

Pupil premium strategy statement 22-23

This statement details our school's use of pupil premium, recovery premium and school-led tutoring funding to help improve the attainment of our disadvantaged pupils in the 22-23 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that previous spending has had within our school.

School overview

Metric	Data
School name	St Peter & St Paul CE Academy
Pupils in school	405
Proportion of disadvantaged pupils	25.4%, 103 children
Funding allocation this academic year	Pupil Premium 22-23: £136,632 Recovery Premium 22-23: £13,775 Pupil Premium funding carried forward from previous years: £0 School-led Tutoring 22-23: £13,050 Total funding for 22-23: £163,457
Academic years covered by statement	2022/23, 2023/24, 2024/25
Original publish date	December 2022
Reviewed	Annually
Statement authorised by	Mr Mark Cole, CEO
Pupil premium lead	Mrs Claire Mulhern, Headteacher, & Miss Zoe Cottam, pupil premium lead
Governor lead	Mr Dave Ellison-Lee (as delegated by the Board of Directors) & Mr Leavi Oshungbure (Governing Committee)

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 subject areas. The aim of our pupil premium strategy is to support disadvantaged pupils to fulfil their potential, including those who are already high attainers. **Our central aim is for the attainment of pupils who receive the pupil premium to be in line with that of their peers.**

Principles:

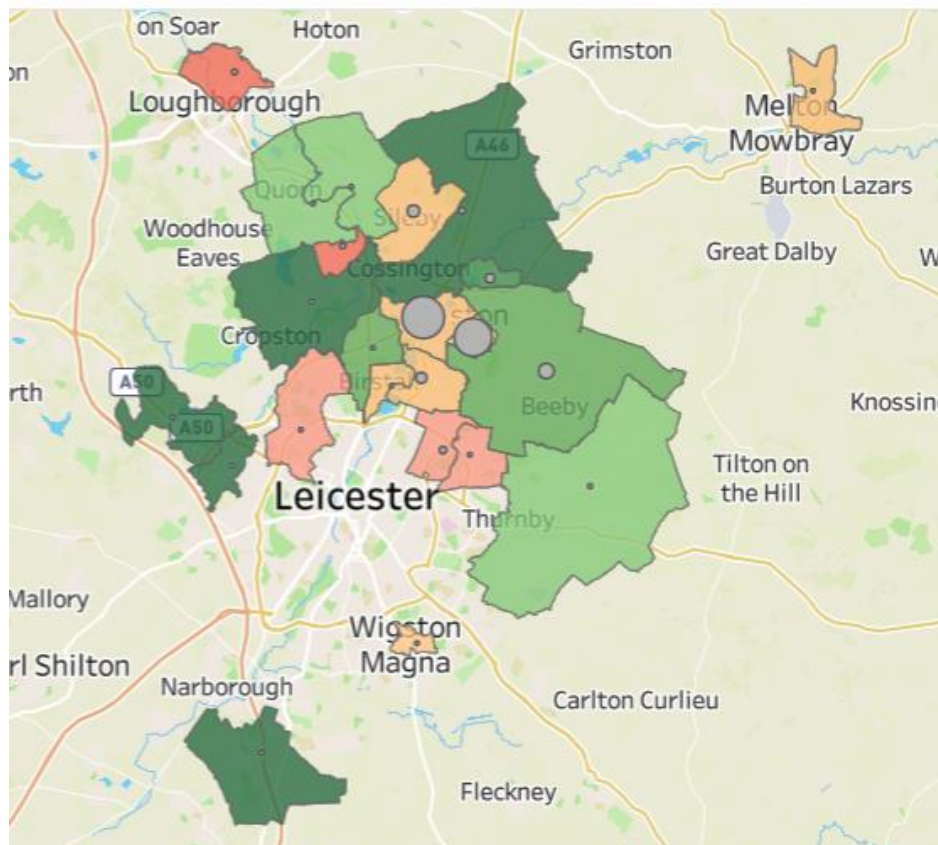
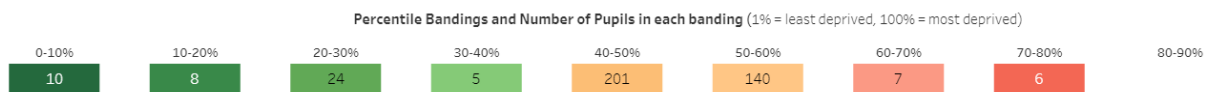
- We ensure that **high-quality learning** opportunities meet the needs of all pupils, through teacher development, developing subject knowledge and enhancing the quality of teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefits non-disadvantaged 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, including non-disadvantaged pupils.

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 (85%) come from Syston west and Syston East, which are broadly in line with national averages. In spring 2022, the school was ranked 60 (down 6 places) from 272 Leicestershire schools where 1 was the most deprived.



Challenges

Challenge number	Detail of challenge
1	Limited vocabulary with which to access the curriculum.
2	Gaps in learning , particularly for our year 2 children following the impact of the pandemic.
3	Variability in the effectiveness of teaching over time
4	Underachievement in phonics .
5	High levels of persistent absence and low school attendance
6	Social and emotional issues , notably due to poor mental health, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas	Good Level of Development (GLD) outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally.
Consistently strong teaching and learning practice , where evidenced strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge. Teachers make well informed pedagogical choices. Pupils remember more over time.
Strong reading outcomes for pupils in the lower school	Pupils achieve in line with non-disadvantaged pupils nationally in the Phonics Screening Check (PSC) and in the reading Early Learning Goal (ELG).
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantaged pupils' rates of attendance increase	Disadvantaged pupils attend at the same levels as their non-disadvantaged peers.
Achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	The pastoral team reduces and removes barriers to learning for disadvantaged children. Access to enrichment activities for disadvantaged pupils is in line with their peers.

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: £59,861

Activity	Evidence that supports this approach	Challenges addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</p>	3
Provide instructional coaching for all teachers, delivered by experienced leaders.	<p>Instructional coaching has been shown to have impact over time due to the nature of being coaching in small increments and having this modelled, with time to practice and have feedback from an expert.</p> <p>The EEF designate this as follow-on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD Putting Evidence to Work - EEF</p> <p>What is Instructional Coaching - Ambition Institute</p>	3

<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge.</p> <p>22-23 Focus:</p> <ul style="list-style-type: none"> • Science • Art • Design Technology 	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review - Evidence Based Education</p>	<p>1 & 2</p>

Targeted academic support for current academic year

Budgeted cost: £40,980

Activity	Evidence that supports this approach	Challenges addressed
<p>Standardised diagnostic assessments (PUMA & 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 & 3</p>
<p><u>School-led tutoring</u></p> <p>Intensive, small group and 1:1 tuition delivered by teachers with a focus on disadvantaged children.</p> <p>KS1 – SP</p> <p>KS2 – RP & JH</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) (+4 months, based on moderate evidence)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) (+5 months, based on moderate evidence)</p>	<p>2</p>
<p><u>LSA led Interventions</u></p> <p>Interventions delivered by trained learning support assistants</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that this investment also</p>	<p>2 & 4</p>

<p>across the school. This includes reading and phonics interventions, pre-teaching and targeted support using SHINE resources following gaps analysis in standardised tests.</p>	<p>benefits pupil attitudes/wellbeing and teacher retention, due to reduced workload and stress (+4 months, based on moderate evidence).</p>	
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Wider strategies for current academic year

Budgeted cost: £63,100

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</p> <p>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: Behaviour interventions EEF (educationendowmentfoundation.org.uk) (+4m, limited evidence) Social and emotional learning EEF (educationendowmentfoundation.org.uk) (+4m, v limited evidence)</p>	6
<p><u>Attendance</u> 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>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p><u>Subsidised enrichment opportunities for disadvantaged children</u> Funded participation in after-school clubs, day-trips and visitors. Subsidised participation in residential visits. We aim to remove/reduce the financial restraints of enrichment activities in order to provide equal access to all children.</p>	<p>Physical activity EEF (educationendowmentfoundation.org.uk) (+1m, moderate evidence) Arts participation EEF (educationendowmentfoundation.org.uk) (+3m, moderate evidence) Social and emotional learning EEF (educationendowmentfoundation.org.uk) (+4m, very limited evidence)</p>	6

Total budgeted cost: £163,941

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.

Disadvantaged pupil progress scores 2021-22:

Measure	Score
Reading	-0.19
Writing	-1.02
Maths	+2.25

Disadvantaged pupil performance overview for last academic year:

Measure (national comparison)	Meeting the Expected Standard at KS2		Achieving the Higher Standard at KS2	
	PP	Non-PP	PP	Non-PP
Reading	64% (+1%)	74%	18% (+1%)	33%
Writing	73% (+17%)	71%	0% (-6%)	8%
Maths	72.7% (+16%)	84%	36% (+25%)	27%
Combined	64% (+21%)	63%	0% (-3%)	6%

Measure (national comparison)	Meeting the Expected Standard at KS1		Achieving the Higher Standard at KS1	
	PP	Non-PP	PP	Non-PP
Reading	60% (+9%)	80%	0% (-8%)	15%
Writing	53% (+12%)	73%	7% (-6%)	8%
Maths	67% (+15%)	83%	7% (=)	5%
Combined	53% (+16%)	68%	0% (-2%)	0%

Statutory end of Key Stage assessments show that disadvantaged children at St Peter & St Paul Academy out-performed their peers nationally at the expected attainment level, and in KS2 maths at the higher standard. Further work is needed to ensure that more disadvantaged children achieve the higher standards at both KS1 and KS2.

In our Early Years Foundation Stage, disadvantaged children out-performed their non-disadvantaged peers with 75% achieving a good level of development (GLD), compared to 71% of their non-disadvantaged peers. Our disadvantaged children attained 17% above the national average.

Despite making gains in attainment over the last 12 months, there remained a disadvantaged gap in year 1 phonics attainment (40% vs. 72%). This year group (our current year 2 children) are the only cohort for which the impact of the pandemic remains significant. As a result, this year group is the focus for school-based tutoring in the academic year 22-23.

Overall attendance in 21/22 was 94.2% with attendance for disadvantaged children at 90.8%. This represents a gap of 3.7% and matches FFT national averages. However there remains work to do to close this gap.

The positive impact of the pastoral team has been evident throughout 21/22, with particularly pleasing outcomes for disadvantaged families. 90% of our disadvantaged parents attended parents' evening in October 2022 (up from 84% in 2021) and 53% of our disadvantaged pupils accessed enrichment clubs in the summer term of 2022 (up from 33% in autumn 2021).

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
Sounds-Write Phonics	SoundsWrite
Shine Interventions	Rising Stars

N.B. St Peter & St Paul CE Academy does not receive Service Pupil Premium funding