

Pupil premium strategy statement 24-25

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 24-25 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

Detail	Data
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Sophie Moss
Pupil premium lead	Jim Rock- Deputy Headteacher
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,560.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£174,560.00

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:

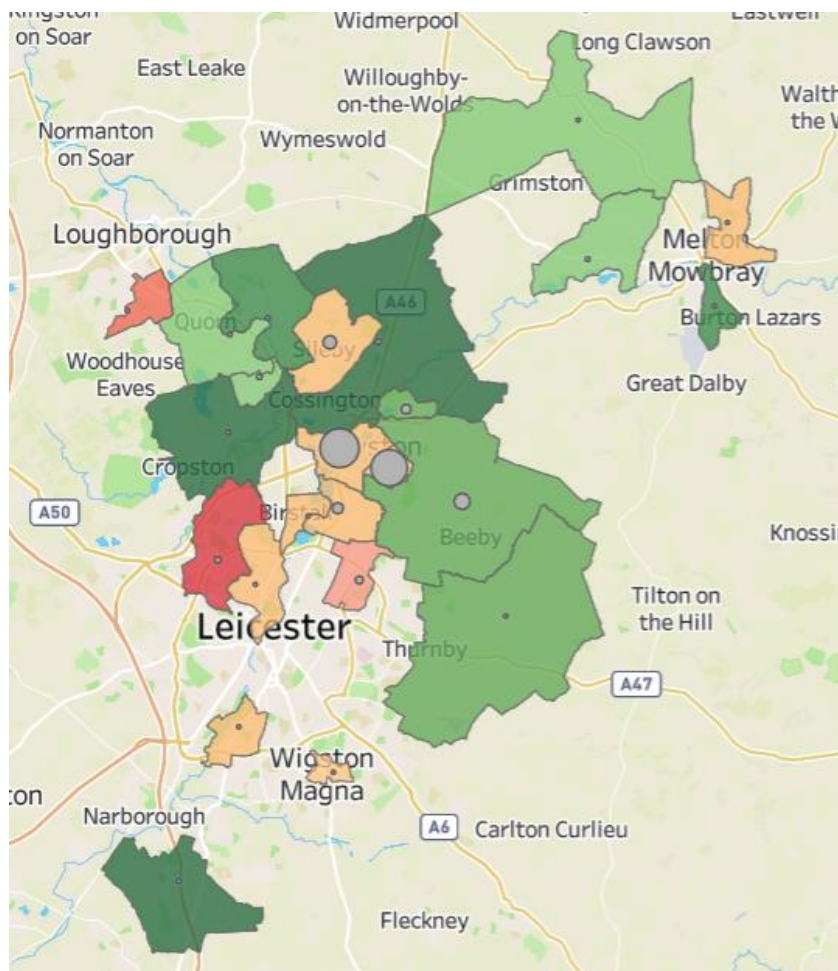
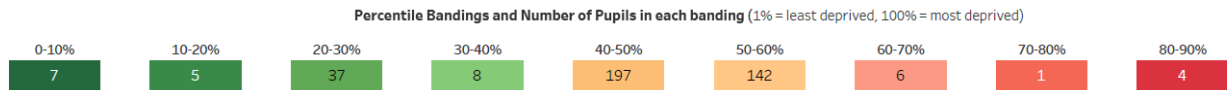
- We ensure that **high-quality learning** opportunities meet the needs of all pupils, through teacher development, developing subject knowledge and enhancing the quality of teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefits non-disadvantaged 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 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 (73%) come from Syston West and Syston East, which are broadly in line with national averages. In Summer 2024, the school was ranked 63 from 274 Leicestershire schools where 1 was the most deprived.



Challenges

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

Challenge number	Detail of challenge
1	High levels of persistent absence, low school attendance and low punctuality.
2	Limited vocabulary with which to access the curriculum
3	Gaps in learning.
4	Low attainment on entry to school.
5	Social and emotional issues. These challenges particularly affect disadvantaged pupils, including 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
1. Disadvantaged pupils' rate of attendance increases and punctuality improves.	Disadvantaged pupils attend school at the same rate as that of non-disadvantaged pupils. Disadvantaged pupils arrive at school regularly and on time in order to access all parts of the curriculum.
2. Strong teaching across the school to ensure key vocabulary is taught.	All pupils acquire more subject specific vocabulary and can use it in the correct context.
3. Gaps in learning are identified through rigorous assessment and addressed through targeted intervention and through high quality teaching in class.	Disadvantaged pupils' attainment is in line with that of non-disadvantaged at all key metrics.
4. All pupils have a strong start to school and make good progress in EYFS.	Disadvantaged pupils' attainment at GLD is in line with non-disadvantaged peers and are in line with or above national figures.
5. Achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	Pupils' wellbeing is positively impacted by the pastoral team. Support staff are effective learning mentors and are supporting pupils from disadvantaged backgrounds to fulfil their potential.

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: £64,587.00

Activity	Evidence that supports this approach	Challenge number(s) 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>	2
<p>Provide instructional coaching for all teachers, delivered by experienced teaching and learning trust lead or internal support.</p> <p>Appointment of teaching and learning led within school</p> <p>Teaching and learning monitoring through lens of pupil premium.</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by 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</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	2, 3 & 4
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<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>	2
To identify a pupil premium champion in	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.	3

<p>school to lead on raising attainment strategically.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	
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Targeted academic support

Budgeted cost: £97,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Shine interventions delivered based on gaps analysed by</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments for pupils in receipt of pupil premium funding. Training for staff to ensure assessments are interpreted and administered correctly.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>
<p>LSA led interventions. Interventions delivered by trained learning support assistants</p>	<p>Teaching assistant interventions EEF Educationendowmentfoundation.org.uk Evidence shows that this investment also</p>	<p>3 & 4</p>

Wider strategies

Budgeted cost: £12,928.00

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

<p><u>Behaviour</u></p> <p>Whole staff training on new behaviour management strategy.</p>	<p>Targeted and universal approaches can have positive overall effects: Behaviour interventions EEF</p>	<p>3</p>
<p><u>Pastoral Support</u></p> <p>ELSA and behaviour mentor x 1.8 FTE</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>(+4m, v limited evidence)</p>	<p>1 & 5</p>
<p><u>Subsidised enrichment opportunities for disadvantaged children</u></p> <p>Funded participation in afterschool clubs, day-trips and visitors. Subsidised participation in residential visits. Free uniform and daily milk.</p> <p>We aim to remove/reduce the financial restraints of enrichment activities in order to provide equal access to all children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learningtoolkit/school-uniform</p>	<p>5</p>
<p><u>Attendance</u></p> <p>Support from Attendance Manager weekly to target pupils with persistent absence. Attendance manager to encourage pupils' punctuality.</p> <p>Funding of breakfast club for disadvantaged pupils who need it to help improve attendance and/or wellbeing support. Use of Pastoral team to support families struggling with attendance, home visits when needed.</p> <p>Dedicated administrative time to chase up absence, liaise with attendance manager, communicate attendance levels with parents and professionals.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p><u>Disadvantaged pupils who have SEND</u></p> <p>Purchase of educational psychologist time for formal assessments, support and guidance.</p>	<p>https://educationendowmentfoundation.org.uk/evidence/guidance-reports/send</p>	<p>3</p>



Total budgeted cost: £174,560.00

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 2023 to 2024 academic year.

Disadvantaged pupil performance overview for last academic year 2023-24

Measure (national comparison)	Meeting the Expected Standard at KS2		Achieving the Higher Standard at KS2	
	PP	Non-PP	PP	Non-PP
Reading	63%	74%	32%	33%
Writing	68%	72%	0%	26%
Maths	68%	85%	11%	18%

Measure (national comparison)	Meeting the Expected Standard at KS1		Achieving the Higher Standard at KS1	
	PP	Non-PP	PP	Non-PP
Reading	36%	79%	0%	23%
Writing	27%	74%	0%	6%
Maths	45%	83%	0%	21%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider