

SS Peter and Paul Pupil Premium Strategy Statement 2021-2024

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	SS Peter and Paul
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carol Burns Headteacher
Pupil premium lead	Diane Haskins
Governor / Trustee lead	Claudia Bissetto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105 (8 x £1345 + 1 x £2345)
Recovery premium funding allocation this academic year	£1,160 (£145 per child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,265

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors accept responsibility for ensuring that all pupils, and especially disadvantaged pupil, receive the best education we can offer whilst attending our school. We are committed to meeting their pastoral, social and academic needs within the school environment and 'closing the attainment gap' between vulnerable pupils and other groups. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with quality first teaching being the most important factor in improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Targeted support tailored to the needs of the child is being provided through one-to-one and small group tuition using qualified teachers and LSAs. These interventions support children in knowing where they are and what they need to do to improve their work. To ensure they are effective we will:

- ensure all children, including disadvantaged pupils, are challenged in the work that they're set
- monitor vulnerable children and put intervention in place when a need is identified
- promote high expectations amongst staff and pupils about what disadvantaged children can achieve

To monitor progress teachers will identify where pupils are finding difficulties during lesson time and will plan to address these areas. Formal assessment in term 2, 4 and 6 provides information regarding progress and identifies those children requiring additional support. The use of NTS and SHINE assessment tools allows LSA led intervention programmes to be produced to address the pupils' specific difficulties.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Disadvantaged pupils including children that the school has identified as disadvantaged who are not currently in receipt of pupil premium funding.

Challenge number	Detail of challenge
1.	Impact of school closures and disrupted learning due to COVID on progress and attainment
2	Individual, specific difficulties with key skills in English and maths
3	Pupils' lack of subject knowledge and wider experiences and understanding of the world around them
4	Engagement in learning/effective learning behaviours
5	Managing emotional/relationship challenges in behaviour
6	Ensuring the pupils have the correct equipment to engage in learning

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
Pupils engaged in their learning, resulting in pupils feeling more confident about their learning leading to accelerated progress.	Pupils will engage in their learning and be able to recall facts about their learning and talk about their success and areas of development with confidence and understanding.
Pupils' attainment will improve across all subjects and progress will be in line with or above peers.	Disadvantaged pupils to make accelerated rates of progress from key starting points/start of the year to demonstrate diminishing the difference – monitored during Pupil Progress Meetings, end of term assessments, and termly NTS assessment analysis. Disadvantaged pupils at the end of KS1 and KS2 will make accelerated progress, demonstrating diminishing the difference (using previous attainment and progress scores as a comparator).
Develop a programme of experiences for pupils to enable them to have a deeper knowledge of subjects and the world around them.	All pupils to have the opportunity to attend trips and enrichment activities and learning is more memorable and meaningful. Provide opportunities for 1:1 support and small group support (including pre-teaching

	when necessary) to help narrow the knowledge gap.
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time funded to embed key elements of guidance in school and to access Boolean Maths Hub resources and CPD (including Teaching for Mastery training)	All teachers will have up-to-date training and familiarity with Teaching for Mastery. All teachers embedding growth mindset into teaching
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils and DP	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in bullying • sustained participation in enrichment activities and after school clubs, particularly among disadvantaged pupils
All pupils will have the correct equipment to ensure that all lessons can be accessed	Pupils personal needs will be met

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 (eg, CPD, recruitment and retention)

Budgeted cost: £ 10,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA's to provide targeted 1:1 intervention for Pupil Premium children. These include: Additional Unlocking Letters and Sounds phonics intervention sessions targeted at disadvantaged	There is a strong evidence base indicating that phonics intervention has 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: Phonics Toolkit Strand Education Endowment Foundation EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,	1, 2, 3 and 4

pupils who require further phonics support.	both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Employment of an intervention Teacher in Terms 3 and Terms 4 to provide focused teaching and support in KS2 to reduce gaps in specific English skills	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 and 4
LSA to provide Maths Intervention UKS2 to close the gap in mathematical knowledge and understanding and increase confidence	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 and 4

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

Budgeted cost: £ 2500

Action	Implementation/ Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement NTS standardised diagnostic assessment and use analysis to identify focus support groups	NTS standardised diagnostic assessments used at end of T2, T4, T6 in Years 3,4,5 to produce a personalised intervention programme to address gaps in knowledge or understanding. Focus support groups identified by data analysis with Support Teacher and LSA intervention provision for identified groups focusing on specific areas of need. 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2 and 3
LSA support for targeted Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1, 2 and 3

teaching with identified groups/children using Unlocking Letters and Sounds intervention programme Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS2	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Better Reading Partnership Training for all LSAs, volunteers and English Lead	BRP strategies are highly recommended as used consistently across Key Stages to develop reading skills	1, 2, 3
Set up guided reading groups to develop reading comprehension strategies	Guided reading groups across the whole school concentrating on specific comprehension skills and addressing gaps in knowledge and understanding highlighted through the NTS assessments– research has shown that such interventions where skills are taught explicitly are highly effective: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head – Training: Certificate in the Role of Senior Mental Health Lead 2021-22	https://www.gov.uk/guidance/senior-mental-health-lead-training Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.	5

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Training for Y6 Leaders as KS1 and KS2 Playground Leaders	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Encouraging children to engage in playtimes and play together build resilience	5,6
Contingency fund personal needs	Pupils need to have the correct equipment such as PE kits to take part in the curriculum and the school has provided this when there is a need. Funds will also be used for paying for trips and other activities as required and needs that have not yet been identified	All

Total budgeted cost: £ £14,265

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.

The disruption to education during the 2020 to 2021 academic year has impacted on the disadvantaged pupils as previously planned interventions were not fully completed. During the periods of school closure places were offered to disadvantaged pupils but less than 25% took up their places. Attendance was an issue with disadvantaged pupils once school re-opened and support was put in place to ensure that attendance improved, this included after school provision and lunchtime support.

During periods of closure twice, daily Zoom sessions were scheduled for all classes and work was posted via Google Classroom or the school website for Foundation Stage. For KS1 and KS2 pupils' workbooks for reading comprehension, humanities and science were distributed to all pupils along with exercise books and pencils. All disadvantaged pupils were offered the use of a school Chromebook. Online one to one and guided reading sessions were completed by LSAs and teachers during school closure and reading books were changed on a fortnightly basis. Work was delivered to families if required and members of the SLT visited vulnerable families. Regular phone calls and additional sessions on Zoom were organised to enable pupils to socialise. Financial support was offered to families via the national voucher scheme and additional support was offered by the school.

Disadvantaged pupils received additional targeted support on their return to school with one to one reading support (including phonics), writing intervention, maths interventions, access to additional sporting activities and emotional support. Term 6 results, 2021, for Years 1 to 6 showed that 80% of disadvantaged children achieved the expected standard in maths, 60% in reading and 50% in writing. The end of KS2 results showed that all disadvantaged pupils met the expected standard in reading, writing and maths however, there were no pupils in this group working beyond the expected standard.

The results for pupils in Years 1-5 showed that less progress was made in English than in Maths and for this reason the strategy for this year will concentrate on phonic knowledge, reading comprehension, writing skills and wider knowledge of the world around them to try to raise attainment and progress.

