

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Eaton Square C of E Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	31 (15.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2001-2022 2022-2023 2023-2024
Date this statement was published	6/10/2023
Date on which it will be reviewed	6/10/2024
Statement authorised by	Mrs J Carrington
Pupil premium lead	Mrs J Foley
Governor / Trustee lead	Jim Glen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
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	<b>£46,180</b> (including £2,530 for a LAC)

# Part A: Pupil premium strategy plan

## Statement of intent

St Peter's is an inclusive school and we value the diversity in our school community. We target the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become successful and confident citizens, way beyond their primary school experience with us. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. We take the time to get to know all of our pupils individually and recognise that their challenges can be varied and there is no 'one size fits all approach'.

Our key principles are:

- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers
- Ensure all pupils are able to read fluently by the end of Key Stage One, ensuring they can access the full breadth of the curriculum.
- Develop our pupil's self confidence so they are articulate, resilient and ready for the challenges of Key Stage 3.

Achieving our objectives:

- Implementing high quality teaching approaches and interventions which are research backed.
- Correctly identifying pupils' social, emotional and learning needs through use of assessment tools and providing for those needs through high quality interventions and professional involvement.
- Supporting and consulting parents in their children's experience of school life.

## Challenges

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

Challenge number	Detail of challenge
1	Low achievement /SEND
2	English: reading and writing
3	Language
4	Parental capacity/engagement
5	EAL
6	Wellbeing

## 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	All disadvantaged pupils will make good/accelerated progress from their starting points.
Phonics	All disadvantaged pupils will pass their phonics screening in Year 1.
Reading	All disadvantaged pupils will be reach the expected standard in reading by the end of Key Stage 1 and 2.
Language proficiency	All targeted disadvantaged pupils will be assessed for a speech and language intervention using the primary progression tool and placed on an appropriate intervention programme, if needed
Writing	All disadvantaged pupils will reach the expected standard in writing by the end of Key Stage 1 and 2. Evidence in pupils' books will show access to the TFW programme scaffolding.
Wellbeing	Our wellbeing programmes will show significant gains in pupils' self-esteem and 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: £ 9,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics programme	<p>A synthetic phonics approach- evidence of extensive gains in progress. Consistent evidence that well-structured, targeted interventions supports pupils struggling with literacy. The impact for synthetic phonics interventions is extensive (EEF).</p> <p>This is a particular focus due to our in school, as highlighted by our assessment data, after the lockdown.</p>	<p>1, 2</p> <p>£7,000</p> <p>Completed in 2022.</p>
<p>TFW Programme training – providing challenging text and scaffolding explicitly for the LA</p> <p>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p>	<p>See EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Writing has been highlighted as an area for school improvement in terms of progression and achievement levels.</p>	<p>1, 2</p> <p>£2,250 (Consultant)</p> <p>£1,500 (Resources)</p> <p>=£3,750</p> <p>Completed 2022-3.</p>
Reading comprehension strategies explicitly.	<p>Improving literacy in KS2: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>One of the seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. The recommendations are based on the best available international research and consulted experts to arrive at key principles for effective literacy teaching. It is the third recommendations</p>	<p>Training by literacy lead and time out to write scheme + resources =£2,450</p>

	that we are focusing on based on your data analysis of a weakness in comprehension of reading at KS in our PP pupils: Teach reading: Comprehension strategies through modelling and supported practice.	
EAL – assessment of pupils’ fluency in English using the Bell Foundation and address learning needs with teaching training.	-Research by the Unbound Philanthropy and BELL foundation commissioned by the EEF highlighted that specific groups of EAL pupils are most at risk of underachievement. It is essential that pupils’ English language proficiency in order to address their learning. See report link below: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we</a>  There is a high percentage of EAL pupils in our school and a high % of our pupil premium pupils have English as an additional language, with most of them speaking an additional language which is recognised as an at risk group.	5, 1, 2, 3  £250
Release time for middle leaders to support teaching and learning and tackle low achievement and ensure optimum pupil progress.	See EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	1, 2, 3  = £5,600
Training and monitoring to ensure ‘communication friendly’ classrooms and universal ‘quality first’ teaching strategies are employed.	See above.	1, 2, 3, 5  SALT & SENCO  = £350 (SALT time)
Curriculum enrichment/trips and after school enrichment clubs	Pupils’ experiences are key to their successes in life (Cambridge Primary Review, 2010).	1, 2, 3  £1,000

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

Budgeted cost: £26,002

Activity	Evidence that supports this approach	Challenge number(s) ) addressed
1:1 and small group tutoring	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1  £5,948
RWI 1:1 Phonics intervention	Consistent evidence that well-structured, targeted interventions supports pupils struggling with literacy. The impact for synthetic phonics interventions is extensive (EEF).  This intervention will target SEN pupils and pupils who did not pass their phonics screening test and need support.	1,2  £17 x3 = £51 x7 = £357 X 36 = £ 12,852  £10,556
Screening using the 'Primary Progression' screening tool for language/understanding	Language is identified as a priority in research evidence to improve literacy at KS1/2. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3  3 days = £780
Targeted Speech and Language interventions for pupils after the Speech and Language Therapist to target pupils who have speech and language needs but do not have EHCPs	Language is identified as a priority in research evidence to improve literacy at KS1/2. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	£250 x 15 = 3,750
Explicit teaching of vocabulary – staff training and intervention linked to pre-teaching.	Extensive research evidence for improvement gains (EEF) when focusing on vocabulary.	2,3,1  £17 x 6 = X36 = £3,672

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

Budgeted cost: £10, 556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Survey of parents-consulting with parents about how they would like to be involved or what support they would find helpful.</p> <p>This has resulted in a full calendar of parent workshops from internal and external providers.</p> <p>Workbooks have been provided for all pupils to supplement our home learning programme.</p>	<p>Positive dialogue about learning-school communications is proven to enhance outcomes for pupils (EEF)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Sir Kevan Collins, EEF chief executive, comments:<i>We know that levels of parental engagement are consistently associated with children’s academic outcomes. We also know that a parent’s job, education and income matters less to their child’s development than what they actually do with them.</i></p> </div> <p>This is an area of concern for identified pupils.</p>	<p>4</p> <p>£260 x 2 = £520</p>
<p>Phonics workshops for parents</p>	<p>See above.</p> <p>This is essential that parents have a good understanding of our new scheme so they can support at home.</p>	<p>4</p> <p>£1,000 (teachers and consultant)</p> <p>(consultant – 2022-3)</p>
<p>School Councillor – individual pupils identified.</p>	<p><i>‘There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.’</i> EEF</p> <p>Through our detailed knowledge of each pupil, wellbeing and mental health needs have been identified.</p>	<p>4, 6</p> <p>£200 x 36 = £7200</p>
<p>Emotional literacy focus throughout the curriculum – enrichment of Jigsaw PSHE scheme of work, adoption of Zones of Regulation,</p>	<p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are</p>	<p>6</p> <p>£17 x 3 = x 36 = £ 1,836</p>

Emotion coaching, SCERTS, Level Up! and targeted interventions.	linked with poorer mental health and lower academic attainment.' (EEF)	
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**Total budgeted cost: £46, 208**

## 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.

#### Pupil Premium analysis 2022-2023

Year 6 Achievement PP comparison with no- PP

Achievement from KS2 SATs (8 PP pupils in total)	Reading	Writing	Maths
Below	12%	12%	25%
At	62%	87%	75%
Above	25%	0%	-
% difference in attainment with non-PP (at and above)	+2%	+18%	-9% 2 pupils 2 of which joined mid year

Year 6 Progress PP comparison with non-PP

Progress from KS1 (7 PP pupils in total)	Reading	Writing	Maths
Below progress	-	14%	28%
At expected progress	72%	57%	57%
Above expected progress	28%	28%	14%
% difference in attainment with non-PP (at and above)	-8% All PP chn made expected progress or above expected but in comparison to non- PP, they did not make as much accelerated progress	+6%	+20%

Year 6 SATs data shows that there is a higher number of pupil premium pupils achieving expected and above expected in reading and writing than non-pupil premium pupils. In maths, there was a difference of 2 pupils that did not achieve the national expected standard for maths; however, these pupils joined mid-year in Year 6.

Year 6 SATs data shows that pupil premium pupils made better progress in writing and maths compared to non- pupil premium pupils. All pupil premium pupils made expected progress or above expected but in comparison to non- pupil premium pupils; however, they did not make as much accelerated progress.

Year 2 data shows that pupil premium pupils achieved higher rates of expected and above expected levels of achievement in mathematics (100% pass rate for pupil premium pupils). They achieved slightly below the expected and above expected levels of achievement in reading and writing. It was the same two pupil premium pupil who did not reach the expected standards and are both EAL.

### Pupil Premium analysis 2021-2022

#### Internal data collection analysis:

**Progress:** 100% of our PP pupils made expected or accelerated progress in Mathematics. 95.35% of our PP pupils made expected or accelerated progress in Reading and Writing. This was one pupil in Year 1 in writing and one pupil in year and one pupil in year 5 in reading.

**Reading:** 76.8% of our PP pupils are now achieving at or above the expected standard in reading. This is higher than the achievement in reading for non-PP pupils. From Autumn 2021 to Summer 2022, there has been a significant increase of 23.3% of PP pupils achieving at or above the expected standard in reading.

**Writing:** 46.5% of our PP pupils are now achieving at or above the expected standard in writing. This is lower than the achievement in writing for non-PP pupils. However, from Autumn 2021 to Summer 2022, there has been an increase of 14% of PP pupils achieving at or above the expected standard in writing compared to an increase of 4.8% for non-PP pupils. We still have a way to go to improve standards in writing throughout the school and this is our main focus for all pupils.

**Maths:** 72% of our PP pupils are now achieving at or above the expected standard in mathematics. This is lower than the achievement in maths for non PP-pupils. However, from Autumn 2021 to Summer 2022, there has been an increase of 16.2 % of PP pupils achieving at or above the expected standard in mathematics compared to an increase of 8.6% for non-PP pupils.

#### Table to show comparison with non PP pupils:

	Reading	Accelerated Progress	Writing	Accelerated Progress	Maths	Accelerated Progress
<b>PP</b>	76.8%	23.3%	46.5%	14%	72%	16.2%
<b>Non</b>	72.6%	0.2%	62.5%	4.8%	83.3%	8.64%

<b>PP</b>						
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## 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*

<b>Programme</b>	<b>Provider</b>
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NA