Introduction of vocabulary sessions to expose 'tier 2' vocabulary to children. • Monitoring of the above 	<p>EEF toolkit + 6 months</p>	
<p>To embed the school scheme of Phonics to ensure fidelity to one scheme with the intention of raising attainment in Phonics to ensure that pupils are securely decoding and reading fluently by the end of year 1 by:</p> <ul style="list-style-type: none"> • Accessing Little Wandle staff training and purchasing resources as and when required • Ensuring that the new scheme is introduced consistently across EYFS, Year 1, Year 2 and Year 3 • Ensuring children falling behind are quickly identified and provided with keep-up support 	<p>EEF Toolkit states that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress Phonics EEF toolkit+ 5 months</p>	<p>1, 2, 3, 4</p>

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

£15,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the attainment and progress of disadvantaged children through targeted 'catch-up' interventions delivered throughout the week by both support staff and class teachers.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Whole school review of pupil progress approach and establishment of interventions following this • New 'pupil progress in action policy' to be implemented. • Teaching staff to complete intervention proformas to ensure these meet children's specific needs and to monitor their progress during the intervention 	<p>The EEF shows that teaching assistant interventions have a +4months impact on children's progress. We also expect class teachers to deliver their own interventions within the classroom and during planned times throughout the day, which should provide greater impact.</p> <p>EEF toolkit +4months</p>	<p>1, 2</p>
<p>Engage with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • School support staff to access 11 hour training programme as part of their CPD • Catch up interventions across school delivered by support staff 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One-to-one- EEF toolkit +5 months</p> <p>Small groups- EEF toolkit +4 months</p> <p>Extending school time-EEF toolkit +3 months</p> <p>Phonics intervention- EEF toolkit +5 months</p>	<p>1, 2</p>

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

£30,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of counselling, positive mental health sessions and behaviour therapy, to address any behaviour issues. This will ensure that children are 'more settled' in order to facilitate a learning environment conducive to learning.</p> <p>Strategies:</p> <ul style="list-style-type: none"> The family support worker, alongside outside agencies, will deliver positive mental health sessions, pastoral support and one-to-one work as and when required for individual pupils 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF +4 months</p>	<p>1, 2</p>
<p>Parents engage fully with the school in all areas to support improved attendance for disadvantaged pupils</p> <ul style="list-style-type: none"> Our Family Support Worker and Behaviour Support Worker to work closely with all families from disadvantaged backgrounds with parenting support/ workshops and the promotion of good engagement with school 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions</p> <p>Targeted interventions EEF toolkit+4 months</p>	<p>1, 2, 3, 4</p>
<p>To support disadvantaged children who also have SEND needs through behaviour support, pastoral support and the support of an external specialist SENDCO.</p> <p>This will include whole staff training on a range of SEND strategies and approaches with the aim of developing pupils' wellbeing as well as supporting them fully in their academic life.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Targeted interventions EEF toolkit +4 months. Universal approaches EEF toolkit +4 months</p>	<p>1, 2, 3, 4</p>
<p>Other strategies include:</p> <p>After School Clubs to support pupils offering a wide range of high-quality extracurricular activities to boost</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>EEF toolkit +3 months</p>	<p>1, 2, 3, 4</p>

<p>wellbeing, behaviour, attendance, and aspiration.</p> <p>Trip Grants – all PP pupils to access residential experiences across Key Stage 2</p> <ul style="list-style-type: none"> • Year 4 – Castleton 2 nights curriculum linked • Year 5 – Robinwood 2 nights teambuilding • Year 6 –Whitby 2 nights curriculum linked <p>Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>Uniform – All PP pupils eligible for the following uniform items: 2x shirts and 2x jumpers/ cardigans</p> <p>Specific computing enhancements to support learning- LBQ, maths and spelling shed, education city etc</p>	<p>Social and emotional learning (SEL) seeks to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Targeted interventions EEF toolkit +4 months. Universal approaches EEF toolkit +4 months</p>	
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Total Budgeted Cost: £81,495

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence and persistent absence is also a cause for concern amongst disadvantaged pupils and this remains a focus of our current School Development Plan.

Our disadvantaged pupils still face challenges in relation to pupil behaviour, wellbeing and mental health and these are significantly higher than before the pandemic. With this in mind, we have a sharp focus on developing emotional literacy through the implementation of SEMH strategies in the classroom. This was verified through the external review that was undertaken by Wellspring Academies. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and specialist assessments to support their learning. We are building on that with the approaches detailed in this pupil premium strategy statement in the coming year.

Impact of PP funding on GLD	2019	2020	2021	2022
% GLD - whole cohort	77%	No	No	48%
% GLD - National	72%	statutory testing due to COVID	statutory testing due to COVID	62.5%
% GLD - Disadvantaged	29%	19	19	14.2%
Summary	Significantly below			Significantly below

Impact of PP funding on Year 1 Phonics	2019	2020	2021	2022
% achieving standard - whole cohort	90%		No	68%
% achieving standard - National	82%	No statutory testing due to COVID 19	statutory testing due to COVID	75%
% achieving standard - Disadvantaged	100%		19	50%
Summary		Above		Significantly below

Impact of PP funding on Year 2 Phonics	2019	2020	2021	2022
% achieving standard - whole cohort	100%		No	77%
% achieving standard - National	91%	No statutory testing due to COVID 19	statutory testing due to COVID	87%
% achieving standard - Disadvantaged	n/a		19	100%
Summary				All pupils achieved the expected standard

Year 2 outcomes	2019			2020	2021	2022		
	Whole cohort	PP	Nat	No Statutory testing due to COVID 19	No Statutory testing due to COVID 19	Whole cohort	PP	Nat
% achieving standard - Reading	90%	88%	75%			26%	25%	67%
% achieving standard - Writing	73%	63%	69%			49%	37.5%	58%
% achieving standard - Maths	83%	75%	76%			55%	12.5%	68%

Year 6 outcomes	2019			2020	2021	2022		
	Whole cohort	PP	Nat	No Statutory testing data due to covid	No Statutory testing data due to covid	Whole cohort	PP	Nat
% achieving standard - Reading	79%	57%	75%			83%	89%	74%
% achieving standard - Writing	79%	57%	76%			47%	22%	69%
% achieving standard - Maths	89%	71%	69%			73%	78%	71%

Externally provided programmes

Programme	Provider
National Tutoring Programme	School-led tutoring