

Pupil premium strategy statement St Paul's CE Primary

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 CE Primary
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	26.31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (The aims cover 3 years but we have focused on funding overview for one year)
Date this statement was published	December 21
Date on which it will be reviewed	Sept 21
Statement authorised by	S Wright
Pupil premium lead	L Crompton
Governor / Trustee lead	J Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102111
Recovery premium funding allocation this academic year	£10740
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	£112851

Part A: Pupil premium strategy plan

Statement of intent

- For disadvantaged pupils at St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics, so that they can attain at least age-related expectation at the end of year 6, closing the attainment gap, whilst also leaving St Paul's secondary ready.
- To continue to narrow the gap between disadvantaged pupils and non-disadvantaged pupils, bringing them broadly in line over the next three years
- To continue to reduce the number of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils' punctuality
- To enable early identification of barriers to learning with carefully chosen interventions to reduce these barriers and meet the needs of pupils with SEND needs.
 - Disadvantaged pupils will have opportunities in school to look after their well-being and social emotional needs through targeted support in school to enable them to access learning at the appropriate level

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are a challenge for our disadvantaged pupils
2	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Writing assessments have shown that spelling has become a barrier to success
4	Disadvantaged pupils are unable to independently interpret a mathematical problem
5	The impact of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is

	particularly noted with our younger children. Gaps in phonetical knowledge impacting on reading impacted on disadvantaged group.
6	Disadvantaged pupils struggle with phonics skills at KS1 which develop into spelling difficulties at KS2.
7	Disadvantaged pupils are unable to independently interpret a mathematical problem and have the requisite levels of fluency to apply to them.
8	Increased complex SEND need represented in disadvantaged group

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
To improve the attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance evidenced to be improved for disadvantaged group. Persistent absence to decrease. Gap between groups to diminish in terms of attendance.
Barriers to learning relating to gaps in knowledge are broken down.	<ul style="list-style-type: none"> Improved fluency in mathematics, impacting on improved outcomes in pupil's work, precision teaching interventions and standardised assessments.
Improved phonic and spelling outcomes for disadvantaged pupils	<ul style="list-style-type: none"> Progress and attainment to improve to be in line with and or gap narrowing for disadvantaged group, evidenced in phonics screening and in year 6 spelling test. Improved outcomes in reading linked to developments in phonics. Diminishing of attainment gap and improved progress
For the attainment and progress gap to	<ul style="list-style-type: none"> For disadvantaged pupils at St Progress through national tests and in school data to show good and better progress.

diminish for disadvantaged pupils.	<ul style="list-style-type: none"> • St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics Pupils attaining ARE or better at end of year 6 and being secondary school ready.
For the SEMH needs to be met to remove barriers to pupil's attainment.	<ul style="list-style-type: none"> • To support pupils with their social and emotional health and well-being needs to remove the barrier to pupil's attainment.
To meet the expanded need of SEND pupils.	<ul style="list-style-type: none"> • To meet the needs of SEND pupils through access to high quality external support.
For improved progress and attainment in phonics that will impact on outcomes in early reading	<ul style="list-style-type: none"> • Gaps in phonetical knowledge plugged • The gap for disadvantaged pupils to diminish • Improved outcomes in early reading.

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: £ 49466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in KS1 to support smaller classes.	Improved outcomes for learners requiring additional support. Raise self-confidence and increase participation/motivation for targeted learners. To work on closing attainment gaps. Improve attainment and progress, improved.	3,4,5,6,7,
To purchase a new DFE approved phonics scheme with CPD for staff and additional resources to support the scheme.	Phonics outcomes need to return to a pre pandemic level at end of year one, then improve beyond that level. Achievement of a pass rate has been delayed for pupils as a result of gaps in knowledge.	5
Training in precision teaching delivered by educational psychologist	Gaps in knowledge for some pupils has led to need for sharp focussed intervention. Precision teaching focussing on gaps in phonics, fluency in maths, spelling, sight words that is impacting significantly on disadvantaged pupils.	3,4,5,6,7,

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

Budgeted cost: £ 12477.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 rd Space Learning Maths Intervention (50x10week tutoring sessions)	In school data and assessments by teachers demonstrates gaps in learning in fluency and to apply this to reasoning and problem solving in mathematics.	7

Precision teaching approach to raise attainment in fluency in reading, spelling, sight words and arithmetic	Assessments conducted by class teacher has identified need. Precision teaching model used to deliver focussed interventions.	3,4,6,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead. And EWO support	Break down barriers between school and families to access support as needed and have better attendance. Attendance of PP children below school and national average.	1,2,5
To provide Social and Emotional support to Pupil Premium children through a learning mentor	Supporting vulnerable children to be successful learners and to attend daily. Working with multi-agencies to support children. Supporting children with social emotional and mental health needs. To identify and provide early intervention to support behaviour for learning. Social and emotional need is significant within this group	1,2
Buy into Tameside's Specialist Outreach Support Service (CLASS, SpLD and the SEMH Support and Inclusion Service). To respond to wide range of needs and additional Educational Psychology time (18 hrs)	Elevated need for complex SEND pupils represented in disadvantaged group. Specialist support is needed to assess the children, advise class teachers and support other staff in school to best meet the needs of the children.	8

Total budgeted cost: £ 112850.50

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.

<p><i>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.</i></p>	
<p>Mental Health & Wellbeing support for disadvantaged pupils supporting the pupil's return to school after the extended time away from school due to Covid19</p> <p>To provide Social and Emotional support to Pupil Premium children</p>	<p><i>Children came back positively after lockdown. Re-engagement in school was good. Curriculum adapted to reflect re-establishing learning behaviours and emotional/mental needs.</i></p> <p><i>Learning mentor and well-being lead ran many interventions to support children.</i></p> <p><i>School attained the AcSeed award June 2021</i></p>
<p>Teacher led intervention support – English and Maths</p>	<p><i>Focused teaching had an impact on the children attending and began to close the gaps in learning evidence through school assessments, however there also has been the impact of lockdown.</i></p>
<p>Tutor Trust</p>	<p><i>Tutor Trust interventions focussed on closing gaps in Maths and reading. There is no external official data to support this as statutory tests did not take place. However internal data showed improvements in their scaled scores from old test papers. Internal data for KS 2 - 31% GD in reading with 85% at expected or above. 8% GD in Maths and 69% at expected or above. 23% at GD in writing and 77% at expected or above. Maths is</i></p>

	<i>a focus for next year as the gaps are more significant in learning across the whole school as a result of the disruption caused by the pandemic.</i>
To raise attainment in reading.	<i>New guided reading structure was introduced; however, this was impacted by lockdown. Internal data shows some closing of gaps in school. Phonics data Dec 2020 81.8 % PP children met standard, all children 81.1%. They made great progress after the lockdown during the previous summer term. Interventions had a positive impact. 67% were at the standard at the beginning of September. Reading will continue to be an area of focus to improve fluency and stamina.</i>
Improve musical abilities	<i>Music lessons were impacted by lockdown. However, some sessions were delivered online.</i>
To provide pastoral care, support for vulnerable families and boost attendance figures. Importance of attendance on school performance To support and monitor issues which can contribute to attendance and behaviour	<i>Increased parental engagement in working in partnership with EWO and school. However, the pandemic has impacted on attendance figures. Continue work next year.</i>

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

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.