



## St Paul's CE Primary School

### Intended use of the pupil premium funding 2023-2024

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 the outcomes for disadvantaged pupils last academic year.

#### School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£78,190
Recovery premium funding allocation this academic year	£7,685
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£85,875</b>

#### 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.

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 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

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

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

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 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 in all year groups	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 and high quality texts; 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

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: £35,751

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>To raise attainment by ensuring all pupils receive a high standard of quality first teaching which is engaging and challenging and meets the individual needs of each pupil by:</p> <ul style="list-style-type: none"> <li>Ensuring the curriculum is taught to a high standard, informed by evidence-based approaches and as a result PP pupils make good progress.</li> <li>Continue to embed a high-quality reading curriculum that will spark hope create a reading culture across the school which will foster a love of literature and enable children to access their learning across the curriculum.</li> <li>Develop subject leaders to enable them to plan and develop a coherent and engaging curriculum</li> </ul>	<p>EEF toolkit states that teachers providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on tasks, subject and self-regulation strategies. It provides specific information on how to improve feedback.</p> <p>EEF toolkit + 6 months</p> <p>Improving reading comprehension strategies has a high impact- (+ 6 months), alongside phonics. It is a crucial component of early reading instruction.</p> <p>EEF toolkit + 6 months</p>	1,2,3,4
<p>Embed Little Wandle phonics scheme across foundation stage, KS1 and lower KS2</p>	<p>Phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF toolkit + 5 months</p>	1,2,3,4
<p>Staff CPD linked to subject leaders to enable them to plan and develop a coherent and engaging curriculum</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>EEF toolkit +6 months</p>	1,2,3,4
<p>Embed new assessment systems to ensure that staff are confident to target pupil premium pupils, plan effectively and accurately report to parents.</p>	<p>Within class, attainment grouping has a positive impact, (+ 2 months) additional progress.</p>	1, 2

	EEF toolkit + 2 months	
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**Targeted academic support (for example tutoring, one-to-one support structured interventions)**

Budgeted cost: £25,356

Activity	Evidence that supports this approach	Challenge numbers addressed
Improve the attainment and progress of disadvantaged children through targeted interventions delivered throughout the week by both support staff and class teachers.	Teaching assistants can provide a large positive impact on learner outcomes. 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.  EEF Toolkit +4 months	1,2
Develop school environment to ensure comprehensive SEMH provision is in place for all pupils.	On average, individualised instruction approaches have an impact of 4 months' additional progress.  EEF Toolkit +4months	1,2

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

Budgeted cost: £24,768

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Provision of 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. Strategies:</p> <p>My Happy Mind programme to be implemented throughout school to build resilient, balanced and happy minds at home and school.</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>EEF +4 months</p>	1,2
<p>Parents engage fully with the school in all areas to support improved attendance for disadvantaged pupils. Our Family Support Worker and Behaviour Support Worker work closely with all families from disadvantaged backgrounds with parenting support/ workshops and the promotion of good engagement with school</p>	<p>Parental engagement has a positive impact (+4 months) on 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>EEF toolkit +4 months</p>	1,2,3,4
<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 Targeted interventions EEF toolkit +4 months. Universal approaches</p> <p>EEF toolkit +4 months</p>	1,2,3,4
<p>Other strategies include:</p> <p>After School Clubs to support pupils offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.</p> <p>Trip Grants – all PP pupils to access residential experiences in Key Stage 2. Activities will focus on building life skills such as confidence, resilience, and socialising.</p> <p>Uniform – All PP pupils eligible for the following uniform items</p>	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>EEF toolkit + 1 month</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 (+4 months)</p>	1,2,3,4

<p>1x polo shirt 1x jumper/cardigan x1 family hoodie.</p> <p>Milk and Toast provision Providing all PP pupils with milk and toast at break times.</p>	<p>EEF toolkit +4 months</p>	
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**Total budgeted cost: £85,875**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of PP funding on GLD

	2019	2020	2021	2022	2023
% GLD – Whole Cohort	77%	No statutory testing due to Covid 19		48%	79%
% GLD – National	72%			62.5%	68%
% GLD – Disadvantaged	29%			14.2%	50%

#### Impact of PP funding on Year 1 Phonics

	2019	2020	2021	2022	2023
% achieving standard – Whole Cohort	90%	No statutory testing due to Covid 19		68%	87%
% achieving standard – National	82%			75%	79%
% achieving standard – Disadvantaged	100%			50%	80%

#### Impact of PP funding on Year 2 Phonics

	2019	2020	2021	2022	2023
% achieving standard – Whole Cohort	100%	No statutory testing due to Covid 19		77%	
% achieving standard – National	91%			87%	89%
% achieving standard – Disadvantaged	n/a			100%	



### Impact of PP funding Year 2 Outcomes

	2019			2020	2021	2022			2023		
	Whole Cohort	PP	Nat	Covid		Whole Cohort	PP	Nat	Whole Cohort	PP	Nat
% achieving standard – Reading	90%	88%	75%			26%	25%	67%	70%	67%	68%
% achieving standard – Writing	73%	63%	69%			49%	37.5%	58%	53%	56%	60%
% achieving standard – Maths	83%	75%	76%			55%	12.5%	68%	77%	67%	70%

### Impact of PP funding Year 6 Outcomes

	2019			2020	2021	2022			2023		
	Whole Cohort	PP	Nat	Covid		Whole Cohort	PP	Nat	Whole Cohort	PP	Nat
% achieving standard – Reading	79%	57%	75%			83%	89%	74%	45%	39%	73%
% achieving standard – Writing	79%	57%	76%			47%	22%	69%	62%	31%	71%
% achieving standard – Maths	89%	71%	69%			73%	78%	71%	55%	31%	73%