



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 Eaton Square C of E Primary |
| Number of pupils in school | 293 |
| Proportion (%) of pupil premium eligible pupils | 44 (15%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2001-2022 2022-2023 2023-2024 |
| Date this statement was published | 2/12/2021 |
| Date on which it will be reviewed | |
| Statement authorised by | |
| Pupil premium lead | Mrs J Foley |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £6,2870 |
| Recovery premium funding allocation this academic year | £6,670 |
| 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 | £71,400 (including £1,860 for 6 service premium pupils) |



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 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 well being 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: £ 17,750

| 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. There were 16 pupils at the end of year 1 who did not pass their phonics screening.</p> | <p>1, 2</p> <p>£10,000</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 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</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> |
| Numicon manipulatives training- access to the Numicon Online hub | <p>-Numicon is embedded as a support tool in mathematics throughout the school.</p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 – recommendation 3, <i>Use manipulatives and representations to develop understanding.</i></p> | <p>1</p> <p>£250 (Subscription)</p> <p>£1,200</p> |



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| | | (training) =£1,450 |
| 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: https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we There is a high percentage of EAL pupils in our school and 41 % of our pupils premium 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 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching ‘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 £50 x 36 weeks = £1,800 |
| Curriculum enrichment/trips | Pupils’ experiences are key to their successes in life (Cambridge Primary Review, 2010). | 1, 2, 3 £500 |

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

Budgeted cost: £42,864

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Third Space Learning Maths 1:1 tutoring | EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘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 | 1 £2,474 x2 = £4948 |



| | | |
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| | <p>supporting these pupils when they are used carefully.'</p> <p>There is a large percentage of pupils in the current year 6 and year 2 cohort that are low achievers. These groups are being targeted.</p> | |
| Breaking Barriers 1:1 Numicon Intervention | <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support '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.'</p> <p>The Numicon intervention is working alongside our use of numicon manipulates in lessons.</p> | <p>1</p> <p>£17 x 36 = £612</p> |
| RWI 1:1 Phonics intervention | <p>Consistent evidence that well-structured, targeted interventions supports pupils struggling with literacy. The impact for synthetic phonics interventions is extensive (EEF).</p> <p>This intervention will target SEN pupils and pupils who did not pass their phonics screening test and need support.</p> | <p>1,2</p> <p>£17 x3 = £51 x7 = £357 X 36 = £ 12,852</p> <p>Resources: £1,000</p> <p>=£13,852</p> |
| Screening using the 'Primary Progression' screening tool for language/understanding | <p>Language is identified as a priority in research evidence to improve literacy at KS1/2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | <p>3</p> <p>3 days = £780</p> <p>Training & resources = £ 1,000 =1,780</p> |
| 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 | <p>Language is identified as a priority in research evidence to improve literacy at KS1/2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | <p>£500 x 36 = £18,000</p> |
| Explicit teaching of | Extensive research evidence for improvement gains | 2,3,1 |



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| vocabulary – staff training and intervention linked to pre teaching and re-teaching. | (EEF) when focusing on vocabulary. | $\pounds 17 \times 6 =$ $\times 36 =$ $\pounds 3,672$ |
|--|------------------------------------|---|

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

Budgeted cost: £14,366

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| Survey of parents-consulting with parents about how they would like to be involved or what support they would find helpful. This would then feed into actions. | Positive dialogue about learning-school communications is proven to enhance outcomes for pupils (EEF) <div style="border: 1px solid black; padding: 5px;"> 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> </div> This is an area of concern for identified pupils. | 4 $\pounds 260 \times 2 = \pounds 520$ |
| Phonics workshops for parents | See above. This is essential that parents have a good understanding of our new scheme so they can support at home. | 4 $\pounds 1,000$ (teachers and consultant) |
| Coffee mornings with SLT to allow parents to meet the new team and bring up any issues. SLT are present every morning and afternoon on the gate to speak to parents, encouraging an open communication system. | See above. Positive dialogue about learning-school communication. | 4 $\pounds 300 \times 10 = \pounds 3,000$ |
| School Councillor – individual pupils identified. | <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</i> | 4, 6 $\pounds 200 \times 36 = \pounds 7200$ |



| | | |
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| | <p><i>a promising solution to what appears to be a major problem for disadvantaged pupils.'</i> <i>EEF</i></p> <p>Through our detailed knowledge of each pupil, wellbeing and mental health needs have been identified.</p> | |
| Sports coach – wellbeing sessions with targeted pupils | See above | <p>6</p> <p>£22.50 x36 = £810</p> |
| TALKABOUT programme to develop pupils' self-awareness and self-esteem. Run by Senior TA. | <p><i>'Students who are taught by staff who understand the hierarchy and use the Talkabout programme consistently show progress' in relation to their self-esteem.</i> TALKABOUT for children programme.</p> <p>Wellbeing is a high priority at our school to ensure our pupils are confident and resilient and secondary school ready.</p> | <p>6</p> <p>£17 x 3 = x 36 = £ 1,836</p> |

Total budgeted cost: £ 74,980



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.

| Internal data collection outcomes (2020-21) | | | |
|---|---------------------------------------|---------------------------------------|--|
| Year 6 (2020-1) | Pupil Premium (7) | Non Pupil Premium (22) | % Difference (At or above Expected standard) |
| Reading | Below- 28% At- 28% Above – 42% | Below – 22% At- 55% Above – 22% | -6% All PP pupils made expected or accelerated progress from their starting |
| Writing | Below- 24% At- 57% Above – 14% | Below – 64% At- 36% Above –0 % | +40% All PP pupils, with the exception of 2 pupils, made expected progress from their starting points |
| Maths | Below- 28 % At- 43% Above – 29% | Below – 27% At- 46% Above – 27% | -1% All PP pupils, with the exception of 2 pupils, made expected or accelerated progress from their starting points |
| Year 2 (2020-1) | Pupil Premium (9) | Non Pupil Premium (25) | % Difference (At or above Expected standard) |
| Reading | Below- 44% | Below – 16% | -28% |



| | | | |
|---------|-------------------------------------|--------------------------------------|--|
| | At- 56% Above – 0% | At-76 % Above – 8% | All PP pupils made expected or accelerated progress from their starting points |
| Writing | Below- 70% At- 30% Above – 0% | Below – 32% At- 64% Above –4% | -38% All PP pupils, with the exception of 1, made expected progress from their starting points |
| Maths | Below- 33% At- 67% Above – 0% | Below – 0% At- 72% Above – 28% | -33% All PP pupils, with the exception of 2 pupils, made expected progress from their starting points |

Evaluation of last year's Pupil Premium Strategy Plan:

Previous SLT and teachers were training to use the O-Track assessment system and last year were able to track the progress of vulnerable groups of pupils. Vulnerable pupils who were struggling at home were invited into school during the lockdown periods.

Each class had a set of practical Numicon resources. Teachers were using the Numicon resources as part of their in-class intervention support. The Breaking Barriers 1:1 Numicon Intervention was purchased and used to target pupils falling behind.

The Senior teacher worked alongside the Year 6 class teacher to implement the reading comprehension programme and adapt the programme to suit the learning needs of the class. The programme had to be delayed until the summer term when the pupils were given more focused time to develop their comprehension skills.

All pupils on the PP register were contacted individually and offered a laptop when working from home and access to a high quality internet connection. Participation and engagement of home learning sessions via Microsoft Teams was monitored and any pupils not participating or engaging were followed up with telephone consultations and support. The school purchased an additional 6 Laptops to the 18 provided by the DFE and the school then sourced a further 15 Chrome books from local charities.

Audit completed of the EYFS outdoor learning environment and resources were



purchased at end of academic year.

In addition to our 6 EHCP pupils, eleven pupils were accessing SALT interventions.

Twelve year 5 pupils were targeted for tutoring support in reading, writing and mathematics by the online tutoring company, TLC Live. The assessments completed showed pupils all moved on from their baseline assessments during the 15-week intervention programme.

We focused the Boxall Profile tool to target individual pupils for assessment of their social, emotional and mental health needs. Useful strategies were then accessed to support those pupils' social and emotional needs in the classroom. Teachers have access to the profile and the bank of strategies to use in their universal and targeted offer for classroom support.

Two pupils accessed Art Therapy this academic year. One pupil has transitioned to secondary school successfully and the other pupil has become significantly more settled in school.

This target of curriculum enrichment had to be put on hold for the next academic year due to Covid restrictions. However, in the summer term, we were able to source a Drama specialist to work each week with every class in the school. This provided an expressive outlet for pupils to develop their communication skills and their abilities to work with others post the isolation period they experienced due to lockdown.

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 |
|--|------------|
| 1:3 tutoring in reading, writing and maths | TLC Live |
| Mathletics | Mathletics |