



## 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	St. Paul's Peel C.E. Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	58.47%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Barker Headteacher
Pupil premium lead	Joanne Barker
Governor lead	Kathryn Prince



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,205
Recovery premium funding allocation this academic year	£ 20,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 39,463.01
<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	£ 249,968.01



## Part A: Pupil premium strategy plan

### Statement of intent

At St Paul's Peel C.E. Primary School we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to improve their academic outcomes and narrow the gaps between themselves and non-disadvantaged pupils across the curriculum and to enable them to become ready for the next phase in their life. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

Our context:

The school location deprivation indicator places us in quintile 5 (most deprived) of all schools. Our pupil base is also in quintile 5 (most derived) of all schools in terms of deprivation.

58.47% of pupils are eligible for Pupil Premium Funding in comparison to 20.8% nationally.



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.

Key Principals:

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	Disadvantaged pupil attainment is not in line with non-disadvantaged pupil attainment KS1 2021 11% compared to 38%; 2020 56% compared to 77% KS2 2020 53% compared to 80%; 2020 74% compared to 81%
2	Pupils unable to self-regulate, have a stronger resilience and manage emotions in an age appropriate way.
3	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
4	Assessments and observations have shown that children's stamina for writing has diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. Pupils writing is behind where they would be expected to be for their chronological age. There are gaps in the children's understanding and application of spelling and grammar rules that need to be addressed. This further inhibits the children's ability to write with ease. A further area affected by home learning was the quality of the children's handwriting.
5	The non core curriculum has been impacted with the skills and knowledge of pupils affected.
6	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency. WellComm Data (below/working within) Autumn 2021 12/19 63% compared to 8/17 47% Autumn 2020 15/17 88% compared to 11/15 73%
7	Pupils attendance is not in line with national and persistent absence is above national data for PP children



## 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
Reduce the gap between non PP and PP pupils' attainment achieving a good level of development in Early Years and the expected standard in Reading, Writing and Maths at the end of Key Stage 1 and Key Stage 2	Pupil data from the end of Reception, Key Stage 1 and Key Stage 2 shows an upward trend of PP pupils achieving in line with their peers
Pupils are able to self regulate, have a stronger resilience and manage emotions in an appropriate way	In house progress data using the Resilience and Engagement Scale shows increased levels of resilience and emotional well-being in developmental descriptors for pupils.
Improved oral language skills and vocabulary among disadvantaged pupils	In house progress data from Bedrock will show statistically significant progress in vocabulary knowledge
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024-2025 show that PP attain at the expected standard in line with non PP and above the national average.
Improved knowledge in non core curriculum subjects	In house progress data for non core subjects (using FFT Aspire program) shows increased knowledge of pupils
To improve oral language and communication skills	Assessments (speech and language therapist reports, WellComm, NELI, teacher assessments) and observations indicate significantly improved communication and oral language skills
PP attendance meets the school's attendance target of 96%	The attendance of PP learners meets the school target of 96%. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. School works closely with the EWO



## 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: £ 124,880.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure QFT (Quality First Teaching) with a focus on using assessment data to sharpen teaching and learning	Teachers accurately assess pupil progress within and between lessons, they can ensure their teaching allows pupils to make the best possible progress and close any gaps  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1 2 3 4 5 6
Purchase of standardised diagnostic assessments: Training for staff to ensure assessments are interpreted and administered correctly.	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:  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a>	1 2 3 4 5 6
Embed dialogic activities across the school curriculum. To support	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1 3 4 5 6



<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary. Reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Catch Up English Maths CPD</p>	<p>Reading/maths skills and knowledge of pupils have been impacted, during national lockdowns</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1</p>
<p>Wellcomm</p>	<p>Evidence supports the focus on communication and language to develop children's in EYFS</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	<p>3 6</p>
<p>The Write Stuff CPD</p>	<p>Writing skills and knowledge of pupils has been impacted, all staff trained to enhance skills and knowledge</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>4</p>
<p>Speech and Language Therapist Enhanced Service Level Agreement</p>	<p>Completing TALC screening and devising speech and language programme to be completed. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p>	<p>3 6</p>
<p>Support Staff</p>	<p>Complement high quality teaching with carefully selected small group and</p>	



	<p>one-to-one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?search_term=SEND">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?search_term=SEND</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 3 4 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1 3 4</p>



Additional 'catch up reading' sessions targeted at disadvantaged pupils who require further reading support.	Teaching specific strategies helps pupils to apply, monitor and overcome barriers to comprehension.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1 3 4
Additional 'catch up maths' sessions targeted at disadvantaged pupils who require further maths support.	Interventions should include explicit and systematic instruction.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1 3
Purchase of a programme to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1 3 4 5
To fund the 25% top up to the School Led Tutoring Grant.	See above	1 3 4 6

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

Budgeted cost: £ 62,268.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips,	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that characterrelated approaches can be most effective for improving attainment when they are specifically linked to learning.	1 2 3 4 5 6 7



residential, clubs, uniforms etc	<a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	
Support Staff	<p>The evidence from EEF recommends supporting children from disadvantaged backgrounds with pupil behaviour, mental health and well-being, and academic performance, who, on average, have weaker skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	1 2
Whole school training on personal and social education with the aim of really helping pupils to know and value who they are and understand how they relate to other people in this ever-changing world	<p>Both targeted interventions and universal approaches can have positive effects:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p> <p><a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a></p>	2
Jigsaw	<p>The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p> <p><a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a></p>	2 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1 2 6 7



develop and implement new procedures		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £ 249,968.01**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

	Reading		Writing		GaPS		Maths	
	Pupil Premium	Non Pupil Premium						
<b>Year 1</b>	57%	60%	48%	51%			60%	65%
<b>Year 2</b>	30%	50%	30%	41%			25%	41%
<b>Year 3</b>	54%	72%	41%	48%	44%	51%	55%	73%
<b>Year 4</b>	44%	64%	35%	58%	35%	58%	73%	74%
<b>Year 5</b>	61%	63%	51%	59%	53%	61%	65%	72%
<b>Year 6</b>	59%	<b>86%</b>	76%	81%	<b>71%</b>	86%	71%	86%



## 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
Timestable Rockstars	
Spag.com	
Jigsaw	
Purple Mash	
EdShed	
My Maths	
Numbots	
White Rose	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*