



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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 Academy Trust
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	11 th October 2022
Date on which it will be reviewed	11 th July 2023
Statement authorised by	A. McGuire
Pupil premium lead	A. McGuire / K. Collinson
Governor / Trustee lead	C.Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,305
Recovery premium funding allocation this academic year	£9072
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	£98,377

Part A: Pupil Premium Strategy Plan

Statement of Intent

It is our intent to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to meet or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

To support disadvantaged pupil's health and wellbeing.

To ensure that disadvantaged pupils attend school and are on time, ensuring no loss of learning.

Our principles

To ensure that teaching and learning opportunities meet the needs of all pupils, identifying gaps in learning, so that additional support can be given.

To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced, this is alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1	SEMH – social deprivation leading to low self- esteem impacting on learning, behaviour for learning and well-being; with emotional and behavioural barriers to learning.
2	Lack of school readiness; low academic baselines on entry, both socially and emotionally.
3	Social difficulties at school during playtimes and lunchtimes.
4	Delayed language development, weak language and communication skills
5	Complex family situations and lack of parental support.
6	Addressing attendance issues.

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 in reading, writing and maths for disadvantaged pupils is in line with national averages	Achieve national average progress scores at the end of KS1 and KS2 in reading, writing and maths.
Improved attainment in reading, writing and maths	Achieve national standards or better in reading, writing and maths in KS1 and KS2 with evidence of closing the attainment gap.
Improved phonic standards for disadvantaged pupils	Achieve above national average expected standard in PSC.
Improved Attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is at least 96%
Improved strategies for dealing with challenges and resilience building of disadvantaged pupils	Pupils have strategies for overcoming challenges and greater resilience.

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: £60,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving RWM outcomes via English and Maths leader release time; with targeted 1-1 planning support for teachers.	<p>The EEF Guide to the Pupil Premium</p> <p>Ensuring that staff at all levels are supported in order to develop teaching quality and enhance children’s outcomes in the classroom.</p>	1, 2,4
Improving outcomes in RWM through KS1 and KS2 LSP’s / HLTA /KS2 Target Teacher providing explicit instruction and scaffolding, supporting flexible grouping	<p>EEF - Moving forwards, making a difference; a planning guide for schools 2022- 2023</p> <p>John Hattie – Small Group Instruction</p> <p>EEF suggests that high quality feedback, mastery learning and ‘metacognition’ strategies are high impact, low-cost strategies for raising attainment.</p>	1,2
Effective continuing professional development in Phonics, Reading, Writing and Maths	<p>EEF Guidance Reports in Improving Literacy and Maths</p> <p>EEF Phonics Toolkit</p> <p>EEF Effective Professional Development</p> <p>High quality staff CPD is essential to follow EEF principles and to ensure that aspirations are raised.</p> <p>To include Little Wandle phonics training and CPD in Reading, Writing and Maths.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 20,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group target intervention sessions in Reading, Writing and Maths led by a teacher/LSP's and a HLTA	EEF Moving forwards, making a difference; a planning guide for schools 2022- 2023 The EEF Guide to the Pupil Premium Additional interventions to involve revisiting foundational knowledge, practising basic skills or pre – learning upcoming content	1, 2, 4
LSP to deliver targeted interventions in Speech and Language support to ensure target teaching programmes are put in place.	The EEF Guide to the Pupil Premium Weak communication and language skills. Higher than average numbers of children access SALT in Reception –and will either require small group support or 1:1 support from the school speech and language lead.	1, 2, 4
Times Tables Rock Stars/Spelling Shed. Helicopter Stories and Drawing Club online.	The EEF Guide to the Pupil Premium Curriculum resources purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities, including home learning. Disadvantaged pupils are fully equipped in order to enhance their learning opportunities. To include home learning support and resources where necessary.	1, 2, 4
Targeted Reading support linked to the phonics scheme	The EEF Guide to the Pupil Premium Precision teaching 1:1 and or small groups	1, 2,4

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

Budgeted cost: £ 17,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	<p>The EEF Guide to the Pupil Premium Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.</p>	1, 2, 3
Attendance Officer and Attendance Lead. Maximise the use of attendance strategies to ensure compliance with attendance expectations	<p>The EEF Guide to the Pupil Premium DFE Working Together to Improve School Attendance Improvement in attendance of pupils, plus the improvement in the attendance of Persistent Absentee pupils; this will improve the outcomes of pupils with barriers to learning due to low attendance.</p>	1, 2, 5,6
Breakfast Club Provision.	<p>The EEF Guide to the Pupil Premium To improve attendance and engagement in addition to improving concentration levels and social skills.</p>	1, 2, 3, 5,6
Ensure that pupil premium pupils are able to access a range of curriculum enrichment activities; including after school clubs, educational visits and residential.	<p>EEF T&L toolkit: Physical activity Enable all pupils to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the opportunities experienced by their peers in the school environment and to enhance their well - being.</p>	1, 2, 3, 4, 5

Total budgeted cost: £ 92,910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Key Stage 2 Outcomes

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS2	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	75	25	75	17	75	33	75	8
Non-PP	88	47	100	18	100	53	88	12
National	75	28	70	13	71	23	59	7

Covid Baseline Data

KS2	Reading	Writing	Maths
PP	6.3	6.3	7.8
Non-PP	6.4	6.4	6.2

37% of the cohort were identified as disadvantaged. The disadvantaged group of pupils outperformed or were broadly similar to national KS2 performance levels.

From our COVID 2021 Baseline our disadvantaged pupils have made broadly similar progress in Reading and Writing to non-disadvantaged pupils, closing the gap. Disadvantaged pupils have made more progress than non-disadvantaged pupils in Maths.

Key Stage One Outcomes

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS1	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	50	0	50	0	50	0	50	0
Non-PP	71	0	71	0	76	0	71	0
National	67	18	58	18	68	18	53	6

Covid Baseline Data

KS1	Reading	Writing	Maths
PP	11.7	11.7	13.7
Non-PP	5.9	5.9	4.6

23% of this cohort were identified as disadvantaged, although, there is an in-school gap, RWM combined outcomes were broadly in line with national RWM outcomes at the expected standard.

Our disadvantaged pupils have made rapid progress from their Covid Baseline, outperforming non -disadvantaged pupils.

Phonics Outcomes

Y1	Phonics
PP	100
Non-PP	84
National	76

17% of this cohort were identified as disadvantaged, with disadvantaged pupils outperforming non disadvantaged pupils and exceeding national standards.

EYFS Outcomes

	GLD
PP	67
Non-PP	60
National	65

30% of this cohort were identified as disadvantaged, with disadvantaged pupils outperforming non-disadvantaged pupils and exceeding national standards.

Externally provided programmes

Programme	Provider
TTRS	TT Rockstars
Spelling Shed	ED Shed
White Rose Maths Online Tuition	White Rose Maths