



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 at Gowts Primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Charlotte Hickerton Headteacher
Pupil premium lead	Emily Mayer Deputy Headteacher
Governor / Trustee lead	Paula Hughes lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,290
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil premium strategy plan

Statement of intent

At St. Peter's we strive ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

We will consider the challenges faced by vulnerable pupils, for example those families open to social care, facing poverty, housing issues, EAL and SEN complications, low aspirations and limited life experience. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We understand the greatest impact for these children will be high-quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Oral language and communication skills are lower for pupils eligible for PP than for other pupils. This impacts on Reading, Writing and Maths progress in subsequent years. Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling.
2	On entry data lower than non-pp children, with slower progress in basic skills as children progress through school.
3	Social communication and behavioural difficulties for a small group of children across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. SEN higher amongst PP children.
4	Aspiration and attitudes to learning, lack of resilience and failing concentration (possibly due to diet and home routines)
5	Lower attendance and punctuality rates for pupils eligible for PP were below that for all children. This reduces their school hours or prevents them accessing the start of lessons to fall behind on average- use of PSA and TAs to ensure no child is left behind. However this is now improving through provision being provided and we need to continue to ensure PP and Non PP children have similar attendance rates.
6	Poor nutrition and health attributed to many children not accessing a balanced diet
7	Family issues such as domestic violence, single parenthood, worklessness, housing issues, noise levels and lack of routine, leading to tiredness and well being deficit
8	Trauma and other mental health issues in the family and/ or child including loss and bereavement of loved ones. This can lead to poor retention, lack of positive learning behaviours and other trauma bases learning barriers.
9	Lack of life experience leading a more limited understanding of the wider world, lower vocabulary, imagination and aspiration

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident though a range of sources, including Neli, Talk for Writing, and P4C triangulation
Improved reading attainment among disadvantaged pupils.	Phonics – Year 1 at least 90% of disadvantaged to meet standard KS1 – 75% to meet expected standard

	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • Targeted children to show measurable improvements in wellbeing through entry and exit data of counselling and mentoring
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • the percentage of all pupils who are persistently absent being below 8%, including those who are disadvantaged

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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Speech and Language resources and adult time to ensure early intervention for language acquisition These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary (Kinga - Neli programme)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2
<p>Read Write Inc consultancy and resources for teachers to secure stronger phonics teaching for all pupils (Portal, Consultancy, CL time)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2, 8
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p>	2, 8

<p>CPD (including Teaching for Mastery training). (Power of 2, 3rd Space, CPD)</p>	<p>The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u></p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (PSA time, counselling, Energise, Joy Foundation, Zippy's friends, Peer mediators, Friendship groups)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	5
<p>Improve learning attitudes for SEN PP children who need increased sensory provision in order to access learning. Increase physical and mental wellbeing of PP children through enhanced sports provision (SM time, Sensory Circuits)</p>	<p>Clear links to mental wellbeing through physical intervention. <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Neli Programme – to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 4, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through Read, write, inc.</p>	<p>Phonics approaches have a strong evidence base indicating 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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>
<p>Engaging with the National School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers, inc. 3rd Space</p>	<p>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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>4,8</p>

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Behaviour support programmes and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	5
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. PSA time for KW and SR in order to improve attendance outcomes	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 and 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £149,800

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. It could be postulated that disadvantaged pupils were affected more significantly in the pandemic.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and online teaching through Google Classroom.

Attendance gaps in PP had disappeared in 2018-2020, however the gap has re-emerged post pandemic. Many PAs are PP children. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including counselling, play therapy, mentoring, coaching and other targeted support. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Counselling + play therapy	Casy
Behaviour Mentoring	Energise
Music provision	LMS and Peter the Musicman

Maths tuition	3 rd Space Learning
Values Mentoring	Joy Foundation
Specialist Teacher	STT team
Drama	Debutots
Read, Write, Inc. consultancy	Ruth Miskin
Writing Moderation	Catherine Caldwell
Sports clubs/swimming	LCFC/Active nation

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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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