

St Peter's Pupil Premium Strategy Statement 2022-23

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 C of E Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Claire Crowther
Pupil premium lead	Claire Crowther
Governor / Trustee lead	Carol Pike

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,505
Recovery premium funding allocation this academic year	£10,150
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	£116,655

Part A: Pupil premium strategy plan

Statement of intent

- *The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.*
- *The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.*
- *As far as possible, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.*
- *We will ensure the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.*

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and behavioural skills
2	Attainment in reading; writing and mathematics
3	The pupil's explorations are confined to secondary sources like television, DVD, and computers.
4	The pupils have limited support in the completion of homework, reading or engagement in extracurricular activities.
5	Poor speech, language and communication skills
6	Parental Engagement

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 ensure the majority of pupils are punctual, calm, nourished and ready to learn; and engage better in their learning due to the reduction in social and emotional barriers to learning.	Pupils will be motivated and equipped to: <ul style="list-style-type: none">• be effective and successful learners;• make and sustain friendships;• deal with and resolve conflict effectively and fairly;

<p>To ensure key pupils develop age appropriate social, emotional and behavioural skills.</p>	<ul style="list-style-type: none"> • solve problems with others or by themselves; • manage strong feelings such as frustration, anger and anxiety; • be able to promote calm and optimistic states that promote the achievement of goals; • recover from setbacks and persist in the face of difficulties; • work and play cooperatively; • compete fairly and win and lose with dignity and respect for competitors; • recognise and stand up for their rights and the rights of others; • understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.
<p>To continue to reduce/sustain any differences in attainment and progress of disadvantaged pupils in reading with other pupils in school and nationally.</p>	<p>The attainment and progress of pupil premium pupils in reading, writing and mathematics matches that of other pupils nationally.</p> <p>Intervention in reading is regular and of a consistent approach which has an impact across the school.</p> <p>At the end of each term, data showed that across the school, the daily intervention programs and quality first teaching impact on closing the gap for some PP children.</p>
<p>To facilitate high quality first hand learning experiences, which enable pupils to use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p>	<p>Pupils love the challenge of learning. They are curious, interested and active learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> <p>Pupils continue to learn best from experience, doing, using their senses, exploring their environment of people, things, places and events.</p>
<p>Ensure that all PPG children have access to all areas of the curriculum, including the many enrichment activities</p>	<p>All pupils can engage in extra curriculum activities and enrichment activities to develop and consolidate learning and provide them with experiences they would otherwise never experience.</p>
<p>To engage parents in school life and enable them to support their children with home learning.</p>	<p>Parents are confident to ask staff if they require help and support, parental engagement at events is increased. Parents attend workshops, and sessions with staff in school.</p>

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: £51,773.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all PPG children read regularly, have access to high quality reading materials and have a key adult to monitor their reading progress.</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts</p>	<p>2, 4</p>
<p>Ensure all staff (teachers and TAs) have received the training to deliver the Read, Write, Inc. scheme including the 1:1 intervention.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>2</p>
<p>Ensure staff respond to the needs of the children with low starting points on entry and those</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p>	<p>2, 5, 6</p>

making slower academic progress.	Considering how teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,522.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure SALT provision is provided for children across school to enable to the	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Some pupils may struggle specifically with spoken language. By using a specialist SALT therapist it will ensure correct identification of pupils that need additional support around oral language and articulation.	5
ELSA worker to support children who are having difficulty accessing learning through behavioural issues, using the ELSA materials to support their management of their own behaviour.	Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include specialised programmes, which are targeted at students with particular social or emotional needs.	1

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

Budgeted cost: £34,814.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure where possible learning is enriched by visits, visitors or first-hand learning, including artefacts, practical work or outdoor learning.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from visits and trips outside of school due to the associated financial costs (e.g. equipment). By providing enrichment activities either free or at a subsidised cost, we give pupils access to benefits and opportunities that might not otherwise be available to them.	3
Breakfast club, providing free breakfast for children entitled to FSMs.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of meals. By providing free healthy breakfast for these pupils, ensures they enter their classrooms ready to learn.	1
Provide a wide range of extra-curricular activities, through provision from the Burnley School Sport Partnership and staff in school.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them.	4
Facilitate parents coming into school to engage in workshops and spend time with their children in class. Ensure sessions are held regularly to listen to parental voice.	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support 	6

	<p>their children with, for example reading or homework;</p> <ul style="list-style-type: none">• the involvement of parents in their children's learning activities;	
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Total budgeted cost: £121,935.80

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.

In 2021/22:

- In KS1 50% of pupil premium children achieved the expected standard in Reading, 58.3% in Writing and 58.3% in Maths.

These figures were higher than pupil premium children in Lancashire (47.7% Reading, 36.8% Writing and 47.9% Maths) and in line or higher than pupil premium children in England (51% Reading, 41% Writing and 52% Maths)

- In KS1 16.7% of pupil premium children achieved the Greater Depth standard in Reading, 16.7% in Writing, and 8.3% in Maths.

These figures were higher than pupil premium children in Lancashire (6.6% Reading, 2.4% Writing and 5.6% in Maths) and higher than pupil premium children in England (8.3% Reading, 3.2% Writing and 6.9% in Maths)

- In KS2 100% of the pupil premium children achieved the expected standard in Reading, 88.9% in Writing and 77.8% in Maths.

These figures were higher than pupil premium children in Lancashire (59% Reading, 52.5% Writing and 51.8% in Maths) and higher than pupil premium children in England (62.2% Reading, 55.5% Writing and 56.3% Maths)

- In KS2 22.2% of pupil premium children achieved the Greater Depth standard in Maths.

This figure was higher than pupil premium children in Lancashire (9.2%) and England (11.7%).

- No pupil premium children achieved the higher standard in Reading and Writing. In Lancashire 14.8% of pupil premium children achieved Greater Depth in Reading and 5.7% in Writing and in England 17.2% of pupil premium children achieved Greater Depth in Reading and 6% in Writing.

- Intervention in reading is regular and of a consistent approach which has an impact across the school. In 2021 / 22 70.6% of the cohort passed the phonics screening test.

These results were broadly in line with Lancashire at 74% and England at 75%.

- In EYFS 70% achieved the expected level in word reading and 67% in comprehension.

This was in line with Lancashire results in Reading 71.8 and slightly below in Comprehension 77.8%. The results were slightly lower than in England – Reading 74.7% and Comprehension 80.3%

- Through new methods of communication, parents are confident to ask staff if they require help and support and parental engagement at events is increased. Parents attend workshops, and sessions with staff in school.
- All pupils engage in extra curriculum activities and enrichment activities to develop and consolidate learning and provide them with experiences they would otherwise never experience. Pupil Premium children do not miss any experiences due to the cost implications.

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
None	