

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. Peter's CE Primary School, Edgmond
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	11%
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 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Ruth MacMullen (CoG)
Pupil premium lead	Claire Medhurst (HT)
Governor / Trustee lead	Stephen Burrell (Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,175
Recovery premium funding allocation this academic year	£2,755
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	£32,930

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.

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
Purchase of a DfE validated phonics programme (Bug Club Phonics) to secure strong phonics teaching for all pupils. All school staff receive training from Pearson to deliver	Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

our chosen phonics scheme effectively. Purchase of additional phonics resources, including books, which match our chosen programme.		
Work with the teaching school and local English consultant to deliver staff CPD and improve pedagogy in reading and writing. Invest in a number of core whole class texts for Years 3 – 6.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 13,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a qualified teacher to deliver phonics and reading interventions in Years 1, 2 and 3.	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)	1 & 2
Buy in NTP tutoring sessions (qualified teacher) to deliver small group (1:3) 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: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up a 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
Employ a Family Support Worker to provide focused wellbeing support to specific children.	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
Employ an Education welfare officer (with cluster schools) to support families in need.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4

Total budgeted cost: £ 32,130

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.

A. Improved attainment in phonics and reading for KS1 disadvantaged pupils.

Phonics teaching improved last year. This was due to the provision of CPD for all staff, the appointment of an EYFS SLE to support EYFS staff and visits to other settings by EYFS & KS1 staff to observe best practice in phonics. Staff and pupils also benefitted from the purchase of additional resources which are now consistent across year groups.

All children in Reception and Year 1 are now able to take home phonically decodable books which match their level of phonics knowledge. Higher achieving Year 2 children have benefitted from being able to take home a new, wide range of chapter books.

Beanstalk and parent volunteers have enabled children to be read with more frequently at school (particularly disadvantaged children).

Year 2 Phonics screen results overall increased from 44% pass in September 2020 to 92% pass in June 2021. Pupil Premium Phonics screen results increased from 60% pass in September 2020 to 80% pass in June 2021.

Year 2 Reading attainment overall increased from 28% at ARE+ in November 2020 to 79% at ARE+ in June 2021. PP Reading attainment increased from 20% at ARE+ in November 2020 to 80% at ARE+ in June 2021.

B. Improved attainment in reading and maths for KS2 PP pupils.

The Love of Reading CPD was a success. We invested a significant amount of money (out of our main school budget) into buying whole class texts so that children are able to read a complete text and can follow their own copy/take a copy home to read on. We believe this way of working has had a significant impact on reading progress and attainment, particularly in KS2.

KS2 Reading attainment overall increased from 53% at ARE+ in November 2020 to 86% at ARE+ in June 2021. PP Reading attainment increased from 23% at ARE+ in November 2020 to 79% at ARE+ in June 2021.

Using the White Rose Maths scheme last year ensured that mathematics teaching was pitched accurately and children were able to use concrete, pictorial and abstract

methods of working. It was invaluable during the Spring term lockdown and further bubble closures as it allowed children to continue their maths learning seamlessly from home.

KS2 Maths attainment overall increased from 55% at ARE+ in November 2020 to 83% at ARE+ in June 2021. PP Maths attainment increased from 31% at ARE+ in November 2020 to 79% at ARE+ in June 2021.

C. Good emotional wellbeing for PP children.

Jigsaw PSHE lessons greatly enhanced children's wellbeing on their return(s) to school last year. They allowed opportunities for all children to reflect on what has been happening, both in their own lives and in the wider world. Children are clear about the various forms of support on offer at school and in the local community.

13 families (16 children) 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 wellbeing.

C. High attendance rates for all PP pupils.

Our overall attendance increased from 96% in the 2019-2020 academic year to 97.48% last year. Persistent absentees went down from 10 to 6 pupils. Attendance of PP pupils was 96.53%. 1 out of the 6 persistent absentees was a PP child.

We will continue to buy into the EWO service as we have found it a great source of support and advice (particularly over the last 18 months).