# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 477 (509 incl. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 10.5% (50) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | Autumn Term 2022 |
| Date on which it will be reviewed | Autumn Term 2023 |
| Statement authorised by | Hester Wooller / Tom Smith |
| Pupil premium lead | Martyn Bisset |
| Governor / Trustee lead | Shane Miller |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £72,482 |
| Recovery premium funding allocation this academic year | £8,265 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £80,747 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Building Strong Foundations for the Future**  The right foundations allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter’s Church of England Primary School, we want to give all our pupils strong foundations for the future.   We want them to:   * Be curious and creative * Be confident and resilient * Know and remember more   We want all pupils to demonstrate our Christian values of   * *Kindness* * *Respect* * *Honesty* * *Forgiveness* * *Service*   As an inclusive school, we want to see all our pupils thrive as successful learners socially and academically through high quality teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Through our vision we seek to create the conditions for our pupils to be the best they can be through removing low expectations, raising lifelong aspirations and focus on removing barriers to learning and achieving excellence.  Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.  Our ultimate objectives are to:  Remove barriers to learning created by poverty, family circumstance and background  Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally  Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum  Develop confidence in their ability to communicate effectively in a wide range of contexts  Enable pupils to look after their social and emotional wellbeing and to develop resilience.  Access a wide range of opportunities to develop their knowledge and understanding of the world  Key Principles:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Negative impact on progress caused by low attendance and subsequent disruptions to learning  Attendance data for the year 2021-22 shows that that PP pupils have lower attendance compared to Non-PP pupils’ attendance. Currently in the Autumn term 2022, PP pupils’ attendance is lower than Non-PP pupils’ attendance. |
| 2 | Insufficient progress for key cohorts  Currently, KS2 PP pupils are making less progress in Reading, Writing and Maths combined than Non-PP pupils. In KS1 PP pupils are matching the progress of Non-PP pupils. |
| 3 | Knowledge gaps around key skills in English and Maths  End of Y6 data for 2021-22 PP pupils did not attain as well as Non-PP pupils – there was a gap in the proportion of pupils reaching the expected standard for Reading, Writing and Mathematics.  Currently data across the school (YR-Y6) indicates there is a gap between the PP pupils reaching age related expectations in attainment compared to Non-PP pupils: Reading, Writing and Mathematics. |
| 4 | Nurture needs linked to social, emotional and mental health issues  Since the pandemic, from observations and discussions with pupils and families, the school has identified social and emotional issues for many pupils and has prioritised support such as nurture groups, daily well-being check-ins and friendship groups for PP pupils. |
| 5 | Further opportunities to increase cultural capital and raise aspirations  PP pupils do not have fair access to a range of experiences outside of school, including extra-curricular clubs and residential experiences. |
| 6 | Improved parental understanding of how to support at home  Provide opportunities for curriculum workshops and information sessions covering strategies for support pupils at home with their learning and preparation or school activities. |

## 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.

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| Intended outcome | Success criteria |
| Improve attendance levels of pupil premium pupils | Persistent absences reduced for Pupil Premium pupils to be in line with national averages.  Pupil Premium pupils will meet, or exceed, attendance percentages in line with national averages.  Increased parental engagement through support given by the school’s Parent Support Link |
| Improve pupil progress and outcomes for all and especially for key cohorts. | Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks. |
| Improve literacy and numeracy levels so that pupils are able to access the whole curriculum. | 90% of pupil premium pupils reading at, or above their chronological reading age Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks. |
| Provide meaningful support to pupils experiencing Social Emotional Mental Health issues. | Positive engagement with nurture programmes led by PSL/Inclusion Leader  All pupils identified as SEMH completed assessment using Social and Emotional Assessment tool  Interventions show impact through engagement in learning. |
| Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience. | Curriculum reviewed to ensure pupils have access to a range of meaningful experiences that enrich their understanding of content taught  Reading spine established to support development of substantive knowledge across the humanities  Prioritised places are available on trips for PP learners to ensure fair access.  Monitoring of extra-curricular activity attendance by PP pupils.  Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. |
| Parents/carers of PP pupils are engaged in school, aware of their child’s learning and understand how to support their child. | The attendance of PP parents/carers at Parents’ Evenings and Curriculum/Information Workshops/Sessions is at or above that of non-disadvantaged learners. |

## 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: £ *30, 000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.  Pre-teaching to be used when possible with a vocabulary focus.  Teach and test academic vocabulary | “Worked-out examples allow students to focus on the specific steps that can solve the problems and thus reduce the cognitive load on their working memory.” – Tom Sherrington “Rosenshine’s Principles in Action”  [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  [Applying Rosenshine to primary practice : My College (chartered.college)](https://my.chartered.college/early-career-hub/applying-rosenshine-to-primary-practice/)  Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment by age 7 there is a 4000 word gap between lower class and middle class. – Beck et al.  [Deepening knowledge through vocabulary learning (chartered.college)](https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/) | 2, 3, 5 |
| Staff to monitor progress of PP pupils carefully and report on this through regular progress meetings with senior leaders. Progress to be accelerated for identified pupils. | “Clear systems for Pupil Progress meetings/ Ensure Pupil Progress meetings focus on the skills that individual children need” – Paul Ainsworth | 2, 3 |
| SES Assessment tool online to be aquired and staff training on how to use the resources. Assessments to be carried out on relevant PP pupils to ensure well-being is carefully monitored. | “An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” - EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 4 |
| Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme – Essential Letters & Sounds.  Phonics to continue in Y3 as appropriate.  Speech and language screening (Speech link) and provision. | EEF Teaching and Learning toolkit suggests +5 months progress for the systematic teaching of phonics (over the course of 1 academic year).  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3, 5 |
| Whole staff training on Oracy and Vocabulary. Staff to focus on oracy and identify possible barriers for children. | EEF Teaching and Learning toolkit suggests +6 months progress through the implementation of Oracy interventions (over the course of 1 academic year).  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 3, 5 |
| Purchasing high quality texts linked to school curriculum breadth to enhance substantive knowledge and cultural capital | There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).  [reading\_for\_pleasure.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf)  Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).  [Children’s perspectives on reading for pleasure: What can we learn from them and how can we adapt our practice accordingly? (chartered.college)](https://my.chartered.college/impact_article/childrens-perspectives-on-reading-for-pleasure-what-can-we-learn-from-them-and-how-can-we-adapt-our-practice-accordingly/#:~:text=Policymakers%20and%20researchers%20seem%20to%20have%20reached%20a,positive%20impact%20on%20a%20child%E2%80%99s%20future%20social%20mobility.) | 3, 5 |

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

Budgeted cost: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small class group reading interventions for disadvantaged pupils falling behind age related expectations with teacher. | The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 2, 3 |
| Use of additional adult to provide support reading for Year 5/6 pupils who may have fallen behind. | The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3 |
| Establish small year group maths interventions for Year 6 pupils to enable ‘catch up’ on maths curriculum using tutors and school staff. | The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  The EEF Teaching and Learning Toolkit suggests that the average impact of the small group tuition can provide up to +4 months progress.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2, 3 |
| Nurture groups and individual sessions carried out to provide support and development of personal, social and positive behaviour skills to identified pupils. | “An inclusive school removes barriers to learning and participation, provides and education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” – EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 4 |

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

Budgeted cost: £ *31, 000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deploy staff (PSL, SLT, support staff) to positively reinforce attitude to learning. | EEF Toolkit - +4 months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer and PSL.  Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and support starts to school day. | EEF Toolkit Parental Engagement suggests +4 months progress.  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 1, 6 |
| SES Assessments to be carried out to ensure well-being is carefully monitored. | “An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” - EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  EEF Toolkit Social and Emotional Learning suggests +4 months progress.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [Three reasons why schools should offer mental health interventions | Early Intervention Foundation (eif.org.uk)](https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions#:~:text=School%2Dbased%20interventions%20work&text=Interventions%20have%20been%20shown%20to,shown%20to%20improve%20academic%20achievement) | 2, 4, 6 |
| Financial support for curriculum enrichment activities and school residentials visits to PGL Liddington and Rhos Y Gwaliau as well as other educational day visits.  Access to a lunchtime school club where children receive support from a teacher with their weekly home learning tasks or coaching in social skills. | Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia  [Barriers to learning for disadvantaged groups (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf) | 5, 6 |
| Funds available for additional targeted funding identified by class teachers and approved by school leaders (especially linked to arts participation).  This could include trip support, participation in cultural experiences, extra tuition, clubs and resources needed for school.  Reviewed on an annual basis. | Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia  [Barriers to learning for disadvantaged groups (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf) | 5, 6 |
| Parent workshops designed to support pupils learning at home (with a specific focus on reading, maths and writing). | Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia  [Barriers to learning for disadvantaged groups (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf) | 3, 6 |

**Total budgeted cost: £** *81,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Suggested:  We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations.  From our analysis of internal data, it is evident that there is a gap between the attainment of Pupil Premium and Non - Pupil Premium children in Reading, Writing and Mathematics. Furthermore, there is also a progress gap for some cohorts demonstrated in the combined scores for Reading, Writing and Mathematics.  Absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. |

## 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.*

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| Programme | Provider |
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