



# Pupil Premium Strategy Statement

Date: Autumn 2021

## 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	Earley St Peter's CE Primary
Number of pupils in school	484 (514 incl. Nursery)
Proportion (%) of pupil premium eligible pupils	12% (58)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Hester Wooller
Pupil premium lead	Martyn Bisset
Governor / Trustee lead	Clare Ferris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,560
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 70,940

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Challenge number	Detail of challenge
1	Negative impact on progress caused by low attendance and subsequent disruptions to learning.

2	Insufficient progress for key cohorts: e.g. current Y6, current Y5
3	Significant knowledge gaps around key skills in English and Maths
4	High nurture needs due to high levels of social, emotional and mental health issues
5	To increase opportunities to increase cultural capital and raise aspirations
6	To increase parental engagement and offer strategies to support at home

## 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
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 by the end of KS2. 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 Support Assessment tool Interventions show impact through engagement in learning.

<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>Curriculum reviewed to ensure pupils have access to a range of meaningful experiences that enrich their understanding of content taught</p> <p>Reading spine established to support development of substantive knowledge across the humanities</p> <p>Prioritised places are available on trips for PP learners to ensure fair access.</p> <p>Monitoring of extra-curricular activity attendance by PP pupils.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p>
<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</p>

## 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: £ 27, 060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>“Clear systems for Pupil Progress meetings/ Ensure Pupil Progress meetings focus on the skills that individual children need” – Paul Ainsworth</p>	<p>2, 3</p>
<p>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</p>	<p>“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”</p> <p>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.</p>	<p>2, 3, 5</p>
<p>SES Assessment tool online to be aquired and staff training on how to use the resources.</p>	<p>“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</p>	<p>4</p>

Assessments to be carried out on relevant PP pupils to ensure well-being is carefully monitored.	in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.	
Ensure all relevant staff (including new staff) have received training to deliver the new phonics scheme – Essential Letters and 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).	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).	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 enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	3, 5

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

Budgeted cost: £ 16, 380

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	2, 3
Use of additional adult to provide support in 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	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	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 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.	4

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

Budgeted cost: £29,500 Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy staff (PSL, SLT, support staff) to positively reinforce attitude to learning.	EEF Toolkit - +3 months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment	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 +3 months progress.	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.	2, 4, 6
Financial support for curriculum enrichment activities and school residential visits to PGL Liddington and Rhos Y Gwaliau as well as other	Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia	5, 6

<p>educational day visits.</p> <p>Access to a lunchtime school club where children receive support from a teacher with their weekly home learning tasks or coaching in social skills.</p>		
<p>Funds available for additional targeted funding identified by class teachers and approved by 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 individual basis.</p>	<p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</p>	<p>5, 6</p>
<p>Parent workshops designed to support pupils learning at home (with a specific focus on reading, maths and writing)</p>	<p>Positive parental engagement can support pupil progress and attendance - Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</p>	<p>3, 6</p>

**Total budgeted cost: £ 72, 940**

## 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.

Aim	Outcome
Accelerated progress in Reading, Writing and Mathematics	Progress for our PP pupils has been impacted by the pandemic and overall the attainment gap has widened.
Improvements in phonics scores/early reading and reading provision.	Phonics screening to take place in Autumn 2021.
Increase in the number of PP pupils attending clubs and extra-curricular activities.	Due to the pandemic, extra-curricular activities were limited, however there was an increased support via telephone calls and production of resources for vulnerable pupils during lockdown.
Improvement in attendance figures for PP pupils. Fewer persistent absentees.	PP attendance in 2020-21 was 91%. PSL will continue work with identified families from September 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