

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 Paulinus CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022
Date this statement was published	31 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	APAT Trust
Pupil premium lead	Miss K Salisbury – Head of School Mrs J Netherton – Acting Principal
Governor / Trustee lead	Mrs S Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,324
Recovery premium funding allocation this academic year	£2,000
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	£11,324

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 nurtures their educational, emotional, spiritual and social development. We want all of our pupils to make good progress in all of 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 given to them by the grace of God.

Our strategy is also integral to 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 vision and existing practices. All of our outlined activities will be implemented and underpinned by an intent to develop our children's ability to be critical thinkers, good communicators, build their capacity to be resilient and 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 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	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 pupils' assessments indicate that maths progress among disadvantaged pupils is below national.
3	Our assessments and observations indicate that the education and wellbeing of over 50% of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in 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.	Assessments and observation indicate significantly improved reading skill and progress among disadvantaged pupils. This is evident when triangulate with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS2 reading outcomes in 2022/23 show that 100% of disadvantaged pupils make expected progress.
Improved Maths attainment for pupils at the end of KS2.	KS2 Maths outcomes in 2022/23 show that 100% of disadvantaged pupils made expected progress.

<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"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in referrals for support • Staff 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. • Children are more able to access vocabulary to support their understanding of their own emotions, specifically around self-regulation strategies personal to them.
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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: £757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 on going 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<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 CPD.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2

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

Budgeted cost: £18,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted deployment of Teaching Assistants to supplement teaching from teachers to deliver interventions to small groups or individuals.</p> <p>Interventions are taken from PIXL therapies recommended on the basis of their PIXL assessment results.</p>	<p>Targeted deployment, where Teaching Assistants are trained to deliver an intervention to small groups or individuals has a high impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 & 2
<p>National Tutoring Programme:</p> <p>1:3 Year 5 Pupils 15 hours tutoring in Maths</p> <p>1:2 Year 4 Pupils 15 hours tutoring in Maths</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_me</p>	2

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

Budgeted cost: £50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of Social & Emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social & emotional skills with improved outcomes at school and in later life (e.g. improved academic</p>	3

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>performance, attitudes, behaviour and relationship with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Increasing and sustaining parental engagement through:</p> <ul style="list-style-type: none"> • Regularly reviewing how well the school is working with parents, identifying areas for improvement • Providing practical strategies to support learning at home. 	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2 & 3</p>

Total budgeted cost: £18,872

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.

The priorities listed in our previous (2020/2021) strategy were partially met. Our internal assessments during 2020/21 suggested that almost all of our disadvantaged pupils made expected progress in key areas of the curriculum, with some making accelerated progress. However, opportunities for disadvantaged children to access off-site learning opportunities to develop wellbeing and confidence did not arise, nor did the number of face-to-face learning interventions that we had planned for.

Our assessment of the reasons for all priorities not being met primarily point to the impact of Covid-19, 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 - in particular those intended to improve social skills. 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 such as our live, interactive zoom lessons and learning resources provided on Google Classroom.

Where needed, disadvantaged pupils were provided with devices and/or wireless internet to enable them to access the remote learning delivered by the school. Disadvantaged pupils' engagement with remote learning was tracked very closely by class teachers and the Senior Leadership Team throughout the period of school closure. Levels of engagement with remote learning varied widely between our disadvantaged pupils, despite the school's persistent efforts to support families, tailoring the content and delivery of work to try and increase engagement where it was lacking.

When school was able to re-open in March 2021, our disadvantaged children, along with non-disadvantaged children, benefitted from differentiated teaching based on evidence collected from gap analysis of their post-school closure attainment in Maths and English. Differentiated, quality-first teaching was enhanced through the employment of two qualified teachers who worked alongside class teachers for particular lessons.

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
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

Further information (optional)

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