

St Paul's Pupil premium strategy statement 2021-22

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 Church of England (VA) Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	39.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jennifer Ferretti, Headteacher
Pupil premium lead	Jennifer Ferretti, Headteacher
Governor / Trustee lead	Liz Devers Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,942
Recovery premium funding allocation this academic year	£20,141
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£140,675.82

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's it is our intention 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 at our school, such as those who have a social worker and young carers. 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.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Progress of PP children in Phonics / Early Reading
2	Lack of conceptual understanding in Mathematics
3	Poor of fluency in Mental Maths skills
4	Lack of stamina and concentration
5	Restricted opportunities for physical play impacting on social, physical and mental health
6	Poor understanding of 'appropriate play' impacting on the development of social relationships
7	Parental Engagement / Parent's confidence in supporting learning and promoting positive behaviour
8	Low % of PP children reaching GDS
9	Attainment gap between PP children and non PP children in Reading, Writing & Maths
10	Speaking and Listening skills on entry are low.
11	Multi vulnerable children – PP & SEND and PP & EAL.
12	Poor attendance including persistent absenteeism
13	Low aspirations
14	Ability to regulate emotions enabling full focus on learning / Social, Emotional and Mental Health / Wellbeing
15	Quality First Teaching

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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Improved outcomes in Early Reading for disadvantaged children	Assessments and outcomes indicate that Early Reading is significantly improved among disadvantaged children. This is reflected in observations of children at work / in play, discussion with children, book scrutines and data,
Improved speaking and listening skills including the development of a rich and diverse vocabulary	Assessments, interactions and observations of children indicate significantly improved use of vocabulary by disadvantaged pupils. This is also reflected in written outcomes of children as they progress into KS1 / 2. Data demonstrates that improved Early Reading and vocabulary skills have led to improved Reading outcomes at KS2.
Improved conceptual understanding and fluent recall in maths.	Maths outcomes for disadvantaged children are improved. The percentage of disadvantaged pupil's meeting the expected standard in Maths at end of KS2 increases.
Improved attendance figures to impact on attitudes to learning and outcomes.	There is a reduction in persistent absenteeism and attendance as a whole school is raised in line with national. The attendance gap between disadvantaged children and non-disadvantaged children is reduced.
To achieve improved physical and mental health, personal development and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Observations of children's behaviour, attitudes, achievements and outlooks demonstrate that children are positive, ambitious and resilient individuals. This is evident in incident logs, pupil voice, parent surveys, staff feedback. <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£47,490.42**

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>Purchase of assessment materials and training on data analysis &1500</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 8, 9, 11</p>
<p>RWI subscriptions / resources / training / progress support £2975</p> <p>Additional staffing to run RWI groups (5 hours / wk) £2391.53</p>	<p>Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 7, 9</p>

<p>Release time cover to develop subject leadership £40 x 39 £1,599</p> <p>Cover time to observe good practice £2,510.04</p> <p>Teacher release time to support maths teaching £800</p> <p>Purchase of concrete resources and training £1000</p> <p>Whole Class Reading – VIPERs, Big Read materials £400</p> <p>Invest in the design of the board and balanced curriculum and resources to support this. £1,800 £1000</p> <p>Purchase topic books provide cross curricular reading opportunities £2000</p> <p>Purchase of resources to promote love of reading and rich vocabulary £2000</p>	<p>Improving Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving Maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://www.ncetm.org.uk/in-the-classroom/resources-for-teaching-maths-in-primary-and-secondary-schools/support-for-primary-teachers/</p> <p>feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 4, 15, 2, 3, 4, 7, 8, 9, 10, 13,</p>
<p>Deputy Head to teach Y6 interventions / support £24,903.32</p>		<p>2, 3, 6, 8, 9, 11</p>
<p>Purple Mash (3yrs) £2020</p>		<p>3, 7, 8, 9,</p>
<p>Implementation of metacognition (EEF)</p>	<p>Metacognition and Self Regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>5, 6, 14,</p>

<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 12, 13, 14</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£22,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 8, 9, 10</p>

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
TA support for Y3 / Y2 to address impact of lockdown £13,050	Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 8, 9, 10, 11, 14, 15,
School-led tutoring 1-1 / small groups £4,000	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 8, 9, 11, 14, 15,
TT Rockstars / Numbots £200		2, 3 10, 12,
Lexia £1000		1, 2, 3 10, 12,
Additional staffing to support afternoon interventions (5 hours / wk) £2391.53		1, 2, 3, 8, 9, 11, 14, 15,
KS2 booster sessions £800		2, 3, 4, 8, 9, 11, 15,
iPads to access learning apps £2400		1, 2, 3, 8
Handwriting scheme £1500		15

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

Budgeted cost: **£70,235.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch project £1753 Pastoral support – AC / AH £17,360 (Dec – Aug) Reward systems £500 Behaviour training £1500 Safeside visit £500	Both targeted interventions and universal approaches can have `positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5, 6, 7, 11, 12, 13, 14,
Relax Kids - £5000 Believe to Achieve counselling £1000 Calm Brain £500 Thrive £680.40		4, 5, 6, 12, 13, 14,
CPOMS £700 Extended Schools subsidy 2 x full time places £28 / day £ 5,460		5, 6, 7, 10, 12, 13,14

<p>Music subsidy £2080</p> <p>Trips £30 x 87 = £2610</p> <p>Enrichment opps – curriculum workshops £3500</p>		<p>4, 5, 6, 7, 10, 11, 12, 13, 14</p>
<p>Play equipment £20,000</p> <p>Wild tribes training £700</p> <p>Cycling £320</p> <p>Sports Coaches at lunchtime £4572.00</p>	<p>Physical activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4, 5, 6, 14</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance SLA £1500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>12, 1, 2, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £140,675.82

Using the Pupil Premium

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Attendance of Pupil Premium children in 2020/21 was lower than in the preceding years at 90.68% 2020-21 compared to 93.65% in 2019-20. It was lower than Non-Pupil Premium children – 95.86% (2020-21) and 94.96% (2019-20).

Our assessments and observations indicated that pupil behaviour, wellbeing, emotional resilience and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

Externally provided programmes

Programme	Provider
Switch Project – Emotion Coaching	Switch Midlands
Relax Kids	Shelly Owens
Sports Coaching (incl Cool Kids)	Soccer 2000

Service pupil premium funding (optional)

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- a review of the feedback policy to adopt a 'live marking' approach. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including external reviews, assessments, book scrutiny, conversations with parents, students and teachers.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will review and adjust our plan over time to secure better outcomes for pupils.