



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 Church of England Academy Trust
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	12 th October 2021
Date on which it will be reviewed	22 nd March 2022
Statement authorised by	A. McGuire
Pupil premium lead	A. McGuire
Governor / Trustee lead	C.Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84355
Recovery premium funding allocation this academic year	£8555
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	£92,910

Part A: Pupil Premium Strategy Plan

Statement of Intent

It is our intent to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Our principles

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To ensure that Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1	SEMH – social deprivation leading to low self- esteem impacting on learning, behaviour for learning and well-being; with emotional and behavioural barriers to learning.
2	Lack of school readiness; low academic baselines on entry, both socially and emotionally.
3	Social difficulties at school during playtimes and lunchtimes.
4	Delayed language development
5	Lack of parental support

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
Progress in Reading Achieve above national average	progress scores in KS2 Reading (0)
Progress in Writing Achieve above national average	progress scores in KS2 Writing (0)
Progress in Mathematics Achieve above national average	progress scores in KS2 Writing (0)
Phonics Achieve above national average expected standard in PSC	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £70,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1/KS2 teachers plus HLTA to support Phonics, Reading, Writing and Maths	Increase staff to pupil ratio in order to increase impact of Quality First Teaching in KS1/KS2. Increased staff capacity to ensure that the achievement gap is narrowed.	1, 2
KS1 and KS2 LSP to support Phonics, Reading, Writing and Maths	The additional capacity of LSP's to impact on outcomes for disadvantaged pupils, via in class support in order to accelerate progress	1,2
Staff CPD	High quality staff CPD is essential to follow EEF principles and to ensure that aspirations are raised. This is followed up during Staff INSET. All staff to lead effectively are released once a term	1, 2, 3, 4, 5

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

Budgeted cost: £ 14,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group target intervention sessions in Reading, Writing and Maths.	The 'headline' attainment measures across the cohorts (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a	1, 2, 4

	considerable impact on outcomes, especially in 2021.	
LSP to deliver targeted interventions in Speech and Language Support To ensure target teaching programmes are put in place.	Weak communication and language skills. Higher than average numbers of children access SALT in Reception –and will either require small group support or 1:1 support from the school speech and language lead.	1, 2, 4
White Rose Maths Tuition	Maths has seen the biggest fall in the proportion of children achieving the expected standard; in comparison to reading.	1, 2, 4
Times Tables Rock Stars/Spelling Shed. Read, Write Fresh Start Pack	Curriculum resources purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities, including home learning. Disadvantaged pupils are fully equipped in order to enhance their learning opportunities. To include home learning support and resources where necessary due to COVID-19.	1, 2, 4
Targeted Reading support linked to the phonics scheme	Precision teaching 1:1 and or small groups	1, 2,4

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

Budgeted cost: £ 8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1, 2, 3
Appointment of an Attendance Officer	Improvement in attendance of pupils, plus the improvement in attendance of Persistent Absentee pupils; this will	1, 2, 5

	improve the outcomes of pupils with barriers to learning due to low attendance.	
Breakfast Club Provision.	To improve punctuality and engagement in addition to improving concentration levels and social skills.	1, 2, 3, 5
Ensure that pupil premium pupils are able to access a range of curriculum enrichment activities; including after school clubs, educational visits and residential.	Enable all pupils to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the opportunities experienced by their peers in the school environment and to enhance their well - being.	1, 2, 3, 4, 5

Total budgeted cost: £ 92,910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, however internal data has been submitted to the Local Authority.

Measure	Progress – Disadvantaged	Progress – Non -Disadvantaged
Reading	-0.42	- 0.35
Writing	+0.41	+0.13
Maths	+1.30	+0.25

Measure	Score - Disadvantaged	Score – Non-Disadvantaged
Meeting Expected Standard 65%		
Reading	86%	76%
Writing	86%	71%
Maths	100%	81%

24% of the cohort were identified as disadvantaged. The disadvantaged group of pupils outperformed the non – disadvantaged in all areas, in attainment outcomes as well as in the progress measure for Writing and Maths. The progress measure for reading is broadly similar.

Externally provided programmes

Programme	Provider
Times Tables	TT Rockstars
Spelling Shed	ED Shed