Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. Peter's Primary and Nursery School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	16-9-2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Kynaston
Pupil premium leads	Fay McKirgan/ Ellen Ziola
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,063
Recovery premium funding allocation this academic year	£9,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£120,563

ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

Part A: Pupil premium strategy plan

Statement of intent (2021 – 2024)

Objectives for our disadvantaged pupils

- To maximise potential by offering pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.
- To consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.
- To provide opportunities for disadvantaged pupils to build their cultural capital in accordance with our vision to enable all of our pupils to dream, believe, achieve and flourish.

Aims of our PP strategy

- Improve quality of teaching for all.
- Promote excellent attendance and reduce the percentage of persistent absenteeism.
- Promote well-being, mental health and safeguarding.
- Ensure every child is a fluent reader by the time they leave our school.

Key principles of the strategy plan

- To improve the quality of teaching and learning through evidence based high quality, whole school CPD.
- To provide a clear sequence of learning so that the children can build on their prior knowledge and skills and make accelerated progress in knowing and remembering more.
- To promote children's love of learning and enjoyment of school through provision of an exciting curriculum filled with trips, visits and wider experiences.
- To encourage excellent attendance by developing strong relationships with families, building an effective inclusion team, working with external agencies including our Educational Welfare Officer and holding 'Structured Conversations' with parents.
- Prioritising the mental health and well-being of pupils through training of key staff in mental first aid, strong nurture and inclusion practices through an effective pastoral support team in conjunction with the provision of high-quality character education lessons.
- Engagement in reading strongly correlates with reading performance and is a mediator of gender and socio-economic status. We will promote reading for all by accurately assessing children's attainment to identify next steps. We offer a high quality systematic synthetic phonics approach and promote reading for pleasure.

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Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have a higher rate of persistent absence and poor punctuality.
2	Attainment of PP pupils is below 'all pupils' in reading and writing at KS2
3	Poor language and communication skills on entry to school.
4	Limited opportunities and life experiences.

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 and punctuality of targeted pupils.	Attendance and punctuality of disadvantaged pupils is in line with nationals.
Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school.	Disadvantaged pupils attain in line with or above national progress measures.
95% pass rate target for Y1 phonics screen. Positive impact of Talk Boost. Increased attainment in English speaking and listening, reading and writing at KS1 and 2.	Disadvantaged pupils attain in line with or above national progress measures.
Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a parity of experience and opportunity, in line with their non-PP peers.	Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. High uptake of clubs and extra-curricular sport and music, in line with peers.

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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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed CPD for teachers and support staff through termly monitoring of lessons and books by SLT/ Review of SDP termly. Chester university/ STSA/ Click4teaching CPD programme for co-ordinators (£15,000).	+8 months feedback +5 months collaborative learning	2,3
Deliver a broad and engaging curriculum that focuses on vocabulary: curriculum plans reviewed- emphasis on progression in vocabulary for each subject/ area	+3 months Fresh Start (EEF trial) Note 1*	2,3,4
Curriculum 'essentials' for R, W and M are taught/ revisited across wider curriculum subjects: Planning for cross-curricular links/ key skills across the curriculum in place. Whole school implementation of values and building learning power initiatives: To be referred to in all lessons/ assemblies/ reinforced throughout the day.	+3 months Meta-cognition and behaviour strategies	2,3,4
Effective formative assessment (NfER) as a central point of T&L: Purchase of NfER standardised test. Analysis for gaps based on previous terms test data (£5,000).	+8 months Feedback	2,3
Regular subject planning and development meetings: Feedback from network meetings and from outcomes of deep dives and SDP reviews (Internal cover needed for co-ordinators).	+4 months digital technology	2,3
Seesaw learning platform maintained for partial closures/ self-isolating children: Maintain up to date log ins and all teachers to provide work for children who are self-isolating and fit enough to work.	+4 months digital technology	1,2,3

Targeted academic support

Budgeted cost: £ 52,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy, numeracy (£20,536) and phonic interventions: Yr 2/ 6 1:1 and group interventions after school. Cost of 2.5 days HLTA to deliver high quality phonic interventions (£14,000). EYFS resources purchased to improve early language acquisition (£3,000).	Note 3* +4 months phonics +4 months small group tuition +5 months 1:1 tuition	2,3,4
Reading and phonics approach underpinned by clearly defined formative assessment practices: Purchase of RWI Fresh Start programme for age 9 -> interventions & staff training. Purchase additional RWI resources and staff development days to ensure that groups can be targeted effectively throughout the day- sound cards etc. (£6,800) Purchase of accelerated reader programme & staff training annual subscription for all key stage 2 children (£8,000)	+4 months Phonics +6 months taught reading comprehension strategies +5 months oral language interventions +3-5 months Accelerated reader (EEF trial) Disadvantaged benefited most Note 2*	2,3,4
'Structured conversation' meetings with identified parents and targets set: Additional hours costs for cover supervisors/ HLTAs covering class when teachers in meetings	+3 months parental engagement	1,2,3,4

Wider strategies

Budgeted cost: £38,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build on strong relationships: Communication with families (and staff). Develop trust in the school's approach and	+3 months parental engagement	1,4

support the strategies in place for learning and well-being: Regular newsletter and website updates. Inclusion team members on gates to welcome families in morning		
Positive discrimination: expectations that all vulnerable learners in school full time: EWO to support inclusion team Vulnerable learners not in school receive graded support as indicated by monitoring systems: Identification and management of support- Inclusion team Inclusion mentor targeted work- group and 1:1 support to assist children in transition into school and mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills: Timetable of support in place- Inclusion mentor costs (£23,127)	+3 months parental engagement	1,2,4
School staff used to cover classes rather than supply staff: Additional hours costs for cover supervisors/ HLTAs covering class when teachers in meetings	+3 months parental engagement	1,2,4
Attendance team support: Regular EWO meetings – two per half term.	+3 months parental engagement	1,2,4
Lessons on identifying emotions and self-regulation strategies as part of the 'Character Ed' programme: Character Ed planning and evidence in books/ pupil voice	+ 7 months metacognition and self-regulation + 4 months social and emotional learning	1,2,3,4
Regular phone calls/ distanced meetings with vulnerable families from inclusion team.	+4 months parental engagement	1,4
Funding/ subsidising of school trips/ residential visits e.g. London (Yr 5)/ OEA (Yr 6 and Yr 4) (£9,000)	+ 3 months- extending school time	1,2,3,4
After school sports clubs and extra-curricular activities (£2,000)	+3 months- extending school time/ Arts intervention	1,2,3,4
Provision of school jumper and PE top for those most in need annually (£1,600)	Belonging intervention (impact unclear)	4
Workshops delivered by external companies (Darren Edwards) Music tuition (£3,000)	Aspiration intervention (impact unclear)	1,2,3,4

Note 1 *The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers. Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.

Note 2 * Accelerated reader- The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

Note 3*1:1 tuition Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. **Total budgeted cost: £111,063 (£9,500 separate to partially fund NTP)**

ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

Part B: Review of the previous academic year

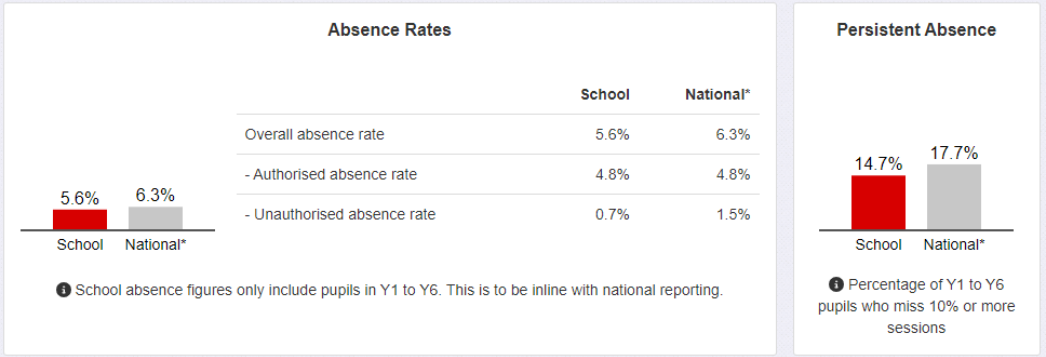
Outcomes for disadvantaged pupils

Intended outcome	Success criteria
1. Improve attendance and punctuality of targeted pupils.	Attendance and punctuality of disadvantaged pupils is in line with nationals. Progress towards
2. Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school.	Disadvantaged pupils attain in line with or above national progress measures.
3. 95% pass rate target for Y1 phonics screen. Positive impact of Talk Boost. Increased attainment in English speaking and listening, reading and writing at KS1 and 2.	Disadvantaged pupils attain in line with or above national progress measures.
4. Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a parity of experience and opportunity, in line with their non-PP peers.	Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. High uptake of clubs and extra-curricular sport and music, in line with peers.

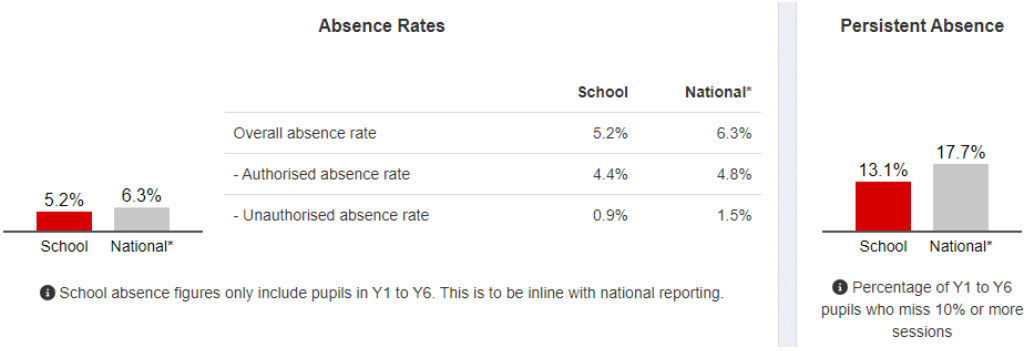
Outcome 1

The Education Welfare Officer (EWO visits St. Peter's twice a half term. Robust monitoring and reviews take place to ensure that children are attending school. This year we have initiated a system of texting parents to let them know that their child's attendance is dipping and that EWO involvement may follow. The EWO works closely with school and families to support where attendance is below the threshold. We are pleased to see that as a result of the work done and our close partnership with parents and the EWO, we have reduced our absence and persistent absence rates this year.

2021 – 2022



2022 - 2023



Outcome 2

PP strategies are embedded into the school's development plan to ensure that they are a high priority throughout the year and all staff work towards shared objectives.

High quality teaching

Staff continue to design the curriculum which enables all pupils to fully access learning. Subjects leads have revised progression documents to make steps in learning clearer.

English

The English leads worked with the Click4Teaching consultant to further develop and strengthen the school's approach to reading, writing and GPS.

Maths

The Maths leads worked with the Click4Teaching consultant to further develop and strengthen the school's approach to problem solving and reasoning.

Through the use of NFER and teacher assessment, gaps were identified to ensure that teachers built this into their teaching, enabling pupils to close the gaps.

Talkboost

Talkboost is now established in Early Years, KS1 and lower KS2. This is enabling us to identify and provide timing support to children and aid speech and language referrals to SALT.

Tutoring

Pupil Premium children received tutoring in small groups weekly across all year groups for English and Maths.

A number of successful 'catch-up' programmes have been implemented- including RWI and Accelerated Reader. External validation from our school improvement partner and OFSTED evidence good teaching and learning across the school.

We have evaluated the impact of interventions regularly, ensuring that gaps are identified swiftly and learning is personalised. This is resulting in accelerated catch-up evidenced by work in pupil books and outcomes of whole school monitoring.

SEMH support

57% of PP children accessed support from our team of pastoral support workers either in social groups or one-to-one session such as Drawing and Talking and ELSA.

Attainment

Attainment at the end of EYFS, key stage 1 and Key Stage 2 in 2023 were:

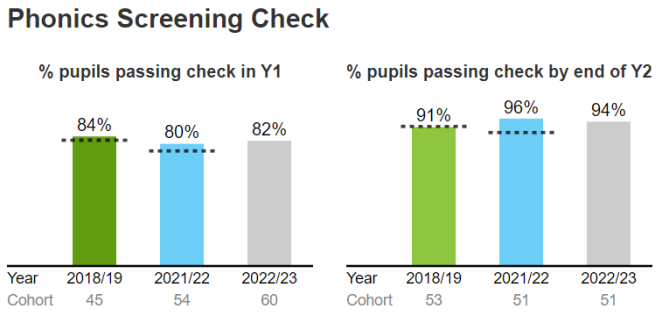
EYFS	School
	GLD 77% (National 67.4%)

KS1	School	
	Exp+	GD
Reading	63	25
Writing	68	12
Maths	67	30
GPS	61	30
RWM	60	

KS2	School	
	Exp+	GD
Reading	63	25
Writing	68	12
Maths	67	30

GPS	61	30
RWM	60	

Outcome 3



Outcome 4

School has subsidised trips, clubs and musical instrument tuition this year, an example of this in order to develop aspirations and parity of experience and opportunity include a visit from motivational speaker Darren Edwards, The Animal Man and Exotic Zoo. The children have also enjoyed trips to variety of educational centres including Craven Arms Islamic Centre, a London residential and Llandudno.

Music tuition contributions for drum, cornet, ukulele and singing lessons with peripatetic teachers.

Summer 23 uptake for extracurricular activities

Club	% of children who are PP
Funky fingers	21%
Drawing Club	24%
Construction Club	33%
Times Tables Rockstars	17%
Eco Committee	20%
School Council	27%
House Captains	13%
Worship Committee	20%
Safeguarding Group	17%
Learning Council	21%
Multi Skills Club	24%
Homework Club	35%

Rounders	12%
Ukulele	19%
Cornet	30%
Cricket	33%
Top Trumps	-
Mindfulness	18%
Marvellous Maths	29%
Football	30%
Athletics	14%
Gymnastics	37%

Development points identified for 23-24

- Careers work to broaden horizons
- Regular discussions with PP children to develop metacognition skills
- Disadvantaged pupils to have equal opportunities and not feel different to classmates
- High expectations for all
- Rapid start in Early Years
- Early identification of children with additional needs and signposting of parents to appropriate agencies for support

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
Read, Write Inc/ Fresh Start	OUP
NFER assessments for reading, maths, spelling and grammar.	NFER
Talk Boost	I Can
Accelerated Reader	Renaissance Learning
Pathways to Write	Literacy Company
Word Wasp	Hornet
IDL Cloud	IDL Solutions

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Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	St Peter's chooses to use this funding to contribute towards the employment of 2 inclusion mentors who support any child or family in need of nurture, counselling or any other type of support. They undertake a range of duties such as: • To engage students 'lost to learning' or new to the school who are finding it difficult to make friends, integrate etc. • To be a first response for everyday student problems. • To visit classrooms to ensure students are settled and engaged. • To work directly with individuals or groups to raise self-esteem and confidence of students with a view to improve personal and social skills. • To coordinate units of work/interventions and/or specific skills development with individual students. • To liaise with parents and outside agencies. • To work in class to support students on reintegration to learning as well as 1:1 and in small groups We operate this based on pupil need and specific parental requests.
What was the impact of that spending on service pupil premium eligible pupils?	We were able to work successfully with service pupil premium families and children to provide effective pastoral support as evidenced by pupil voice and family feedback. Service pupil premium children are very well settled and achieving in line or above their peers.