

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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. Peter's CE Primary School, Edgmond
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ruth MacMullen (CoG)
Pupil premium lead	Claire Medhurst (HT)
Governor / Trustee lead	Ruth MacMullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,471
Recovery premium funding allocation this academic year	£3,770
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	£44,241

Part A: Pupil premium strategy plan

Statement of intent

At St. Peter's, we aim to provide a broad, ambitious and inclusive curriculum for all our children, with disadvantaged and SEND pupils at the heart of our offer. We want every child, regardless of their background, to meet or exceed the expected standard in all subjects. Furthermore, we ensure all our children, particularly the most disadvantaged, have access to a wide range of character-building experiences which they may not otherwise encounter in their primary years.

Our Pupil premium strategy supports these aims in a number of ways. From their very first days in school, our rigorous, systematic phonics programme will ensure that every child receives high quality teaching, enabling them to begin reading and writing quickly and confidently. We aim for all children to keep up, not catch up, and will achieve this using same-day interventions from qualified teachers where necessary. As children move up through school we will ensure they have equal access to a wide range of high-quality texts, including fiction, poetry and non-fiction. Any children struggling with reading and/or writing will receive targeted intervention which may be delivered by teaching staff or through the National Tutoring Programme.

We also aim to support the wellbeing and attendance of all our children through increasing the number of disadvantaged pupils taking part in breakfast club, after school clubs and other enrichment activities such as music lessons and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	Not all disadvantaged pupils are achieving as highly in phonics as other children. This is having a detrimental impact on their reading development.
2	Some disadvantaged pupils are not attaining as highly as non-disadvantaged pupils in reading and writing.
3	Some disadvantaged pupils have additional emotional health and wellbeing needs which are impacting on their learning.
4	The attendance of disadvantaged pupils is on average 1% lower than that of non-disadvantaged pupils. This is affecting their rate of progress.

5	Discussions with families, attendance registers and pupil voice have shown that many disadvantaged pupils are unable to attend extra-curricular clubs, music lessons, school trips and residential visits if they must pay.
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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
Improved attainment for disadvantaged pupils in phonics.	All disadvantaged pupils reach the expected standard in the Year 1 Phonics screen.
Improved attainment in reading and writing for disadvantaged children.	KS2 reading and writing outcomes show that all disadvantaged pupils reach at least the expected standard in reading and writing at the end of KS2.
Improved and sustained wellbeing of disadvantaged pupils.	Pupil voice indicates that wellbeing has improved. There is an increase in the number of disadvantaged pupils taking part in breakfast club, after school clubs and other enrichment activities.
Improved attendance of disadvantaged pupils.	The attendance of disadvantaged pupils is at least in line with that of non-disadvantaged pupils in school.

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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription of a DfE validated phonics programme (Bug Club Phonics) to	Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of	1

<p>secure strong phonics teaching for all pupils.</p> <p>Any new school staff to school receive training from Pearson to deliver our chosen phonics scheme effectively.</p> <p>Purchase of additional phonics resources, including books, which match our chosen programme.</p>	<p>word reading, particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continued subscription to a whole school approach to writing which includes a systematic, progressive punctuation & grammar scheme of work and clear assessment criteria for writing (Ready, Steady, Write).</p> <p>All teaching staff, including Nursery, receive CPD from Literacy Counts to improve pedagogy in writing.</p> <p>Purchase the remaining accompanying texts for each year group.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Participation in cluster group project to raise attainment in greater depth writing. CPD provided for teachers from local English consultant as part of this project.</p>		2

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a teaching assistant as an ELSA and employ to deliver targeted social and emotional support to those children who need it.	Social and emotional learning approaches have a positive impact, on average, of +4 months additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Teaching staff to deliver small group (1:3/1:4) targeted provision in Years 4, 5 and 6.	Small group tuition has an average impact of +4 months additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with breakfast club offering free places for disadvantaged children.	A free, universal, before-school breakfast club, has an average impact of +2 months additional progress on Year 2 children. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	3 & 4
Employ a Family Support Worker (with cluster schools) to provide focused wellbeing support to specific children and families.	Social and emotional learning approaches have a positive impact, on average, of +4 months additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 & 4
Employ an Education Welfare	Working together to improve school attendance - GOV.UK (www.gov.uk)	4

<p>Officer (with cluster schools) to support families in need and to regularly analyse and review our attendance statistics alongside the Headteacher.</p>		
<p>Fund extra-curricular after school clubs, music lessons, school trips and residential visits for disadvantaged pupils.</p>	<p>Arts participation has a positive impact of +3 months on average. Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Organised after-school physical activity has been found to have a positive impact on academic attainment of +1 month on average. Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>3 & 4</p>

Total budgeted cost: £ 44,000

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 2022 to 2023 academic year.

1. Improved attainment for disadvantaged pupils in phonics.

The DfE validated phonics programme (Bug Club Phonics) has been successfully embedded into Nursery, Reception and Year 1. All school staff have received training from Pearson (publishers), plus additional resources (both online and physical) and books have been purchased. Parents have attended information sessions run by school staff to enable them to support their children with phonics and reading at home.

These actions have all helped secure strong phonics teaching and good progress and attainment for pupils. 100% (26/26) of Year 1 children passed the 2023 phonics screening test – this included 100% (3/3) of our pupil premium children. 100% (4/4) of Year 2 children who re-took the screening test passed. This is an improvement on 2022 results.

2. Improved attainment in reading and writing for disadvantaged children.

10 out of our 12 pupil premium children in Years 4, 5 and 6 received 15 hours of NTP tutoring in reading. This resulted in 80% of these children (8/10) reaching the expected standard or above in reading at the end of the year. 75% (3/4) of our Year 6 PP children achieved the expected standard or above in both reading and writing.

Overall, 71% (17/24) of our total pupil premium children in school achieved the expected standard or above in reading and 54% (13/24) in writing by the end of the school year. This is an improvement on 2022 data.

3. Improved and sustained wellbeing of disadvantaged pupils.

80% (16/20) of our pupil premium children used our breakfast club last academic year and 90% (18/20) of children took part in extra-curricular clubs. 45% (9/20) of PP children received funded instrumental music lessons and 100% took part in school trips and residential visits.

8 families accessed the Family support worker last academic year. The families who were referred to our Family support worker have all been grateful for the support and noticed an improvement in their overall wellbeing.

4. Improved attendance of disadvantaged pupils.

Whole school attendance last academic year was 95.53%. Attendance of pupil premium pupils was 93.28%. 5 out of our 16 children with attendance below 90% were in receipt of pupil premium funding.

Both school staff and our Educational Welfare Officer track attendance closely and make regular contact with those families needing support.