



# St Paul' Church of England: Pupil Premium Strategy Statement 2021-24



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
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	1 December 2021
Date on which it will be reviewed	1 December 2022
Statement authorised by	Gina Smith
Pupil Premium Lead	Gina Smith
Governor / Trustee Lead	Christine Haworth

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£121,360
Recovery Premium funding allocation this academic year	£12,760
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£131,120

## Part A: Pupil Premium Strategy Plan

### Statement of Intent:

At St Paul's Church of England Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. A key objective for the use of the pupil premium grant combined with catch up funding is to close attainment gaps for all eligible pupils.

### Barriers to Educational Achievement:

Common barriers to educational achievement faced by many of our eligible children are; weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Many of our children receive less support at home and there may also be complex family situations that can have an impact on children's outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met.

### Aims:

- To continue to sustain quality support for well-being/mental health issues
- To continue to further develop language and communication skills
- To continue to sustain attainment in Reading, further developing every child's love for reading
- To close the attainment gap in Writing
- To further close the attainment gap in Mathematics
- To continue to improve confidence, independence and self esteem
- To continue to improve the wider opportunities available for all pupils
- To continue to improve attendance and punctuality
- To continue to sustain positive parental engagement, support and partnership work to further reduce barriers to learning
- For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

## Challenges

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

Challenge Number	Detail of Challenge
1. To continue to further develop language acquisition and communication skills	Language acquisition remains a whole school priority and features significantly in school improvement planning. School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition). Pupil Premium funding combined with catch up funding will be allocated to ensure quality first teaching is deployed in all 7 classrooms to support language development. Funding will also impact language acquisition as it continues to be used to ensure class sizes remain below national averages as the school continues to offer 7 single-aged year groups through the recruitment of an additional Class Teacher and Teaching Assistants.

2. To continue to further develop pupils' long-term memory to increase progress and attainment outcomes	Disadvantaged pupil outcomes remain a whole school priority and feature significantly in school improvement planning. Through quality first teaching; explicitly planned first-hand experiences and the further development of metacognitive practices through continued staff training, it is expected that pupils' ability to recall facts and draw upon strategies to recall long-term memory will further improve progress and attainment outcomes to become closely aligned with local and national averages.
3. To close the attainment gap in reading, writing & maths	School internal tracking data indicates that there are no significant differences in progress and attainment between disadvantaged and non-disadvantaged pupils. 2018-19 statutory data shows the % of EYFS pupils achieving a GLD was below that of local authority and national averages. The % of pupils achieving Year 1 phonics threshold was lower than local authority and national averages. End of Key stage 1 outcomes for reading, writing and maths illustrated that gaps in progress and attainment were beginning to close with expected outcomes being only slightly below or in line with local authority and national averages. Outcomes for KS2 pupils in reading, writing, maths and GPS were in line or slightly below local authority and national averages.
4. To continue to sustain quality support and provision for pupils' wellbeing and mental health	The role of the school's Pupil Support Worker is embedded within the school's approach to effectively supporting disadvantaged pupils and their families and this role is impacting positively on pupils' wellbeing, mental health and outcomes. However, further areas for development have been identified and feature significantly within longer term school improvement planning. Next steps include the development of a student centred safeguarding curriculum programme alongside the implementation of a whole school emotional literacy programme, both of which will ensure all pupils further develop the ability to be able to recognise the signs, symptoms and indicators of abuse. The curriculum intent will ensure pupils are equipped with the appropriate knowledge, language and confidence to be able to speak out against issues which may affect their mental health and wellbeing and ultimately empower them, through the specific teaching of child protection concepts, to have the courage and conviction to speak out to protect themselves and their peers.
5. To further improve rates of attendance and punctuality for all children	Attendance rates continue to remain slightly below the national expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality. A significant amount of the school's Attendance Team time is dedicated to the continual monitoring and development of effective practices and interventions to support and address attendance and punctuality concerns for individual pupils and their wider families.

## 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
1. Disadvantaged pupils' language acquisition and communication skills are in line with non-disadvantaged pupils and reflect age-related expectations.	Staff are confident in identifying children who require language intervention. Gaps in children's language development are addressed and communication skills are improved. Key vocabulary is identified in all subjects and explicitly taught and referred to. Collaborative work is planned for which is identified in planning and effectively implemented in lessons. There is a positive impact on attainment and progress for disadvantaged pupils in all curriculum areas.
2. Disadvantaged pupils' ability to recall long-term memory learning	Monitoring evidence demonstrates the quality of teaching is at least good in all year groups with disadvantaged pupils making at least expected progress and some making accelerated progress. All teaching and support staff are proficient in the use of metacognitive teaching and learning strategies.

increases to improve progress and attainment outcomes.	This impacts positively on disadvantaged pupils' ability to recall facts and improves attainment outcomes. Explicitly planned first –hand teaching and learning experiences motivate and further engage pupils in their learning. This increases opportunities to embed cultural capital experiences and promotes longer term memory recall to further improve disadvantaged pupils' overall attainment.
3.The attainment gap for disadvantaged pupils in reading, writing and maths begins to close.	Disadvantaged pupils make accelerated progress and begin to catch-up so that attainment gaps in reading, writing & maths are in line with non-disadvantaged pupils.
4.The quality of support and provision for disadvantaged pupils wellbeing and mental health is sustained and impacts positively on pupil outcomes.	Pupils and their families engage positively with school and value education. Pupils and families in need of early help support are effectively identified and signposted to the appropriate provision. This impacts positively on future prospects and outcomes for individual pupils. There is an established student-centred safeguarding approach throughout the school which is structured, systematic and age-appropriate. The student centred safeguarding approach educates children about the core concepts of safeguarding so that pupils feel empowered to take action and become protective of themselves and their peers.
5. Whole school data illustrates rates of disadvantaged pupils' attendance and punctuality are in line with or above national expectations (96%)	Parents/carers appreciate how important it is that their child/ren are on-time and don't miss out on the learning that is happening at the beginning of the day. Staff feel well supported by the parents. Disadvantaged pupils' punctuality record is improving towards excellent. Persistent absenteeism is significantly reduced. Overall attendance is in line with or above national expectations (96%). Punctuality is excellent with pupils and their families valuing the importance of being on time for the start of the school day.

## 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: £73,400**

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed	Impact 2021-22

Retention of 1 x FTE KS2 teacher to ensure school continues to maintain lower than average class sizes - (£31,800)	Pupil Progress meetings evidence the positive impact of lower than average class sizes on progress with internal tracking illustrating average term progress scores to be at least in line with expectation and occasionally above.	<p>Pupil Progress meetings and data collection will be used termly to record and evaluate impact of smaller than average class sizes on pupil outcomes.</p> <p>SLT monitoring through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure quality first teaching in all classrooms (see monitoring calendar)</p>	1,2,3	Class sizes were kept under 26 in all key stage 2 classes. This allowed single ages classes allowing quality first teaching and higher teacher ratio to close the gaps from covid. Pupil progress meetings on the whole were positive – good progress seen
Retention of the role of Reading Mentor to drive up standards in phonics/reading across all key stages and continue to further develop children's love for reading -(£24,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g. Fast Track Phonics & Bounce Back Phonics	<p>English subject leader and SLT conduct regular monitoring of the role of the Reading mentor – (SLT Monitoring calendar).</p> <p>Pupil Progress meetings and data collection used termly to record and evaluate effectiveness of reading interventions. Phonics Lead/English Lead/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.</p> <p>Appraisal review will ensure any gaps in subject knowledge or confidence are addressed.</p>	1,2,3	<p>Reading mentor has had impact in the children specifically worked with to improve reading scores.</p> <p>Phonics gaps were plugging with more children being on track to achieve phonics screening.</p>

Retention of additional Teaching Assistant to maintain higher than average levels of child-adult support ratios – (£17,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of higher-than-average staff-pupil ratios with pupil progress scores, on a return to a full face to face curriculum offer, continuing to remain at least in line with expectation	<p>SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring calendar).</p> <p>Appraisal reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>	1,2,3,4	Allowed interventions to be timely and effective. Gaps from EYFS entry to end of KS1 are closing in R/W/M. Teacher assessment indicates attainment outcomes at KS2 remain broadly in line with local data Progress for disadvantaged pupils in all year groups demonstrates these pupils are continuing to close the gap compared to their peers.
Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils – (£600)	Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from PP and non PP children across all year groups in maths and writing.	<p>SLT allocate significant staff meeting time for Maths &amp; English Leads to disseminate and update all teachers with relevant updates/CPD</p> <p>Regular subject leader monitoring will ensure any gaps in subject knowledge or confidence are addressed.</p>	3	Literacy and Maths lead attended meetings and fed back at staff meetings – new initiatives and up to date meetings.

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

**Budgeted Cost: £43,700**

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed	Impact 2021-22
<p>Recruitment of qualified teacher to deliver additional tutoring programme for pupils across Yrs1-6. Small group/1-1 intervention sessions focusing on Maths/Phonics/Reading &amp; Writing (£24,000)</p>	<p>Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected progress and attainment across all year groups. Individual pupils were identified for small group/1-1 interventions.</p> <p>Identified gaps in teaching and learning highlighted the necessity for additional support to enable identified pupils to 'catch-up' lost learning opportunities after lockdowns and partial school closures.</p>	<p>Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.</p> <p>Class teachers liaise regularly (as necessary) with intervention teacher to receive updates on pupils' progress and to share individual pupil's attainment and progress details to ensure interventions remain targeted.</p> <p>Phonics Lead/English Lead/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school</p>	<p>1,2,3</p>	<p>Intervention teacher – effective in working with children from year 1 to year 6. Data shared with governors</p>
<p>Increased targeted support through catch-up clubs led by experienced Teaching Assistants for phonics, reading, and maths.</p> <p>Additional hours allocated: 13hrs per week x 7 TAs = £6,700</p>	<p>Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected progress and attainment across all year groups. Individual pupils were identified for small group/1-1 interventions.</p> <p>Identified gaps in teaching and learning highlighted the necessity for additional support to enable identified pupils to 'catch-up' lost learning opportunities after lockdowns and partial school closures.</p>	<p>Class teachers and Phonics lead monitor activities delivered to ensure they remain targeted.</p> <p>Appraisal reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>	<p>1,2,3</p>	<p>Phonics club and Maths club allowed targeted children more opportunity to access low ratio support. Impacted Maths times tables more with older children</p> <p>Phonics not as much as maths in that younger children were</p>

				tired at the of the day.
Reading Mentor role to drive up standards in reading across all key stages and continue to further develop children's love for reading- (£24,000)	See Teaching section	<p>English subject leader and SLT conduct regular monitoring of the role of the Reading mentor – (SLT Monitoring calendar).</p> <p>Pupil Progress meetings and data collection used termly to record and evaluate effectiveness of reading interventions.</p> <p>Phonics Lead/English Lead/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.</p>	1,2,3	<p>Reading mentor has implemented a range of clubs/ activities to promote a love for reading/ use of the library.</p> <p>Monitoring showed impact on children's attainment</p>
SALT/ WELCOMM Intervention SOW - (£1,000)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition).	<p>Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.</p> <p>SENCo &amp; SLT to monitor impact (see monitoring calendar)</p>	1	Welcomm has impacted on the assessment and intervention of speech and language issues. This will be developed in the next academic year.
Speech and Language Therapist 1 x day per week to provide 1-1 interventions - (£10,000)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.		Rather than a private speech and language therapist we invested it into our own staff



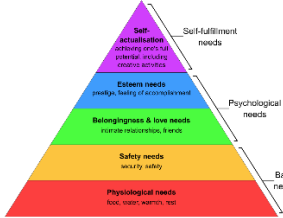
	research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition).	SENCo & SLT to monitor impact (see monitoring calendar)		being trained and deliver effective speech and language intervention which has had greater impact.
Dyslexia Intervention programme: NESSY - (£500)	English Subject leader conducted whole school audit for writing. Key writing skills were identified within each KS2 year group. NESSY was purchased to provide targeted spelling interventions for pupils within KS2.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.  SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar)	3	3 times a week groups are held for this intervention- data from this has shown it to have impact.
Talk Boost speech & language intervention programme- (£1,500)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.  SENCo & SLT to monitor impact (see monitoring calendar)	1	12 children in reception received talk boost intervention this year which allowed them to grow in confidence. Impact seen on EYFS data.

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

**Budgeted Cost: £28,000**

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed	Impact 2021-22
Retention of Pupil Support Worker & increased hours to continue to provide high quality support and wellbeing interventions - (£24,000)	A high percentage of disadvantaged pupils' mental health and wellbeing has been adversely affected as a result of the pandemic. The role of the Pupil Support Worker has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the schools wellbeing register ranging from universal support through the continuum of need to CP level.	<ul style="list-style-type: none"> <li>• Parent/Pupil surveys</li> <li>• Monthly DSL Safeguarding Update meetings</li> <li>• Weekly attendance/punctuality figures</li> <li>• Termly HT report to the Governing Board</li> <li>• Appraisal review meetings</li> <li>• Case Studies</li> </ul>	3,4,5	This role has extended even more this year- the number of families needing support is increasing. Impact measured through pupil progress meetings and intervention evaluations as well as regular DSL/wellbeing meetings– well-being outcomes for pupils and their families continue to be effectively monitored throughout the pandemic to further improve early help support offer. Pupil Mental Health Lead role is established with 1-1 sessions timetabled to offer targeted support e.g. anxiety/bereavement. Parent/carers signposted and supported to appropriate interventions including external early help support. School level support is consistent with accurate records for continuity maintained. Positive relationships are embedded between school/pupils and their families. There is a consistent and rigorous approach to addressing pupil well-being/attendance and punctuality. Identified parents are supported to

				improve the attendance of their child/ren.
Further development of the role of Mental Health Lead through targeted CPD - (£300)	As a result of the pandemic, a significant number of pupils attend school presenting with a variety of mental health/wellbeing needs. There is a growing need to meet the mental health and wellbeing needs of pupils' parent/carers. Signposting to appropriate early help can have a significant impact on wellbeing/mental health which in turn can have a positive impact on outcomes for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Parent/Pupil surveys</li> <li>• Monthly DSL Safeguarding Update meetings</li> <li>• Weekly attendance/punctuality figures</li> <li>• Termly HT report to the Governing Board</li> </ul>	3,4,5	Over 20 families have accessed support directly from Pupil support worker – directing support from different people or just having some one to offer support advice and a listening ear.
Whole school roll out of 'Emotion Works' scheme of work – including subscription to online resources - £1000	School baseline data demonstrates pupils' language acquisition/emotional literacy is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition and emotional literacy).	<ul style="list-style-type: none"> <li>• SENCo &amp; SLT timetabled monitoring actions (see monitoring calendar) to ensure there is a vocabulary rich curriculum offering a range of opportunities for emotional language/literacy development throughout the curriculum</li> <li>• Staff meeting time allocated for feedback and further monitoring/development</li> </ul>	1,3,4,5	Emotion works has been observed being used during lessons. Displays are evident in classrooms. -its impact was reduced during pandemic but resources bought will be reintroduce next year and reintroduced to new staff.
Subsidised trips/visitors & experiences - (£1,500)	First hand experiences through the provision of trips and/or visitors strengthen pupils' ability to recall key skills and knowledge (sticky learning) Quality first teaching; explicitly planned first-hand experiences and the further development of metacognitive practices through continued staff training, increases pupils ability to recall facts and draw upon strategies	<ul style="list-style-type: none"> <li>• Ongoing teacher formative assessment</li> <li>• SLT/Subject leaders talking to pupils</li> <li>• Half termly summative assessment/quizzes</li> <li>• Termly summative assessments</li> <li>• Pupil Progress meetings and data collection will be used termly to record and evaluate impact of</li> </ul>	2,3,4,5	Variety of experiences given to children. Children's confidence and self-esteem boosted through exposure to new learning experiences to boost cultural capital. Resilience also improved. Wider curriculum experiences positively impacting on opportunities to promote personalised learning. Children beginning to demonstrate

	to recall long-term memory to further improve progress and attainment outcomes.	trips/visitors & experiences		greater long-term memory recall of key skills and knowledge linked to the St Paul's passport.
Breakfast Club provided daily for all pupils to attend free of charge - (£1,900)	<p>Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.</p> 	<ul style="list-style-type: none"> <li>• Parent/Pupil surveys</li> <li>• Monthly DSL Safeguarding Update meetings</li> <li>• Weekly attendance/punctuality figures</li> <li>• Breakfast club monitoring report produced and shared with governors</li> </ul>	3,4,5	Breakfast club averaged over 50 children each day equating to over third of school accessing it each week. Positive impact on punctuality and attendance. Children are ready to start day at 8.55 calm and fed, ready to learn.
Attendance & Punctuality Incentives e.g. 'Punctuality Pounds' 'Hotspot Prizes' - (£700)	Attendance rates continue to remain slightly below the national expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality	<ul style="list-style-type: none"> <li>• Monthly DSL Safeguarding &amp; Attendance Update meetings</li> <li>• Weekly attendance/punctuality figures</li> </ul>	5	While attendance is still an area of focus it has improved for the majority of children. The incentives have worked well and children will talk about rewards from attending.

**Total budgeted cost: £145,100**

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.

See PP 2020-21 review via school website
--

## Externally Provided Programmes

Programme	Provider
Fast Track Phonics & Bounce Back Phonics	LCC
S&L interventions - Talk Boost/ Early Talk Boost/ Welcomm	LCC