



Pupil Premium Strategy Statement 2023-24

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 Church of England (VA) Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (2021-2024)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£126,246
Recovery premium funding allocation this academic year	£18,853
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,099

Part A: Pupil Premium strategy plan

Statement of intent

At St Paul's it is 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 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	The percentage of pupil premium pupils with persistent absence (28.9%) is above national (17.7%) and greater than non-pupil premium pupils (16.5%).
2	In core subjects (Early Reading, Reading, Writing and Maths), assessment data indicates that the attainment of pupil premium pupils is lower than the attainment of non-pupil premium pupils.
3	Data shows that pupil premium pupils with SEND attain lower than non-pupil premium pupils with SEND (Multi-vulnerable pupils).
4	On entry to Early Years, our data shows that attainment in speaking and listening is lower for pupil premium pupils than non-pupil premium pupils. SALT / SLCN is the main area of need across school.
5	Internal data shows that self-regulation strategies are less well-developed for pupils with pupil-premium than those without.
6	The number of pupil premium children accessing enrichment activities is lower than non-pupil premium pupils.
7	Consistency of provision of Quality First Teaching across school
8	Low engagement / parental confidence in supporting learning, emotional development and positive behaviours.
9	Poor social skills and resilience impacting on the development of appropriate social relationships

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
<p>Improve attendance for pupil premium pupils.</p> <p>Reduce the number of pupil premium pupils with persistent absenteeism.</p>	<p>The attendance of pupil premium children improves and is at least in line with national expectations (96%).</p> <p>The number of pupils considered to be persistently absent decreases by at least 10%, so that it is more in line with national figures.</p>
<p>Narrow the attainment gap between pupil premium pupils and non-pupil premium pupils in core subjects.</p>	<p>The attainment gap between pupil premium pupils and non-pupil premium pupils decreases by 5% in core subjects.</p> <p>The number of pupil premium pupils achieving ARE+ increases by 6%.</p>
<p>Narrow the attainment gap between pupil premium pupils with SEND and non-pupil premium children with SEND.</p>	<p>The attainment gap between pupil premium pupils with SEND and non-pupil premium pupils without SEND decreases by 5% in core subjects.</p>
<p>Improve speaking and listening skills for children in EYFS so that the attainment gap between pupil premium, and non-pupil premium pupils, diminishes.</p>	<p>The speaking and listening attainment gap between pupil premium pupils and non-pupil premium pupils decreases by 5% in EYFS.</p> <p>The number of pupil premium pupils achieving GLD increases by 15%.</p>
<p>Develop self-regulation strategies for pupil premium pupils.</p>	<p>The number of pupil premium pupils showing developed self-regulation strategies will rapidly increase.</p> <p>The number of red lights for pupil premium pupils will significantly decrease.</p>
<p>Increase the number of pupil premium pupils accessing enrichment activities.</p>	<p>The number of pupil premium pupils who access enrichment activities is equitable to non-pupil premium pupils.</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: **£41,109.57**

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 £1000</p> <p>INSIGHT subscription £774</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>2, 3, 4, 7,</p>
<p>RWI subscriptions / resources / training / progress support £2975</p> <p>Additional staffing to run RWI groups (5 hours / wk) £2391.53</p> <p>DHT/RWI leader time to monitor, coach and quality assure the teaching of sessions and run practice sessions. (3 hours / wk) £5786</p> <p>DHT/English leader time to monitor, support and quality assure the quality of teaching in English. (2 hours / wk) £3857</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>2, 3, 4, 7</p>

<p>monitor, support and quality assure the quality of teaching in Maths. (1/2 day / wk) £7488</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>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>Purchase of books to support new reading spine and units of work for CLPE. £1000</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, 2, 3, 4, 7</p>
<p>Deputy Head to provide coaching for teachers / subject leaders £1,550</p>		<p>2, 3, 4, 7</p>
<p>EYs leader release time to support provision in the EYs and ensure that our youngest children get the best start. (1/2 day / wk) £3159</p>		<p>2, 3, 4, 7</p>

Purple Mash (3yrs) £2020 (£673 / yr)		1, 2, 3, 4, 7
Implementation of metacognition (EEF)	Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2, 3, 5, 6
<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>Zones of Regulation training and roll out £1000</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>	1, 2, 3, 5, 9

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

Budgeted cost: **£44013.53**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged	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:	2, 3, 4, 9,

<p>pupils who have relatively low spoken language skills.</p> <p>WELCOM programme NELI programme – TA cover to enable sessions £ 211 / week (TA x 1 hrs x 5 days) x 39 = £3302</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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>TA support for afternoons to address impact of lockdown across school</p> <p>£ 635 / week (3 TAs x 2.5 hrs x 5 days) x 39 = £24,765</p> <p>TA to run RWI fast track tutoring</p> <p>£ 211 / week (TA x 2.5 hrs x 5 days) x 39 = £8255</p>	<p>Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 7,</p>
<p>School-led tutoring 1-1 / small groups £4,000 (50% funded by School -Led Tutoring funding.</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 EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 7,</p>

TT Rockstars / Numbots £200		1, 2, 3, 7
Lexia £1000		1, 2, 3, 7
WIDGIT £100		1, 2, 3, 4, 7
Additional staffing to support SALT interventions (5 hours / wk) £2391.53		3, 4

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

Budgeted cost: **£60,005.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support – DW £21,153 (Sept–Aug) Reward systems £500 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	1, 5, 6, 9

<p>Talking and drawing therapy sessions</p> <p>Believe to Achieve counselling £800</p> <p>HugglePets – Animal Assisted Therapy £800</p> <p>Calm Brain £500</p> <p>InPower Warriors of Wellbeing £1700</p>		1, 5, 6, 9
<p>CPOMS £700</p> <p>Extended Schools subsidy 2 x full time places £28 / day £ 5,460</p>		1, 5, 6, 8, 9
<p>Music subsidy £2580</p> <p>Trips £50 x 87 = £4350</p> <p>Enrichment opps – curriculum workshops £3500</p>		1, 2, 5, 6, 9
<p>Wild tribes training £200. Sessions (2 hours / wk EYs) £956 (2 hours / wk KS1/2) £956 total - £1912</p> <p>Cycling – Bikeability £350 / Balancability £1000</p> <p>2 x additional support on playground at lunchtime to promote positive and active playtimes. £5460.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 3, 5, 6, 9
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

<p>Attendance SLA £1500</p> <p>SBM/HT time to work alongside EWO</p> <p>Attendance awards £600</p>		
<p>Journey of change programme – training and delivery of programme (2 hours / wk) £956.40</p> <p>Stay & Play group to establish strong links and positive relationships with new and future parents (3 hours / wk) £1434</p> <p>Parent workshops – release time for preparation and delivery</p> <p>Online Safety Workshop for parents £750</p> <p>SEND Coffee mornings</p>		8, 3, 1,
<p>Contingency fund for acute issues. £3500</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>	All

Total budgeted cost: £145,128.50

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

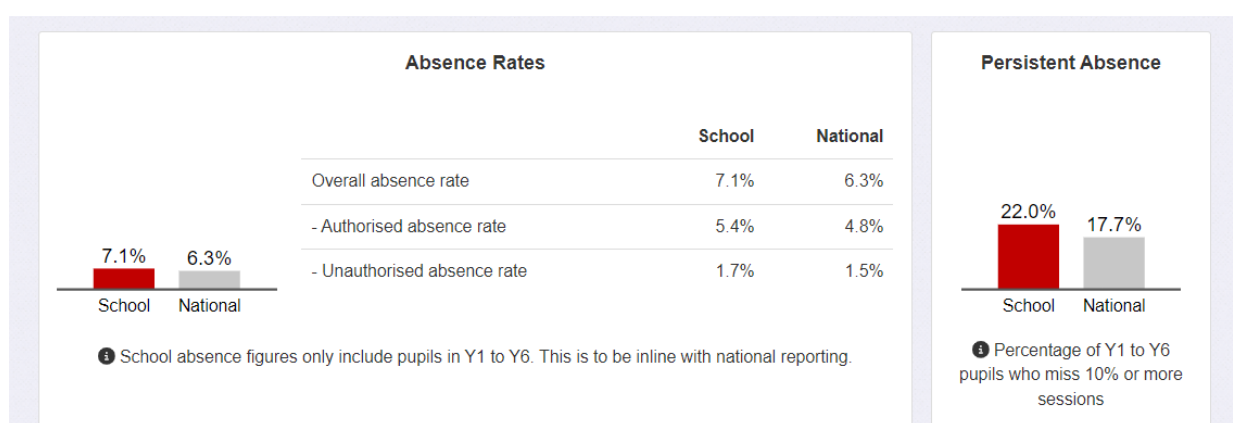
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

From September 2022-2023, the school underwent significant change and improvement with the staffing profile changing dramatically. However, Having analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments, the performance of disadvantaged pupils remains lower than that of other pupils.

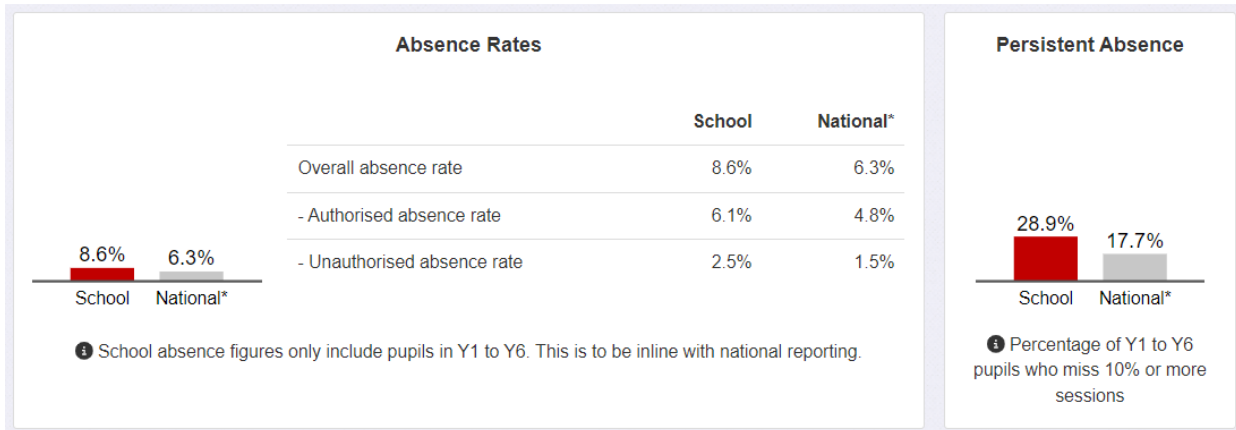
Our analysis suggests that the reason for poorer outcomes for our disadvantaged children is in part the ongoing impact of COVID-19. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated or were not implemented. Covid-19 impact continues to be seen in key year groups, particularly Year 2, Year 3 and Year 4 (Sept 2023).

2022-23 Attendance –

Non Pupil Premium -



Pupil Premium –



Attendance pre 2022-23

Year	PP Attendance %	Non-PP Attendance %
2021-22	89.96	94.04
2020-21	90.68	95.86
2019-20	93.65	94.96
2018-19	94.86	95.51
2017-18	93.91	95.47

Pupil behaviour, wellbeing, emotional resilience and mental health continue to be impacted, as a result of this, progress and attainment of disadvantaged children is impacted.

Externally provided programmes

Programme	Provider
Wellbeing Warriors	InPower
Peer Supporter Programme	Believe to Achieve
Calm Brain	Calm Brain Approach
Leading Together programme	Teach First
Animal Assisted Therapy	Huggle Pets

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:

- utilising a [DfE grant to train a senior mental health lead](#).
- Broadening our 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.