

Pupil Premium Strategy Statement

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 C of E Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	60/421 14.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Liz Vautier-Thomas
Pupil premium lead	Sara Bagley
Governor / Trustee lead	Chris Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,745
Recovery premium funding allocation this academic year	£5148
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Local authority and other	£1815
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	£71,708

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's C of E Primary School we strive to create an environment which gives all children the opportunity to flourish in their journey to the fullness of life. We are totally committed to social equality and improving life chances for potentially vulnerable children.

At St Paul's C of E Primary School, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

- Teaching: all staff are trained to deliver a robust, engaging curriculum through quality-first teaching.
- Targeted intervention: all children who need academic or emotional support are provided with it in a timely and effective manner.
- Wider strategies: identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development.

Areas of our whole school aims that link to the Pupil Premium Strategy are:

1. To extend children's understanding and use of subject specific vocabulary;
2. To improve and broaden children's strategies for reading in all year groups;
3. To further enhance the attainment and progress of children with identified SEND;
4. To develop the reasoning skills of children in Mathematics in order to improve the overall understanding of key concepts.

Our approach is responsive to individual needs, rooted in regular, robust diagnostic assessment. No assumptions about the impact of disadvantage are made. Through a whole school approach, staff take responsibility for pupil outcomes and raise expectations of what can be achieved.

At St Paul's C of E Primary School, we ensure that the needs of all of the pupils are catered for through quality first teaching, whilst targeting all groups of pupil premium for additional tuition and quality interventions.

Pupil premium funding will be allocated following use of evidence informed teaching, assessment data and discussion with colleagues; carefully considering the importance of pupil voice to help the graduated approach of assess, do, review for all interventions.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (EYFS-Y6).
2	Many children have a lower level of language and oracy since COVID 19. To achieve Expected within reading, a higher level of vocabulary is required as well as an age-appropriate reading skills.
3	The impact of the partial school closures has resulted in widening gaps in knowledge, resulting in some disadvantaged children falling further behind their peers particularly in Maths and Writing (particularly problem solving and reasoning).
4	Increased social, emotional and mental health needs have been identified for some of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.
5	Life skills and learning behaviours have been affected since COVID-19 lockdowns. Some disadvantaged children are struggling with their confidence, resilience, independence and concentration.

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
For all disadvantaged pupils to make at least expected progress from their baseline starting points in Writing.	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing - External moderation in Yr2 and Yr6
For disadvantaged pupils to make at least expected progress from their baseline starting points in Reading.	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.

	<ul style="list-style-type: none"> - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading
For disadvantaged pupils to make at least expected progress from their baseline starting points in Maths.	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths
A balanced curriculum established and accessible with an added focus on enrichment and SMSC. Enrichment is rewarding, cohesive and valuable to support knowledge and skills throughout the curriculum.	<ul style="list-style-type: none"> - Opportunities for all disadvantaged pupils to access enrichment activities and trips. - The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. - Pupil development opportunities including Pupil Volunteer Programme and Councils are accessed by the most vulnerable pupils. - Children will have experienced increased opportunities to develop their skills.
Encourage disadvantaged children to attend extra-curricular activities.	<ul style="list-style-type: none"> - Children will have attended clubs and the extra-curricular activities will have an impact on their learning outcomes.
Give our disadvantaged children more input around their education through additional reading time and additional tuition.	<ul style="list-style-type: none"> - PP will receive 1:1 additional tuition funded partly using the recovery premium and school resources.
Develop language and oracy skills for the most disadvantaged pupils.	<ul style="list-style-type: none"> - Implementation of SALT systems in place to baseline and identify significant areas of need. - Then to implement required provision: SALT team for additional input/advice will be actively encouraged. - Training for TA and teachers will demonstrate high quality SALT interventions. - Speech and language outcomes for PP children will improve.

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. (*butterflies*)

Teaching (for example, CPD, recruitment and retention)

Actual expenditure 2021/22: £47,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra tuition programme to deliver maths, reading and writing.	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4 £4,480
Teachers to target disadvantaged children within writing sessions to achieve writing expectations	Individualised instruction +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 No cost
To provide disadvantaged pupils with SEND additional support in small group learning	Collaborative learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4 £2,830
To implement Supersonic Phonics scheme to support reading and oracy in EYFS and KS1.	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Oral Language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 £300
To embed 'ERIC' in Y1-Y6	Reading comprehension +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 £900
To embed the delivery of the 'Mastery' approach to maths through Power Maths, staff meeting time, INSETs, observations and book looks.	Mastery Learning +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3 £1320
<i>Employment of additional support</i>	Collaborative learning approaches	1 2 3 4 5 6

staff to ensure interventions are able to be carried out £18,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Learning Styles: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles	£2020
SENDCo – monitors interventions, trains staff and monitors their delivery. Assesses pupils 1:1 to check progress	SEND in mainstream schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 2 3 4 5 6 £35,400

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

Actual expenditure 2021/22: £7,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs continue to implement and monitor the age specific language interventions.	Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EYFS communication and Language learning +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2 £370
Precision Teaching implemented and monitored by practitioners IDL	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 £500
Twinkl resources	Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3 £480
Times table Rock Stars	Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3 No cost
Assistant Head Teacher implement maths boosters in Y6	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3 No cost
Becoming First Class at Number interventions in KS1	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3 No cost

Forest Schools in EYFS and KS2 to be implemented, covered and monitored.	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5 No cost
HLTA to facilitate talk intervention with targeted children EYFS	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5 No cost
Pastoral Manager to facilitate nurture intervention with targeted children in KS2 and KS1.	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5 £4600
Educational Psychologist Assessment of pupils 1:1	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1-4 £1050
Outside agencies: Behaviour Support Team, private OT, Tutoring, private SALT.	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Using Life Skills to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Oral Language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2-5 £390
Interpreter and translation services	To allow us to translate reports, letters and hold meetings with families where English is not spoken. Much better involvement for these families and means we are giving them the same opportunities as other English speaking families.	1-5 £450

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

Actual expenditure 2021/22: £14,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra transition visits for targeted children	Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 £175
Outdoor Learning opportunities	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5 £460
Subsidy for residential (Y4/Y6) 2k	Previous parental feedback.	4, 5 £360
Teacher led clubs EYFS – Yr6	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5 No cost

	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Celebration Days e.g. Arts Week Mental Health World Book Day	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5 £150
Milk for EYFS /KS1 disadvantaged children		4, 5 £100
Counselling support by professional counsellors (1:1) and Mindfulness Training	Mental health of pupils due to home issues or special circumstances. Allows pupils to remain calm and focussed in lessons when emotional needs are being met. Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2 £3100
Looked After Child network meetings for Designated teacher to attend (SENCO). Virtual Conferences and updates.	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1-5 £725
Pastoral Safeguarding Manager – Attendance Focus	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF Parental Engagement research link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1-5 £9120
Safeguarding programme software My Concern		1-5 £1,048
Uniform costs	School Uniform: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	4 £52

2021-2022 Actual expenditure £72,756

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Previous targets

1. **Training for high quality teaching – this gives the best value for money as it benefits all. Research shows that classroom teaching has the biggest impact on progress and attainment for those in vulnerable groups. It is clear that teachers need to be experts in their knowledge of all of the pupils in front of them in order to provide the best environment for their learning.**
 - **At St Paul's, a percentage of the PP money should be put aside for staff training – with a particular emphasis on support staff and with outcomes linked to our Whole School Development Plan.**

Some training offered for TAs and teachers. Mainly around phonics. More is needed and wider variety of training

2. **Target all groups of Pupil Premium – do not just focus on low attainers. Research shows that even those PP pupils meeting expected levels at Primary school go on to underachieve at GCSE level. It is vital that we increase the aspirations of these pupils across the curriculum. Pupils should be treated as individuals whose strengths, weaknesses and experiences we are experts on.**
 - **At St Paul's, discuss with staff how we can support middle and high attainers at each termly Pupil Progress meeting. Can mentoring, extra tutoring embed a love of learning and give them a bit of a head start for KS3 and KS4? Involve the pupil and parents in these discussions too.**

The use of target groups allowed for some PP children to be focused upon across the school.

3. **Quality Interventions for those pupils in need of a boost in reading, writing or maths. Research shows that pupils should receive intervention out of class teacher input time. These should be monitored and time restricted. Pupils should not be overloaded with interventions and it should not narrow their curriculum.**

- **At St Paul's we use evidence-based interventions with trained staff to deliver them and their impact is monitored.**
- **More training required across the school for assess-do-review for interventions.**
- 4. **Wider strategies to boost progress. Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.**
 - **At St Paul's we use Pupil Progress Meetings to discuss the wider needs of these pupils. Welfare meetings held every month with the DSL team also provide excellent information on where we need to provide support. Eg: Butterflies, Behaviour Support Team, Educational Psychologists, Early Help Assessments. Our Pastoral Lead monitors and, with the support of the Education Welfare Officer, follows up any attendance concerns. There is an attendance panel that meets to discuss requests for absence. Behaviour is well monitored in the school via My Concern and the support of outside agencies and family meetings is widely used. We have no recent exclusions to date.**
 - **This is an area for strength.**
- 5. **LANGUAGE and VOCABULARY – research shows repeatedly that disadvantaged pupils have lower vocabulary and language levels. If this is left unchallenged it will impede progress at some point in the child's school years.**
 - **At St Paul's we use a percentage of PP money to provide training and intervention specifically based on speech and language for Early Years and KS1. This will also help our ever-growing English as an Additional Language group. Aim to increase vocabulary levels for all – up to and including high attainers. Lots achieved for this target. This requires more attention especially in EYFS and Year 1.**
- 6. **Set an amount to be spent on uniform, extra-curricular activities and lessons for each pupil. This can be spent by the family but once used cannot be extended. Research shows that this type of spending has the smallest amount of impact. The EEF makes it clear that it should not be siphoned off for individuals.**
 - **At St Paul's this will entail showing how the PP is budgeted in the above ways so parents know that the money is being spent wisely. Those parents requesting support will still be treated on an individual basis.**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearsons
Kapow for Computing and MfL	Kapow.com
Twinkl	Twinkl.com

Jigsaw PSHE	Jigsaw.com
MyConcern	The Safeguarding company.com

Further information (optional)

Pupils entering Reception have lower baseline skills than those from non-disadvantaged groups.

Many in Y1 and YR have faced a lack of socialisation which is impacting on their language skills.

Low self-esteem and behavioural issues of identified pupils.

Lack of time to support children at home when family member away.

Lack of opportunity to support homework and reinforcing basic skills at home for some families.

Emotional and behavioural issues for some of our pupils with attachment issues – particularly those from a Looked After background.

Many of our Looked After (or once looked after) pupils, and some from the other groups too, are also on our SEND register so need support to access the curriculum.

An increasing number of families need support and nurture from school. An increasing number of Early Help Assessments have taken place for our families and more staff are taking on the role of Lead Professional.

An increasing number of families request help from school to fund their children on school trips, activities and for extra-curricular tuition. (Less than a normal year due to Covid restrictions.)

An increasing number of families in need come to us for support: school uniform, food bank, IT access.

Pupils with a very low level of language skills and experience leading to more input needed in a small group setting in school.

An increasing number of pupils are experiencing some form of childhood trauma or incidents at home that may lead to them not being emotionally ready to learn in the classroom.

Increased incidents of poor mental health among parents and pupils requiring support and monitoring from school.