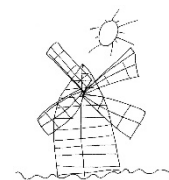


Pupil premium strategy statement



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. Peter's CEP School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	14.1% 30 pupils (29 x FSM Ever 6 and 1 x Post LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Strategy Committee
Pupil premium lead	Mrs Vicky Jenner
Governor / Trustee lead	Mrs Pamela Lock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,895.00
Recovery premium funding allocation this academic year	£2,755.00
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	£45,650

Part A: Pupil premium strategy plan

Statement of intent

At St.Peter's CE Primary School, we use of our Pupil Premium Grant funding to ensure that our Pupil Premium pupils receive the highest quality of education in order to fulfil their potential and flourish academically and socially.

Our context:

St.Peter's CE Primary School is located in Tunbridge Wells, Kent. In March 2021 we moved to a new school building and in September 2021 we expanded to a 1 form entry school.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all Pupil Premium children can read and access all areas of the curriculum.
- Overcome academic and non-academic (e.g., attendance, behaviour and wellbeing) barriers to attainment.
- Meet the pastoral, social and emotional needs of the pupils and equip them with the skills needed to develop resilience and the ability to self-regulate.
- Engage Pupil Premium children in the wide variety of extra-curricular opportunities, activities, and roles/responsibilities on offer.
- Develop their love of learning and raise life-long aspirations.
- Develop their sense of belonging and understanding of their value and contribution they make.

Achieving our objectives:

In order to achieve our objectives, we will:

- Ensure that all pupils receive quality first teaching each lesson by putting in place high quality CPD.
- Put in place a coaching programme for teachers early in their careers run by an experienced teacher/leader.
- Provide 1:1 or 1:2 targeted support with a qualified teacher to address identified gaps.
- Provide research-based Teaching Assistant intervention groups.
- Put in place a range of pastoral and emotional support.

- Engage and empower parents to support their child emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and understanding leading to low attainment.
2	Impact of Covid-19 on children's development, e.g. physical, social, emotional.
3	Vocabulary gap/weak language skills.
4	Attendance and punctuality.
5	Social, Emotional and Mental health.
6	Limited access to wider opportunities.

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
<u>Progress in Reading/Phonics</u> Knowledge gaps are established and addressed to improve progress and raise attainment in Reading and Phonics for all Pupil Premium pupils, with an added focus on those children who completed minimal home learning during the school closure periods.	<ul style="list-style-type: none"> • Reading outcomes at KS1 and KS2 are above Kent and national average for all pupils, including Pupil Premium pupils, both at Expected and Greater Depth levels. • Little Wandle Phonics programme embedded across EYFS and KS1, used to identify and address Phonics gaps early in the academic year. • Little Wandle Phonics programme embedded across Lower KS2 to support those children who are still not secure with Phonics. • Pupil Premium pupils accelerate progress in Phonics to ensure that at least 75% (3/4) of the Year 1 eligible pupils pass the Phonics Screening Check. • Embedding Formative Assessment Programme established. This is to improve pupil outcomes by

	embedding formative assessment strategies throughout the school.
<u>Progress in Writing</u> Knowledge gaps are established and addressed to improve progress and raise attainment in Writing for all Pupil Premium pupils, with an added focus on those children who completed minimal home learning during the school closure periods.	<ul style="list-style-type: none"> • Writing outcomes at KS1 and KS2 are above Kent and national average for all pupils, including Pupil Premium pupils, both at Expected and Greater Depth levels. • Embedding Formative Assessment Programme established. This is to improve pupil outcomes by embedding formative assessment strategies throughout the school.
<u>Progress in Maths</u> Knowledge gaps are established and addressed to improve progress and raise attainment in Maths for all Pupil Premium pupils, with an added focus on those children who completed minimal home learning during the school closure periods.	<ul style="list-style-type: none"> • Maths outcomes at KS1 and KS2 are above Kent and national average for all pupils, including Pupil Premium pupils, both at Expected and Greater Depth levels. • High percentage of parents of Pupil Premium pupils attend Maths parent talk. • Embedding Formative Assessment Programme established. This is to improve pupil outcomes by embedding formative assessment strategies throughout the school.
<u>Readiness to learn</u> Pupil premium pupils are 'ready to learn': punctual and equipped, settling quickly into school and lessons.	<ul style="list-style-type: none"> • Positive relationships formed between parents and SENCo, particularly parents new to the school, to encourage and support punctuality, a smooth transition into school and respond quickly to any persistent issues. • Sensory circuits running to prepare those pupils with specific SEN, including those who are Pupil Premium pupils, for the classroom and school day. • Zones of regulation introduced and embedded throughout the school to support children to learn to identify their emotions and strategies to support themselves to self-regulate. • Breakfast available in school for children who have not eaten in the morning.
<u>Engagement in extra-curricular opportunities and school life</u> Pupil Premium pupils are fully engaged and participating in the school's rich and varied extra-curricular offer, with an added focus on the Pupil Premium pupils in KS2 who are new to the school.	<ul style="list-style-type: none"> • 100% of pupil premium pupils participate in at least 2 after school clubs. • The School Council, House Captains and other roles and responsibilities within the school include Pupil Premium pupils.

<p>Pupil Premium pupils play an active, visible part in wider school life, with an added focus on the Pupil Premium pupils in KS2 who are new to the school.</p>	<ul style="list-style-type: none"> • Support is in place for Pupil Premium pupils who are identified on the PASS questionnaire as reluctant or disengaged learners.
<p><u>Attendance</u></p> <p>The attendance of the Pupil Premium pupils is in line with the rest of the pupils in the school.</p>	<ul style="list-style-type: none"> • 100% of pupil premium pupils to sustain a high level of attendance at 95%. • Positive relationships formed between parents and SENCo, particularly parents new to the school, to encourage high levels of attendance, support any attendance barriers and respond quickly to any persistent attendance issues.

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: £4,062.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Training and professional development:</u> Embedding Formative Assessment Programme	The formative assessment strategies benefit all pupils and especially those who have SEN or are low attaining.	1, 2.
<u>Accelerated reader subscription</u>	Research has shown that reading comprehension strategies has a positive impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3.
<u>SCARF subscription:</u> Subscription to fully resourced comprehensive PSHE programme.	Evidence has shown that SEL (Social emotional learning) in education improves SEL skills. This is likely to help Pupil Premium pupils to engage in healthier relationships with their peers and improve self-regulation, both of which could increase academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5.
<u>Timestables rockstars/Numbots subscription:</u> Online times tables and Maths programme.	These programmes fall in line with some of the EEF's recommendations for improving Maths learning such as: ensuring pupils develop fluent recall of facts,	1, 2.

	<p>developing children's independence and motivation and using resources that challenge and support children in Maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p><u>Team Teach Training</u> Level 1 Positive handling training</p>	<p>Training in understanding behaviour and to how to respond to reduce risk.</p>	5
<p><u>Creative Education</u> A programme of evidence-based and practical courses to empower staff and parents to support children, particularly with SEN and mental health.</p>	<p>Evidence has shown that SEL (Social emotional learning) interventions in education improve SEL skills. This is likely to help Pupil Premium pupils to engage in healthier relationships with their peers and improve self-regulation, both of which could increase academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework.</p>	2, 5.

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

Budgeted cost: £35,479.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Targeted academic support (informed by EEF principles):</u> Small group and 1:1 tuition planned and delivered by Pupil Premium teachers to address identified gaps in knowledge and understanding by assessing prior knowledge, revisiting, and revising key concepts and topics and providing quality feedback.</p>	<p>1:1 tutoring can be very effective at improving pupil outcomes for pupils who have low prior attainment or are struggling in particular areas. Its impact increases when it is explicitly linked to the normal lessons:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2, 3.

	evidence/teaching-learning-toolkit/one-to-one-tuition	
<u>TA interventions (informed by EEF principles):</u> Research based targeted interventions with Teaching Assistants aimed at boosting progress, including specific speech and language Teaching Assistant.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3.
<u>Speech and Language Link subscription</u>	Studies of communication and language approaches consistently show positive impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 3.

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

Budgeted cost: £6107.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Pastoral support:</u> Focussed and meaningful pastoral support to equip Pupil Premium pupils with social, emotional and communication skills to improve resilience and self-regulation and to access learning e.g., Drawing and Talking Therapy, Counselling, Play Therapy, Lego Therapy and targeted support at lunchtime. Our pastoral support offer has expanded to include Play Therapy to meet the increased emotional needs of the Pupil Premium pupils	Evidence has shown that SEL (Social emotional learning) interventions in education improve SEL skills. This is likely to help Pupil Premium pupils to engage in healthier relationships with their peers and improve self-regulation, both of which could increase academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3, 5.

post Covid-19 and to provide transition support to new pupils as they join our school. This will include lego therapy training and mental first aider training. This support will also help pupils to develop their language skills.	evidence/teaching-learning-toolkit/homework .	
<u>Attendance and punctuality monitoring:</u> Intensive monitoring and support for parents to improve attendance and punctuality for Pupil Premium pupils.	We have found previously that spending time tracking attendance and working closely with parents to improve attendance has had a positive impact on attendance figures. This has, as a result, minimised the risk of attendance becoming a barrier to learning.	4.
<u>Clubs tracking:</u> SENCo to monitor Pupil Premium pupils' participation in school clubs, roles, and responsibilities. SENCo to liaise with children and families to improve pupil participation/school clubs on offer.	Pupil Premium pupils benefit greatly from being exposed to a stimulating arts education. Research has also shown that arts participation approaches can have a positive impact on overall academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation .	6.
<u>Pupil voice:</u> Purchase of PASS pupil survey. SLT to analyse PASS questionnaires to review and support pupil wellbeing and mental health and put in place SEMH support as required.	Evidence has shown that SEL (Social emotional learning) interventions in education improve SEL skills. This is likely to help Pupil Premium pupils to engage in healthier relationships with their peers and improve self-regulation, both of which could increase academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5.
<u>Homework club:</u> Provision for targeted children to complete homework independently and to a high standard in a quiet environment with the necessary resources and technology.	There is some evidence to indicate that Pupil Premium pupils can benefit from completing homework when done in the right environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2.

	evidence/teaching-learning-toolkit/homework.	
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Total budgeted cost: £45,650

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 2021 to 2022 academic year.

- Effective CPD, including the Embedding Formative Assessment Programme, for all staff has ensured that whenever possible, pupils have made rapid progress.
- Effective coaching programme has supported teachers, who are early in their careers, to develop and strengthen their practise.
- Pupil-premium learners prioritised for Catch-up interventions, with PP teachers and TAs, which enabled key gaps to in their learning to be filled.
- The PASS assessment undertaken in November 2021 allowed staff to identify any children who required additional support for their mental health and well-being or linked to their attitude to themselves as a learner. Support was put in place which enabled us to maximise their learning potential.

End of Term 6 Assessments – % All pupils % Pupil Premium Eligible pupils

	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
Year 1	60% 33%	20% 17%	57% 17%	10% 0%	57% 17%	17% 0%
Year 2	77% 100%	30% 0%	60% 0%	0% 0%	80% 50%	17% 0%
Year 3	77% 75%	37% 50%	60% 75%	17% 25%	80% 25%	23% 25%
Year 4	80% 60%	62% 40%	73% 60%	37% 20%	80% 60%	37% 40%
Year 5	83% 60%	13% 0%	70% 60%	0% 0%	70% 50%	20% 17%
Year 6	83% 80%	24% 20%	79% 100%	24% 20%	90% 100%	21% 20%