



## Pupil premium strategy statement 21-22

### School overview

Metric	Data
School name	St Peter & St Paul CE Academy
Pupils in school	403
Proportion of disadvantaged pupils	23.6% (85 children)
Funding allocation this academic year	Pupil Premium 21-22: £114,325 Pupil Premium carried forward: £6,840.03 Recovery Premium 21-22: £12,615 School-led Tutoring 21-22: £9517.50 <b>Total funding: £143,297.53</b>
Academic year or years covered by statement	2021-2024
Publish date	December 2021
Review date	July 2022
Statement authorised by	Mrs Claire Mulhern Headteacher
Pupil premium lead	Mr Steve Clarke
Governor lead	Mr Leavi Oshungbure

# Part A: Pupil premium strategy plan

## Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects areas. The aim of our pupil premium strategy is to support disadvantaged pupils to fulfil their potential, including those who are already high attainers.

Principles:

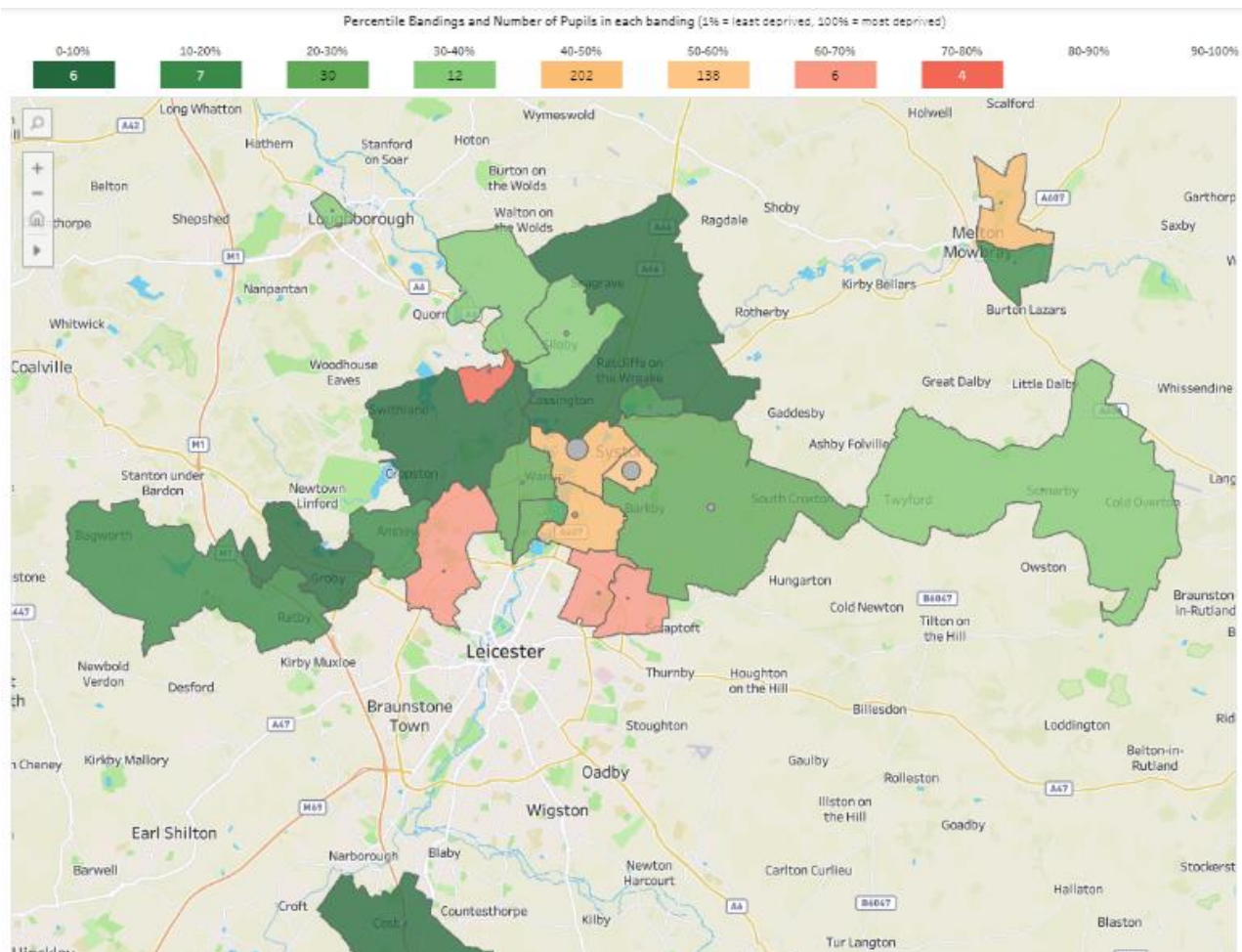
- We ensure that **high-quality teaching and learning** opportunities meet the needs of all pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefits the non-disadvantaged pupils in our school.
- We ensure that **appropriate provision is made for pupils who belong to vulnerable groups**. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed with early intervention, without making assumptions.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for the pupil premium. We **reserve the right to allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged**, including those who have a social worker or who are young carers.
- We adopt a **whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes** and have high expectations of what they can achieve.

This strategy is integral to wider school plans for education recovery, including through the school-based tutoring programme for pupils whose education has been worst affected.

## Demographics and School Context

St Peter and St Paul CE Academy is a 2-form entry primary school located in Syston, in north-east Leicestershire. The school is earmarked for expansion by the local authority due to housing developments in the area.

The map below displays the Index of Multiple Deprivations (IMD) for each ward in which our pupils live, colour coded according to the level of deprivation. The vast majority of our pupils (81%) come from Syston west and Syston East, which are broadly in line with national averages. In 20/21, the school was ranked 66 of 272 Leicestershire schools where 1 was the most deprived. This rises to rank 48 for 'Health, Deprivation and Disability' and 41 for 'Crime'.



## Challenges

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by <b>partial school closures</b> to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in <b>significant knowledge gaps</b> leading to pupils falling further behind age-related expectations, <b>especially for our younger pupils and particularly in writing.</b></p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.</p>
3	<p><b>Attendance</b> among disadvantaged pupils has been between 2.8% and 5.3% lower than for non-disadvantaged pupils over the last 4 years.</p> <p>22%-34% of disadvantaged pupils have been 'persistently absent' compared to 6%-9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils, notably due to poor mental health, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment, and often present as <b>behavioural difficulties</b> in school.</p>

## 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 <b>reading</b> progress and attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Achieve above national average progress scores in KS2 reading for disadvantaged children.</li> <li>- KS2 reading outcomes show more than 73% of disadvantaged pupils met the expected standard. <i>(2018/19 disadvantaged national average was 62%)</i></li> </ul>
Improved <b>writing</b> progress and attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Achieve above national average progress scores in KS2 writing for disadvantaged children.</li> <li>- KS2 writing outcomes show more than 78% of disadvantaged pupils met the expected standard.</li> </ul>
Improved <b>maths</b> progress and attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Achieve above national average progress scores in KS2 maths for disadvantaged children.</li> <li>- KS2 maths outcomes show more than 79% of disadvantaged pupils met the expected standard <i>(2018/19 disadvantaged national average was 67%)</i>.</li> </ul>
Improved <b>phonics</b> outcomes among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Phonics screening outcomes show more than 82% of disadvantaged year 1 pupils reach the expected standard in phonics <i>(2018/19 disadvantaged national average was 71%)</i>.</li> </ul>
Achieve and sustain improved <b>attendance</b> for all pupils, including our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>- Overall attendance for all pupils exceeds 96% (or national average if this is lower due to the pandemic)</li> <li>- the percentage of all pupils who are persistently absent falls below 8% (or below the national average) and the figure for disadvantaged pupils being no more than 10% lower than their peers <i>(2018/19 national gap was 11.3%)</i>.</li> </ul>
Achieve and sustain improved <b>wellbeing</b> for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>- Qualitative and quantitative data from pupil voice, Boxall profile analysis, parent surveys and teacher observations consistently show a significant impact of the pastoral team/ELSA on pupil wellbeing.</li> <li>- At least 65% of disadvantaged pupils participate in enrichment activities <i>(2020/21 participation was 34%)</i>.</li> </ul>

## 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.

### Teaching priorities for the current academic year

**Budgeted cost: £22,500**

Activity	Evidence that supports this approach	Challenges addressed
<p><u>SoundsWrite Phonics</u> Training of KS1 staff to deliver SoundsWrite phonics programme.</p> <p>Phonics-matched reading books to support teaching.</p> <p>Coaching release time to embed and refine teacher practice</p>	<p>Extensive research into the benefits of teaching synthetic phonics, with a positive impact of +5 months and particularly strong results for disadvantaged children.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2
<p><u>Standardised diagnostic assessments</u> (PUMA &amp; PIRA)</p> <p>Training for staff to ensure assessments inform teaching.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1
<p><u>Teaching Walkthrus CPD and coaching</u></p> <p>Whole school focus for staff meetings, performance management and phase leader coaching.</p> <p>Resources purchased and additional release time for AHT.</p>	<p>Investment in teacher CPD.</p> <p>High-quality teaching has a significant impact on all children and particularly those from disadvantaged backgrounds.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-guide-to-the-pupil-premium-autumn-2021">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1
<p><u>Pupil Premium TLR</u></p>	<p>Strategic lead to support the implementation of this plan.</p>	all

## Targeted academic support for current academic year

**Budgeted cost: £80,200**

Activity	Evidence that supports this approach	Challenges addressed
<p><u>School-led tutoring</u> Intensive, small group and 1:1 tuition delivered by teachers with a focus on disadvantaged children delivered in the spring and summer term of 2022. KS1 – 2 days per week (SP) KS2 – 3 x half days per week (BP + 1) plus after-school year 6 booster classes</p>	<p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> (+4 months, based on moderate evidence) <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> (+5 months, based on moderate evidence)</p>	1 & 2
<p><u>LSA led Interventions</u> Interventions delivered by trained learning support assistants across the school. This includes reading interventions, the Nuffield Early Language Programme, pre-teaching and targeted support using SHINE resources following gaps analysis in standardised tests. Additional LSAs have been funded in Early Years and years 1-3.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows that this investment also benefits pupil attitudes/wellbeing and teacher retention, due to reduced workload and stress (+4 months, based on moderate evidence).</p>	1, 2 & 4

## Wider strategies for current academic year

**Budgeted cost: £41,000**

Activity	Evidence that supports this approach	Challenges addressed
<p><u>Pastoral support</u> Whole staff training on behaviour management and the creation of a non-class based pastoral team  Including: Emotional Literacy Support Assistants (1.3FTE) TeamTeach training for all staff Educational Psychologist support Additional DDSL</p>	<p>Targeted and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> (+4m, limited evidence) <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> (+4m, v limited evidence)</p>	4

<p><u>Attendance</u></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This involves training and release time for staff to develop and implement new procedures, in addition to funding an Education Welfare Officer. This also involves funding breakfast club for disadvantaged children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p><u>Subsidised enrichment opportunities for disadvantaged children</u></p> <p>Funded participation in after-school clubs, day-trips and visitors. Subsidised participation in residential visits.</p> <p>We aim to remove/reduce the financial restraints of enrichment activities in order to provide equal access to all children.</p>	<p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> (+1m, moderate evidence)</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> (+3m, moderate evidence)</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> (+4m, very limited evidence)</p>	<p>4</p>

**Total budgeted cost: £143,700**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Internal assessments in 20/21 show that, again, pupil progress slowed during the spring term lockdown of 2021, due to the disruption caused by Covid-19. This was particularly true for our youngest, disadvantaged children, who were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree intended. However assessments show that improvements to our home learning offer and additional places made available in school for disadvantaged children reduced the impact of this lockdown compared to the previous year. This was particularly true for our oldest children.

Following return to school after Easter 2021, it is evident that intensive work in summer 2021 has had a positive impact on the attainment of disadvantaged children.

- The majority of disadvantaged children in years 1-6 caught up to or exceeded their attainment level in reading compared to pre-lockdown (March 2020).
- Attainment in writing for disadvantaged children in KS2 now exceeds pre-lockdown levels.
- In maths, the progress of disadvantaged children in years 1 and 2 accelerated significantly in the summer term, narrowing the gap.

However, significant gaps remain for our Early Years children across all areas of the curriculum and for disadvantaged children in years 1 and 2, particularly in writing. These areas will be a focus for pupil premium spending in the next academic year.

Overall attendance in 20/21 was higher than the previous 3 years at 95.7%. Attendance for disadvantaged children was 94.8% in the summer term of 2021, narrowing the gap with their peers. This was a significant improvement from previous terms, however our challenge is to sustain this over time.

Staff observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted this year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. The need for a pastoral team has become increasingly evident as the year had progressed and this has been actioned in the new strategy.