

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Paulinus CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2023
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	APAT Trust
Pupil premium lead	Mrs J Netherton – Vice Principal
Governor / Trustee lead	Mrs S Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,995
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,088.34

# Part A: Pupil premium strategy plan

## Statement of intent

At St Paulinus CE Primary School, it is our intention that all pupils, irrespective of their background or the challenges that they face, learn in an environment that allows their educational, emotional, spiritual and social development to flourish. We want all of our pupils to make good progress in these areas, including those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal and realise their own unique gifts. As children of God we strive to ensure our pupils **nurture their gifts**, including those of knowledge, curiosity, resilience, respect, spirituality, creativity and love. "Having gifts that differ according to the grace given to us, let us use them" (Romans, 12:6), so that our school is a happy, caring place where everyone is valued, safe and able to learn and grow.

Our strategy is also integral to the wider school plans for education recovery and concentrates on a small number of priorities in areas that are likely to make the biggest difference to pupils, including those who are not disadvantaged, whose education has been worst affected. Our strategy takes into account an in-depth understanding of any academic and wider challenges that our disadvantaged pupils face, as well as their levels of attainment and academic progress. It also recognises challenges common between disadvantaged and non-disadvantaged pupils and aims to benefit both parties. We focus on effective implementation and robust diagnostic assessment of the activities outlined in this statement.

To ensure a sustained impact, our strategy is aligned with our Curriculum and Christian vision and existing practices. All of our outlined activities will be implemented and underpinned by an intent to develop our children's knowledge, creativity and curiosity so they have the ability to be critical thinkers, respect and love to ensure they are good communicators, build their capacity to be resilient and spiritual to prepare them for, and encourage them to be appreciative of, the diversity that they will experience in their lives.

Quality first teaching, targeted academic support and wider strategies form our tiered approach. 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.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene when 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have difficulties with making inferences from a text and explaining/justifying inferences with evidence from the text as well as identifying and explaining how meaning is enhanced through choice of words and phrases. This negatively impacts their progress as readers.
2	Assessments, observations, and discussions with teachers and pupils' indicate that exposure to high quality texts, vocabulary choices and sentence structure are limiting outcomes in writing with fewer of disadvantaged pupils achieving expected or higher levels in writing attainment across the school.
3.	Our assessments, observations and discussions with pupils and families have identified personal, social and emotional issues for many pupils, notably due to family circumstances and some anxiety in pupils, possibly as a result of a lack of enrichment opportunities to socialize with peers during past periods of school closure. These challenges particularly affect disadvantaged pupils, including their attainment and progress in English and Maths.

## 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 reading skills and vocabulary among disadvantaged pupils.	<p>Assessments and observation indicate significantly improved reading skills and progress among disadvantaged pupils. This will be seen both in overall outcomes and in analysis of inference based questions both in formative and summative assessment.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, and book scrutiny.</p> <p>KS2 reading outcomes in 202/23 show that 100% of disadvantaged pupils make expected progress.</p>

<p>Improved writing attainment and progress for pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2022/23 show that 100% of disadvantaged pupils made expected progress and that the percentage reaching the expected level or higher in attainment is above National.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 to 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in referrals for support</li> <li>• Staff feedback that they are confident in using approaches / methods as part of their daily practice, as well as targeted interventions when supporting children with their self-regulation and emotional wellbeing.</li> <li>• Children are more able to access vocabulary to support their understanding of their own emotions, specifically around self-regulation strategies personal to them. (Seen in work / sessions and in pupil feedback)</li> </ul>

## 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: £899.25

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Reading comprehension strategies are high impact, on average 6 months + and a crucial component of Early Reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1	<p>English Leader Release (7 hours Autumn Term. 4 hours of Spring Term. 4 hours Summer Term)</p> <p><b>Total: £329.55</b></p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1	<p>Contribution towards Early Years and Year 1 Phonic programme and Year 2 Phonic programme.</p> <p><b>Total: £350</b></p>
<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 from the new APAT calculation Policy and to access Maths Hub and team teach resources and CPD. This will ensure improved adaptation of work to remove barriers for our PP children, particularly those also with SEND.</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2	<p>(4 hours Autumn Term. 4 hours of Spring Term. 2 hours Summer Term)</p> <p><b>Total: £219.70</b></p>

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

Budgeted cost: £8,805.55

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
National Tutoring Programme:  1:4 Year 6 Pupils 15 hours tutoring in Maths / English  1:3 Year 6 Pupils 15 hours tutoring in Maths / English  1:2 Year 5 Pupils 15 hours tutoring in Maths / English	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil as evidenced by the Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_me">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_me</a>	2	<b>£660.18</b>
1:1 Reading with Bottom 20%	Reading comprehension strategies are high impact, on average 6 months + and a crucial component of Early Reading instruction.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 & 2	<b>£2,605.01</b>
High quality phonic interventions	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.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2	<b>£4,990.36</b>
CPD for SENCO and TA to deliver Speech & Language support for pupils	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1	Elkin Course 2 x £275 <b>Total: £550</b>

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

Budgeted cost: £10,383.54

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
Youth Mental Health First Aider	Evidence shows that the earlier a mental health issue is identified and treated, the quicker and more positive the recovery process is likely to be. Staff trained in Youth MHFA can offer first aid support through non-judgemental listening and guidance, acting as a point of contact for a young person who is experiencing a mental health issue or emotional distress. Their role could range from having an initial conversation through to guiding a young person to access professional support. <a href="https://mhfaengland.org/mhfa-centre/programmes/london-schools-faq/">https://mhfaengland.org/mhfa-centre/programmes/london-schools-faq/</a>	3	No cost – staff training is free and release is covered.
Improve the quality of Social & Emotional (SEL) learning. Continue to use SEL approaches, embedding them into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social & emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationship with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3	<b>£2,902.85</b>
TA pastoral & wellbeing support for pupils and whole staff training on behaviour management 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: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3	<b>£3,609.72</b>
Increasing and sustaining parental engagement through: <ul style="list-style-type: none"> <li>Regularly reviewing how well the school is working with</li> </ul>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1,2 & 3	Previously costed in subject release time

parents, identifying areas for improvement <ul style="list-style-type: none"> <li>• Providing practical strategies to support learning at home, including parent workshops and forum meetings</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>		
Consumables to support pupils in KS2 in reading <ul style="list-style-type: none"> <li>• Providing banded books for LKS2</li> <li>• Providing phonic books to use for interventions for KS2 chn</li> </ul>	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the test. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1	<b>£3,600.97</b>
Improve attendance for pupils through EWO support.		3	<b>£270</b>

## Total budgeted cost: £20,088.34

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 2021 to 2022 academic year.

The priorities listed in our previous (2021/2022) strategy were mostly met. Our internal assessments during 2021/22 suggested that almost all of our disadvantaged pupils made expected progress in key areas of the curriculum, with some making accelerated progress.

Our external data showed:

### Reading:

Key stage 2 progress in reading (3.8) was significantly above national and in the highest 20% in 2022.

Key stage 2 attainment of the expected standard (100+) in reading (97%) and the high standard (110+) in reading (59%) was significantly above national and in the highest 20% in 2022. Of the 29 pupils, only 1 pupil did not meet the expected standard.



### **Writing:**

Key stage 2 attainment of the expected standard in writing (97%) was significantly above national and in the highest 20% in 2022.

### **Mathematics**

Progress at key stage 2 in mathematics (4.3) was significantly above national and in the highest 20% in 2022.

Key stage 2 attainment of the expected standard (100+) in mathematics (100%) and the high standard (110+) in mathematics (55%) was significantly above national and in the highest 20% in 2022.

### **Other Attainment measures**

Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (97%) was significantly above national and in the highest 20% in 2022.

Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (100%) and the high standard (110+) in the English grammar, punctuation and spelling test (66%) was significantly above national and in the highest 20% in 2022.

Key stage 2 attainment of the expected standard in science (97%) was significantly above national and in the highest 20% in 2022.

Work still needs to continue of our mental health and well-being strategies moving forward, ensuring continued training for all staff and some specialised training for some to ensure we can offer the appropriate support for our pupils.

However internal pupil voice data evidences that 86 % of children felt able to talk to a member of staff and well supported in this area. Staff reported that they felt more prepared to support staff following increased training and were aware of the trained mental health first aiders at School and Trust level so knew where to seek support. As a result there were reduced referrals for CAHMs in year.

## **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*

<b>Programme</b>	<b>Provider</b>
Science Ninjas	CLEAPS (annual cost)

Reading Planet	Rising Stars
White Rose Maths	White Rose (annual cost)
PIXL	PIXL (annual cost)

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A