



St. Paul's Church of England Primary School - Pupil Premium Strategy Statement 2022-2023

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	109
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Benjamin Hulme
Governor / Trustee lead	Sally Quirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,204
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£20,204

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 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	
Challenge Number	Detail of challenge
1	Ensuring that all pupils have access to high-quality first teaching, intervention support and individual support across the curriculum.

2	Ensuring that children have access to high-quality extra-curricular activities and opportunities open to all.
3	Speech and language therapy assessments (in house), Language Link assessments in the EYFS, NELI assessments and programme in reception class, and the high number of NHS referrals made on our pupils by the local Primary Health Trust, indicate under developed oral language skills and vocabulary gaps for our disadvantaged pupils (from age 2). It is clear from our own data that this is a greater problem amongst our disadvantaged pupils than their peers, and pupils in this group are more likely to be discharged from NHS services for non attendance.
4	Our attendance data over the last five years indicates that attendance has been between 2% and 4.5% lower for disadvantaged groups than other pupils. 54% of pupils working in the lowest 20% in each class, have been 'persistently absent'. Of the 'persistently absent' children, using analysed data between Terms 1 and 2 of the current school year (21- 22), 92% of those pupils were eligible for Pupil Premium funding. Research states that there is a clear link between attendance and achievement, and our progress data indicates that this is the case at St. Paul's.

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 outcomes	
Intended outcome	Success criteria
All disadvantaged pupils are making individual progress depending on their starting points.	Standardised assessments show that pupils are making progress in reading, maths, ESGP and writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 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 <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments, book scrutiny, pupil interviews and classroom observations indicate significantly improved oral language skills, which has an impact upon pupil progress, pupil engagement, behaviours for learning and learning readiness. As a result, a higher

	number of pupils from disadvantaged backgrounds are working within the higher (greater depth) range.
Children from disadvantage backgrounds are accessing enrichment and after school activities, as often as their peers.	A 20% increase in the number of pupils eligible for Pupil Premium funding, attending after and before school clubs. This will increase opportunities for social networking, increase physical activity and improve wellbeing, as reported by partner services (listed above).
All children will be successful learners, and develop strong friendships in school because their attendance is at least 'good'. Attendance will continue to be at national average of better.	All children will be successful learners, and develop strong friendships in school because their attendance is at least 'good'. Attendance will continue to be at national average of better.

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: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading training for two teachers	Power of Reading is an evidence led programme which fosters a life long love of reading and writing. https://clpe.org.uk/books/power-of-reading/about	1 and 3
Speech Link	Our data from pupils in our school from the age of 2+, indicates that children from disadvantaged backgrounds are entering statutory education with very low levels of language and speech.	3

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

Budgeted cost: £4,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide weekly one to one tuition and small group tuition to all our disadvantaged pupils led by an experienced HLTA. The HLTA will work closely with the class teacher to ensure the tuition is bespoke to each individual child at all levels of attainment.	This is a repeated strategy due to the high success of the last 7 years. We have strong evidence over time that this approach closes the gap for disadvantaged pupils in all targeted areas. 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:	1

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

Budgeted cost: £13,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	2
SEASS Attendance Service	Our internal data informs us that disadvantaged pupils are less likely to attend school consistently, and this has an impact upon their education, relationships and future opportunities. Many of our targeted interventions only have impact if a child attends school regularly. For this reason we have appointed an independent service, which can ensure that parents access the	4

	support they need to keep their child in education successfully, and school is aware of any difficulties families are facing.	
Speech and Language Therapy Assistant	Our data from pupils in our school from the age of 2+, indicates that children from disadvantaged backgrounds are entering statutory education with very low levels of language and speech.	3

Total budgeted cost: £20,204