



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023- 2024 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	<b>St Paul's Church of England Academy Trust</b>
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	4 <sup>th</sup> October 2023
Date on which it will be reviewed	1st July 2024
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	£100,305
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,860

# 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 or exceed Age Related Expectations at the end of Year 6.

To support disadvantaged pupil's health and wellbeing, to enable them to access learning at an appropriate level

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

## Our principles

To ensure that all pupils receive quality first teaching, using assessment data to identify 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. SEMH and well being support for disadvantaged pupils is delivered through the work of our Safeguarding Lead, Mental Health Lead and Attendance Officer.

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, closing the disadvantaged gap.
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: £71,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving RWM outcomes via English and Maths leader release time; with targeted 1-1 planning support for teachers. A continued focus on professional development for all staff including facilitating time to share best practice.</p> <p>Refresh Teaching and Learning expectations to ensure consistency across the school.</p>	<p><b>The EEF Guide to the Pupil Premium – Updated April 2022</b> Ensuring that staff at all levels are supported in order to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><b>Great Teaching Toolkit Evidence Review June 2020</b> As a basis for professional development to ensure that teaching staff: Understand the content they are teaching and how it is learnt. Create a supportive environment for learning. Manage the classroom to maximise the opportunity to learn and present content, activities and interactions that activate their students’ thinking.</p> <p><b>EEF T&amp;L toolkit:</b>  Feedback +6  Metacognition and self - regulation +7</p>	1, 2,4
<p>Improving outcomes in RWM through KS1 and KS2 target teaching providing explicit instruction and scaffolding, supporting flexible grouping.</p>	<p><b>EEF - Moving forwards, making a difference; a planning guide for schools 2022- 2023</b> <b>John Hattie – Small Group Instruction</b> EEF suggests that high quality feedback, mastery learning and ‘metacognition’ strategies are high impact, low-cost strategies for raising attainment.</p> <p><b>EEF T&amp;L toolkit:</b>  Feedback +6  Metacognition and self - regulation +7</p>	1,2

<p>Effective continuing professional development in Phonics, Reading, Writing and Maths</p>	<p><b>EEF Guidance Reports in Improving Literacy and Maths</b></p> <p><b>EEF Effective Professional Development</b></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> <p><b>Great Teaching Toolkit Evidence Review June 2020</b></p> <p><b>EEF Phonics Toolkit + 5 months</b></p> <p><b>EEF T&amp;L toolkit</b></p> <p>Feedback +6</p> <p>Metacognition and self - regulation +7</p>	<p>1, 2, 3, 4, 5</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 17,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group target intervention sessions including Phonics, Reading, Writing and Maths led by a teacher/LSP's and a HLTA</p>	<p><b>EEF Moving forwards, making a difference; a planning guide for schools 2022- 2023</b></p> <p><b>The EEF Guide to the Pupil Premium</b></p> <p>Additional interventions to involve revisiting foundational knowledge, practising basic skills or pre – learning upcoming content</p> <p><b>EEF T&amp;L toolkit:</b></p> <p>Phonics +5</p> <p>LSP Interventions + 4</p>	<p>1, 2, 4</p>
<p>LSP to deliver targeted interventions</p>	<p><b>The EEF Guide to the Pupil Premium</b></p>	<p>1, 2, 4</p>

<p>in Speech and Language support to ensure target teaching programmes are put in place and to include WellComm interventions</p>	<p>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. WellComm screening will identify pupils who will need speech and language support.</p> <p><b>EEF T&amp;L toolkit:</b> Oral Language Interventions +6</p>	
<p>Times Tables Rock Stars/Spelling Shed, and Helicopter Stories.</p>	<p><b>The EEF Guide to the Pupil Premium</b> 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.</p> <p><b>EEF T&amp;L toolkit:</b> Parental Engagement +4 Homework + 5 months</p>	<p>1, 2, 4</p>
<p>Targeted Reading support linked to the phonics scheme</p>	<p><b>The EEF Guide to the Pupil Premium</b> Precision teaching 1:1 and or small groups</p> <p><b>EEF T&amp;L toolkit:</b> Phonics +5</p>	<p>1, 2,4</p>
<p>After School Tuition via the National Tutoring Programme to provide tuition for identified pupils in English and Maths</p>	<p><b>EEF T&amp;L toolkit:</b> Additional small group support, targeted at pupils from disadvantaged backgrounds, with diagnostic assessment used to assess the best way to target support.</p> <p><b>EEF T&amp;L toolkit:</b> Extending school time + 3</p>	<p>1,2,4</p>

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

Budgeted cost: £ 20,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Lead	<p><b>The EEF Guide to the Pupil Premium</b> SMH Lead 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> <p><b>EEF T&amp;L toolkit:</b> Social and Emotional Learning +4</p>	1, 2, 3
Attendance Officer and Attendance Lead. Maximise the use of attendance strategies to ensure compliance with attendance expectations	<p><b>The EEF Guide to the Pupil Premium</b> <b>DFE Working Together to Improve School Attendance</b></p> <p>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> <p><b>EEF T&amp;L toolkit:</b> Parental Engagement +4</p>	1, 2, 5,6
Breakfast Club Provision.	<p><b>The EEF Guide to the Pupil Premium</b> To improve attendance and engagement in addition to improving concentration levels and social skills.</p> <p><b>EEF T&amp;L toolkit:</b> Social and Emotional Learning +4</p>	1, 2, 3, 5,6
Ensure that pupil premium pupils are able to access a range of curriculum	<p><b>The EEF Guide to the Pupil Premium</b> Enable all pupils to access educational visits, residential visits and after school</p>	1, 2, 3, 4, 5

<p>enrichment activities; including after school clubs, educational visits and residential.</p>	<p>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> <p><b>EEF T&amp;L toolkit:</b></p> <p>Physical Activity +1  Arts participation + 3  Extending school time +3</p>	
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**Total budgeted cost: £ 108,860**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Key Stage 2 Outcomes 2023

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS2	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	82	36	82	18	91	45	73	9
Non-PP	83	39	94	22	94	44	83	22
National	73	29	71	13	73	24	59	13

40% of the cohort were identified as disadvantaged. The disadvantaged group of pupils outperformed or were broadly similar to national KS2 performance levels.

#### Key Stage One Outcomes 2023

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS1	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	89	11	89	0	78	11	67	0
Non-PP	63	11	58	21	79	16	58	11
National	68	19	60	8	70	16	56	6

32% of this cohort were identified as disadvantaged, at expected level outcomes exceeded or were in line with national outcomes, including RWM combined. At GD level

although in line with Non PP pupils in Reading there remains a gap in Writing and RWM combined.

### Phonics Outcomes

Y1	Phonics
PP	90
Non-PP	70
National	79

33% of this cohort were identified as disadvantaged, with disadvantaged pupils outperforming non disadvantaged pupils and exceeding national standards.

### EYFS Outcomes

	GLD
PP	33%
Non-PP	75
National	67

30% of this cohort were identified as disadvantaged, including a higher number of lower ability and SEND pupils, therefore PP pupils have lower attainment, in comparison to Non PP pupils and national EYFS outcomes.

### Attendance 2022- 2023

	School	Local Authority	National
PP	92.59%	91.58%	91.3%
Non-PP	95.13%	94.62%	94.7%

Attendance of school pupil premium pupils was above local and national levels.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
TTRS	TT Rockstars
Spelling Shed	ED Shed
Numbots	Maths Circle