



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2021- 2022 academic year, funding to help improve the attainment of our disadvantaged pupils, and the proposed spending for the 2022-23 academic year.

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 CE Primary
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	39%
Proportion (%) of FSM eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 and 2022-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	
Statement authorised by	FGB
Pupil premium lead	J Harrington
Governor lead	A Rogowski COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,855
Recovery premium funding allocation this academic year	£24,000
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	£1,827, 547

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is a Government initiative targeting pupils from disadvantaged backgrounds to ensure that they benefit from the same opportunities as pupils from less deprived families. The aim of the premium is to reduce the attainment gap between the highest and lowest achieving pupils.

We strongly believe in giving children opportunities, activities and experiences that they would not otherwise receive. St. Paul's purpose is to create a stimulating, secure, and caring environment that will provide a broad and balanced education of the highest quality for all. The targeted and strategic use of pupil premium will support us in achieving our vision.

Projects funded by pupil premium will be aimed at accelerating progress, and moving children to at least age related expectations, in the core curriculum areas. We employ teachers and support staff to support Literacy, Numeracy, Phonics and Speech and Language right across school. Projects will also be funded to support the emotional health and wellbeing of children, as we know that when this is right, academic progress is easier to achieve.

Pupil Premium funding will also be used to support the costs of trips, both day and residential, and other experiences that will add to the opportunities of our children.

See our Pupil Premium Policy for further information.

Challenges

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

Challenge number	Detail of challenge
1	Low entry levels in all areas, leading to lower achievement throughout school. This has become more evident since the pandemic.
2	Speech, language and communication difficulties which have increased since the pandemic.
3	Attendance – both overall and persistent.
4	Lower levels of engagement from parents in supporting learning, particularly in supporting reading at home.
5	Poor emotional wellbeing, resilience and mental health.

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
<i>For all staff to be aware of the expected progress for all PP children, and to ensure at least expected progress in RWM for all prior attainment groups, with some making accelerated progress.</i>	Staff will have a clear understanding of who the disadvantaged children are in their class, and plan, teach and support to ensure they make at least expected progress from their starting points.
<i>For all interventions, academic and pastoral, to have clear success outcomes that are measurable and that enable children to focus, engage in learning and demonstrate good progress from starting points.</i>	All interventions will show positive outcomes in terms of progress made that is continued when interventions stop.
<i>To improve levels of Speech and Language in EY and beyond, and to support parents in helping to develop these skills with their children at home. To work with Pre-School, Startwell and the Brinnington EY LA Group to help improve school readiness. (This is also linking in with a pilot project with Nesta, around family EY support to support better outcomes for children and families in Brinnington)</i>	An agreed statement about what school ready means, and a greater % arriving in Nursery/Reception with these skills. A higher % of disadvantaged children to be meeting expectations in reading/speaking and listening at the end of EYFS. Interventions will have continued in KS1/2 when needed, and progress shown for all pupils.
<i>For our disadvantaged children to have improved attendance.</i>	Attendance to be equal to, or higher than the non-disadvantaged group. Target of 95%.
<i>To work with parents to help them support their child's learning at home with greater confidence.</i>	Greater % of children who are heard to read at home regularly. More parents confident to work with their child at home to support learning in the classroom. Parents engage in the home learning platforms that are used eg. Learning with Parents.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £104,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapy</i></p> <p>Sp&Lang therapist, Well-comm, Speechlink, Language Link programmes.</p> <p>1-1 and small group work with these interventions and with the speech therapist across the EY, and other year groups if appropriate.</p> <p>Sp&Lang programmes delivered by support staff throughout school, and by members of the Inclusion Team.</p>	<p>Speech and Language therapy has proven to improve skills and outcomes. The Wellcomm, Speechlink and Language Link interventions are used widely and there is a wealth of evidence to show how it helps to identify difficulties and plan appropriately to move children forward. Our phonics support and tracking has enabled us to target more effectively to achieve better outcomes.</p> <p>Small group interventions with qualified staff have shown to be effective.</p> <p>The Inclusion Lead will track the progress of the staff and monitor the quality of delivery and future needs.</p>	2
<p><i>Small Group Interventions</i></p> <p>Small group teaching by specialist teachers, staff training around quality first teaching and data sharing with all staff using Capita and end of Key Stage data.</p>	<p>The small group teaching will focus on all abilities of those eligible for PP. The outcomes from this support was analysed as successful from the previous year in all year groups and in the end of key stage tests.</p> <p>Using specialist teachers as support and the use of targeted small group/1-1 work has been evidenced to be successful in raising standards. This alongside teaching staff who have had training and support in how to deliver quality</p>	1 and 4

Weekly/daily small group or 1-1 sessions focused in KS1 on maths/reading/phonics. In KS2 the same, focusing on maths/reading/writing depending on the most need. Year groups will be targeted at different times of the year.	first teaching and using support staff in a more defined role, again with training, has been seen by groups like the Sutton Trust to be effective and cost effective in helping to drive up standards. This year we have been able to provide a TA for every class to ensure maximum impact on standards whilst creating a non-dependent attitude in learners.	
<i>Learning With Parents</i> This will continue with EY parents.	Groups such as EEF have evidence that shows children who receive support with learning at home often achieve better outcomes and have raised aspirations. This charity, low cost initiative has proven evidence of how successfully they can engage parents in the learning process, improving their knowledge and skills, whilst also supporting their children.	4

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

Budgeted cost: £171,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional Wellbeing</i></p> <p>Use of our Inclusion Team – children will have time with these staff to explore feelings/emotions supporting them in class and in the Inclusion Room.</p> <p>Counselling will target our most vulnerable children in the hope of improving outcomes for them.</p> <p>The Inclusion Team is to be developed to support vulnerable/SEN/PP children, offering a range of interventions to support children, both in and outside the classroom.</p> <p>Forest School to target small groups of children, helping them to engage in a range of activities that support emotional wellbeing, social skills, resilience and risk</p>	<p>All evidence shows that children who are emotionally unstable or who have difficult issues in their home backgrounds are less likely to do well in school.</p> <p>Children are more successful when they feel safe and secure and when they have their emotional needs met in a consistent way and with people that they trust.</p> <p>The Inclusion Team will continue to support children and this has been a strength of the school in making children feel safe, secure and able to learn.</p> <p>Working and being in the outdoor environment has proven benefits for improving the emotional health and wellbeing of children and adults.</p> <p>Forest School, a nationally known project, has large amounts of evidence to show how it helps children to develop a range of new skills, whilst improving their self-confidence, self-</p>	5

<p>assessing in a safe environment.</p> <p>Vita Ecology project - an outdoor project to engage all children in looking after the environment, connecting with nature and wildlife, and understanding how to plant, grow and look after plants, flowers and food.</p> <p>ELSA/Mental Health trained staff will deliver support and interventions to improve the wellbeing of children - this could be mental health concerns, bereavement, anxiety, aspects of SEN, children living with DV.</p>	<p>esteem, behaviour and resilience. School pupil evaluations also support this when we ask for feedback after the interventions, and staff also comment on how it has improved engagement and behaviour in the classroom for some children.</p> <p>All groups will be a maximum of 10 children for up to 12 weeks.</p> <p>ELSA is a nationally recognised training that has delivered success in supporting children. The LA has offered free funded places for schools, and we now have 2 fully trained ELSA staff working with children across the school.</p>	
<p><i>Improved Attendance</i></p> <p>Monitor attendance and to do first day absence calls. Attendance will be discussed at TAS meetings and families identified for support by our school age plus worker. Half termly register checks and below 90% meetings with parents. New LA guidance will be followed to support improved attendance and discussions at TAS meetings will take place where attendance is seen as key issue for a child/family. Rewards and prizes for good attendance. End of year 100% attendance prize. Half termly raffle draw for >96%. (6 winners) Class attendance of the week trophy/prize and attendance board. Weekly raffle draw for a family prize for all children with 100% attendance that week. Pastoral Lead to work with a small number of children using attendance interventions.</p>	<p>We know that we can only improve attainment if children are actually at school. Research by NFER unsurprisingly identifies addressing attendance as a key step. Pupil progress meetings clearly demonstrate the link between poor progress/attainment and poor attendance.</p> <p>Intervention evidence shows the greatest impact when children attend all sessions and have good parental support.</p>	<p>3</p>

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Total budgeted cost: £276,702

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 2021 to 2022 academic year.

We have continued to offer all the activities outlined in this statement, and to monitor the progress and achievement of this group of children using school based assessments eg intervention start and end data, and also National tests, which were reintroduced last year for all groups this was relevant to.

We continued to need to plug gaps in learning for all our children, including this FSM cohort, as well as ensuring new learning was being taught and all children were prepared for National tests. Attendance also caused us some concern, as Covid and a myriad of other illnesses and infections saw attendance drop for some children and remain lower than our target, despite all the work we did around it.

We continued with the strategies that we have put in place, but also made sure that we were working with our more able PP children in an attempt to improve data at GDS.

We also ensured a really tight focus to the intervention groups in terms of what is being covered and also ensuring that work is followed up in class between sessions. Quality first teaching ensures that progress is maintained when the interventions have finished, and checks are made on these children at different stages to ensure that progress has been maintained.

At Key Stage 2 we have continued to focus on Year 6 in the Autumn/Spring Term, and Year 5 in the Summer Term. This follows the pattern of work from last year, and we have evidence in terms of data that shows this was successful in achieving good outcomes for Year 6, and in preparing some of Y5 children for their final year.

Another member of staff worked with Year 3 and 4, supporting groups for Maths, Reading and some 1-1 work with EHCP children.

This split of KS2 allowed us to target far more children with the small group intervention work we needed in place.

We had additional support in KS1 for Phonics and reading, and the Y2 Phonics Check, and we were very pleased with the outcomes which continued the rise in data from the previous year. For this reason we have planned to continue this support with a specialist teacher taking up this role, and the introduction of a new scheme, Little Wandle.

We have continued to employ a Speech Therapist, who has a real impact on outcomes, both with the 1-1 teaching that she delivers, but also the group work and support in developing programmes of work for staff to follow, and preparing resources to be used. We are now employing her for 2 days a week. Due to a high level of need in addressing Speech and Language difficulties on entry to school, we will continue to supplement this with a full time member of support staff, who will provide Speech and Language work in EY, but also to support transition into Y1. All the data from the work we do in this area shows real progress for all children.

We do need to narrow the gap for the FSM children in EY as this is still evident in outcomes. This is a key part of the EY Action Plan, and has been widened during the pandemic.

Learning With Parents is a really good resource, and was incredibly well used by a core group of parents in the year groups where it was offered. However, the response was not as good as we had hoped, so this year we just offering it to EY parents, and we will monitor its use and effectiveness.

We will also be offering information and support workshops for parents around Speech and Language, parenting, managing challenging behaviour, phonics and reading.

We have continued to use our Pastoral support in school to help children struggling emotionally and also who have some challenging behaviours linked to a range of conditions.

Our Inclusion Team is now fully implemented, and working very successfully to meet the needs of a wide range of children. We also have two trained ELSA members of staff on this team and a school counsellor - they have allowed a number of children to be successful as their emotional and behavioural needs are met.

We continue to work within the TAS framework, accessing support from a range of agencies for some of our most vulnerable children and families.

Although we are still below national attendance figures, I feel that we have improved the attitude to attendance in many of the children and engaged more parents positively. We still have work to do, and unfortunately, Covid and other illnesses has had an impact on attendance in all year groups, and we will need to monitor and work hard on this to continue the improvements we were seeing.

Last year we assessed our children termly using NFER tests, and also by the National tests which were reintroduced for EY, Phonics, KS1 and KS2.

GLD (18) 55.6% (All pupils 49%)

Literacy - 61% (All 46% N FSM 51.6%) Numeracy - 72.2% (All 62.8% N FSM 61%)

Y1 Phonics (25) 64% (All pupils 80% N FSM 62%) Girls 80% Boys 53%

On analysis, this figure is more related to the achievement of boys than FSM, and is a focus for us during the year ahead.

Year 2 (30) Reading 40% (N FSM 51%) 27% (59%)

Writing 36.7% (N FSM 41%) 18% (48%)

Maths 40% (N FSM 51%) 36% (59%)

These figures are a significant improvement on last year, and the gap between National data has closed.

Year 6 (24) Reading 55.6% (N 61%) 67% (66%)

Writing 54.2% (N 54%) 67% (61%)

Maths 58.3% (N 55%) 71% (68%)

These figures are less than last year, but the dip is consistent with the National data, and in some areas we match or are above the National figure.

There was also a significant group of SEN/FSM children, and we know that the SEN need is the primary reason for not achieving the expected standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We have continued to support our community with vouchers to families in receipt of FSM, but also to be able to target those who are struggling but fall just outside the FSM eligibility. All of this will continue next year.

We have a wide range of after school activities, all free of charge, that we ensure are accessed by our PP children.

Residential visits are all subsidised to ensure that all children can go on these, irrespective of their parents' financial position. This is funded through school fund.

We offered a HAF programme in the summer holidays, supporting FSM families, and will offer further ones each holiday.