

Pupil premium strategy statement – St Peter at Gowts CofE Primary School 23-24

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024-2025
Date this statement was published	1.9.23
Date on which it will be reviewed	15.7.24
Statement authorised by	Emily Mayer
Pupil premium lead	Emily Mayer
Governor / Trustee lead	Paula Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,770
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,558
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,328

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.

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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • 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: £ 107415

Activity	Evidence that supports this approach	Challenge number(s) addressed
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) We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2
Read Write Inc consultancy and resources for teachers to secure stronger phonics teaching for all pupils (Portal, Consultancy, CL time) Endowment Foundation EEF	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Enhancement of curriculum teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance, resources and CPD (including Teaching for	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 2, 8 CPD (including Teaching for Mastery training). (Power of 2,, CPD) https://educationendowmentfoundation.org.uk	1,2,9

Mastery training, Curriculum training, Science training)	/education-evidence/guidance- reports/primary-science-ks1-ks2 https://educationendowmentfoundation.org.uk /education-evidence/guidance- reports/literacy-ks2	
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)	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5
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)	Clear links to mental wellbeing through physical intervention. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,6,8

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

Budgeted cost: £ 9,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Neli Programme – to improve listening, narrative and vocabulary skills for disadvantaged pupils who have	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4

relatively low spoken language skills. Oral language interventions can have a positive impact on pupils' language skills.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through Read, write, inc.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
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	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	1,4,8

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

Budgeted cost: £ 33,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support programmes and anti-bullying approaches with the aim of	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	5

developing our school ethos and improving behaviour across school.	(educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance 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.	5,6
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: £ 150,985

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Attendance evidence shows is positive and shows that the disadvantaged children attend well. Clear systems are in place and run effectively to ensure the disadvantage attend well and families know the importance of the attendance and punctuality.

The end of KS2 results show that in reading 67% of the PP children were ARE or above and 73% made good or better progress. This is above national average. There were exception circumstances for why 4 children did not meet their predicted grade.

In writing and SPAG, 66% of the PP children achieved ARE or above and 70% achieved ARE or above in maths. The combined score was 44% which is slightly above national for PP children.

100% of Yr1 PP children successfully passed their phonics screening. The Neli programme has also positively impacted on the attainment levels for the phonic screening and ensuring our curriculum is language rich remains a key priority.

Parent and pupil voice shows that the children value the wellbeing support that they are offered and the PSAs are a valuable tool at St Peter's.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Counselling and Therapy	Mind matters
Counselling and Therapy	Energise
Counselling and Therapy	Joy Foundation
Music	Caterpillar
PSHE and relationships	Zippy's
Drama	Debutots

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.