

# Pupil premium strategy statement 2021-2024

Reviewed September 2023



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 Paul's CofE VC Junior School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024) (3 years)
Date this statement was published	October 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Partridge
Pupil premium lead	David Fingleton
Governor / Trustee lead	Julian Tucker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,125
Recovery premium funding allocation this academic year	£6851
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,319
<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	<b>£194,295</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives at St Paul's C of E Junior School are:

- To provide an inspirational and inclusive environment with quality first teaching and learning, focussed support, curriculum enrichment, and pastoral care.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure no child is left behind socially or academically because of disadvantage.
- To build supportive relationships with families.
- To develop a culture of aspiration.
- A relentless and persistent focus on making every moment and every year count.

### We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and pupil progress meetings show that Pupil Premium children as a group are not making as rapid progress as non-pupil premium children in core curriculum subjects.
2	Our attendance data of our Pupil Premium children, as a group is lower than that of the whole school. 2022/23 whole school average attendance 95.46%, pupil premium 91.21%

3	Many of our Pupil Premium children also fit into another vulnerable group such as having an additional special education need.
4	Our observations and discussions with staff and families indicates that many of our Pupil Premium families have high levels of Social, Emotional and Mental Health problems
5	Our observations and discussions with staff and families indicates that experiences for many of our Pupil Premium families lack cultural capital and rich experiences to enhance learning and ensure aspirations for future destinations.

## 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 attainment and progress for disadvantaged pupils.	<p>PP children develop a love of learning, sharing and talking about their learning through pupil voice and Learning Mentors.</p> <p>PP engaging in academic challenges eg AR, TTRS, Doodle.</p> <p>PP regularly heard read (Beanstalk)</p> <p>Progress seen on Educater, Doodle, AR and termly assessments.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Office staff will promptly contact families who have an absent child without reason.</p> <p>A 3-stage formal letters will be sent out if attendance for a child drops. HT/DHT will be informed when these letters are sent.</p> <p>If attendance is still a concern after 3 letters the parents will be invited into school to form an attendance support plan with the HT/DHT.</p> <p>Fines will be issued as appropriate.</p> <p>PFSA support will be offered to families.</p> <p>Good attendance will be recognised and praised.</p>
A strong professional dialogue between all the vulnerable group leads and SLT.	<p>Termly progress meetings with HT, SENco, PP lead.</p> <p>Termly meetings with PP lead and PP governor.</p>
For Pupil Premium families to feel and see support is available in school.	<p>PFSA support</p> <p>ELSA for children</p> <p>Open door policy</p> <p>Awareness of children's mental health day (wear yellow)</p> <p>Advice and support shared on school dojo.</p>
For Pupil Premium children to enjoy the wide range of enrichment activities we have on offer at St Paul's.	<p>A wide range of extra-curricular activities offered at lunch times and after school.</p> <p>Invitations for Pupil Premium children to have music lessons.</p> <p>Discounts for PP families with trips, residentials, music lessons etc.</p>

	Small group visits for PP children eg prison art exhibition. PP pupils given additional experiences eg. Forest school, gardening, Y6 Bristol Life Skills etc
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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: £38,859 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time looking at internal progress data.	When class teachers are aware which pupil premium children in their classes did not make good progress, they can identify these children as 'target' children.	1
Phonics champion HLTA to lead phonics interventions in Y3 and Y4.	Data shows that school closures have contributed to gaps in phonics knowledge. 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3
SEN Co. and PP lead will work together to identify any support staff who would benefit from further CPD e.g. maths, spelling, EAL, ELSA, speech and language.	Staff who feel skilled and confident leading an intervention will see better progress from the children. SENCo and PP lead support strategic decisions which can impact positively on PP children who are also SEN.	1, 3
Delivery of PIRA (Reading), GAPS (Grammar & Spelling) and NTS (Maths) assessments are interpreted and administered correctly.	High quality staff CPD is essential for quality first teaching. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
Enhancement of our maths and English teaching and curriculum	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:	1

<p>planning in line with DfE and EEF guidance.</p> <p>CPD on high quality feedback.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p>	<p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Evidence suggests strong oral language including high quality classroom discussions has a high impact on reading and writing.</p> <p><a href="#">Oral language Interventions/Education Endowment Foundation</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>	
Learning Mentor	PP lead, senior teachers and link governor to champion learning in Y6.	1
High quality texts	Children who enjoy reading are motivated to read more frequently and make better progress.	1
ICT resources	IT can be used to enhance learning and allow additional support.	1

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

Budgeted cost: £116,577 (60%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading, writing and maths TA led interventions</p> <p>Early Y3 baseline data to identify intervention needs</p>	<p>Interventions tailored to meet individual needs so that identified PP children make accelerated progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 3
1:1 pupil progress meetings with teachers, TAs and the head teacher	<p>Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collected responsibility for PP children's progress to make accelerated progress. Barriers to learning must be identified and strategies put in place to support educational and emotional needs.</p>	1, 3, 4
HLTA to support forest school, social skills, ELSA, EAL	<p>Interventions tailored to meet individual needs so that identified PP children are given the social, communication and academic support they require.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 3
Funds added to SEN budget	<p>There are many PP pupils also on the SEN register and require additional learning support and interventions (educational and emotional). This allows us to have TA support it every class.</p>	3, 4
Subscriptions – Doodle, Nesy, AR	<p>A personalised programme used for homework (Doodle) and in class supports learning and accelerates progress.</p>	1

	Parents are also able to view their child's progress through the parent app.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,859 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips, visits and visitors will be planned to enhance the curriculum, this will include residentials, swimming and 'Makethesunshine' project.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (EEF).	5
Peripatetic instrumental lessons.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	5
Breakfast club provision (30 sessions per week)	Positive impact upon children's social and emotional wellbeing to support academic progress, ensure a good, nutritious breakfast and improve links with parents. Also ensures children are in school on time, ready to learn.	2, 4
Engaging children by giving them opportunities to attend events and activities in order for them to gain new experiences, such as Year 6 Life Skills Centre	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (EEF).	2, 4, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 4
PFSA support	Engaging with families and providing families with support, where needed will form positive relationships with the school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 4
Attendance monitored	Attendance will be monitored and the policy of letters being sent home will be followed. SLT will make personal phone calls and invite parents/carers in to together find strategies to improve attendance.	2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Clothing allowance and washing machine in school.	Children are not seen or felt as 'different' and wear well fitted, clean, full school uniform. Children feel ready to learn.	4
Provide a hot and nutritious free school meal (£2.20 daily for 60 pupils)	A nutritious meal makes a huge difference on wellbeing, education and health. Supports children being alert and ready to learn.	

**Total budgeted cost: £194, 295**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Pupil Premium Attainment and Progress 2022/2023

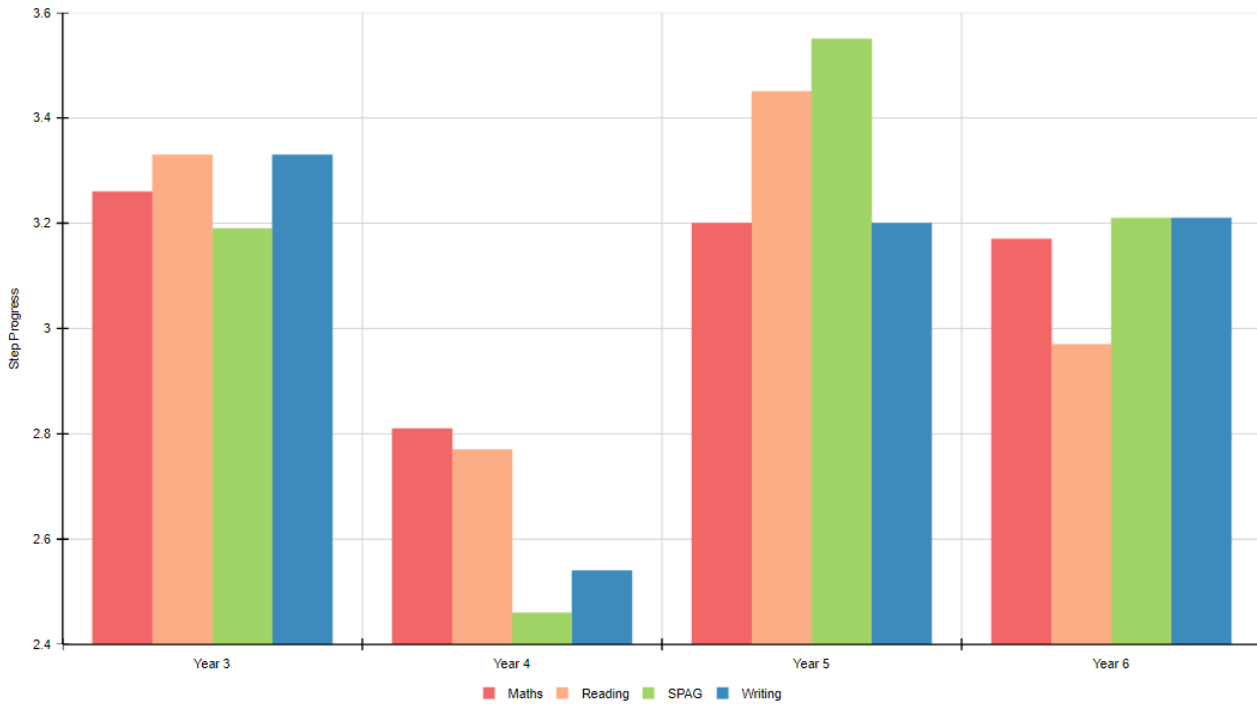
##### End of Key Stage 2 SATs

END OF KS2 SATS 2023 96 Pupils (29 PP)	Maths	Reading	Writing	SPAG	Combined
All pupils EXS	55%	64%	68%	68%	48%
National EXS	71%	74%	71%	72%	61%
Pupil Premium EXS	41%	45%	45%	48%	28%
Pupil Premium average scaled score	96	99.43	N/A	99.92	N/A
All pupils GDS	7%	22%	%	28%	4%
National GDS	22%	28%	13%	28%	%
Pupil Premium GDS	3%	3%	3%	3%	3%

Impact and Progress ( <i>expected progress in one full academic year is 3</i> )			
	Maths	Reading	Writing
Year 3	3.3	3.3	3.3
Year 4	2.9	2.9	2.6
Year 5	3.2	3.5	3.2
Year 6	3.2	3.0	3.2

	Attendance	Number of PP pupils	MATHS			READING			WRITING			SPAG		
			Attainment % on track	Progress % 3 step+	Progress score	Attainment % on track	Progress % 3 step+	Progress score	Attainment % on track	Progress % 3 step+	Progress score	Attainment % on track	Progress % 3 step+	Progress score
Y3	93.34%	27/92	43%	96%	3.3	55%	93%	3.3	33%	66%	3.3	34%	82%	3.2
All Y3	95.03%		66%	97%	3.2	67%	95%	3.2	51%	90%	3.2	53%	88%	3.3
Y4	87.54%	25/76	19%	76%	2.9	15%	68%	2.9	12%	60%	2.6	19%	52%	2.5
All Y4	93.17%		56%	84%	2.9	59%	84%	3.2	48%	78%	3.2	50%	71%	2.8
Y5	92.50%	20/68	35%	85%	3.2	30%	85%	3.5	20%	90%	3.2	20%	60%	3.6
All Y5	94.17%		58%	87%	3.1	55%	93%	3.2	47%	91%	3.2	46%	79%	3.3
Y6	91.97%	29/92	44%	93%	3.2	35%	90%	3.0	44%	90%	3.2	38%	93%	3.2
All Y6	94.37		62%	97%	3.1	63%	92%	3.0	66%	96%	3.2	62%	95%	3.2





## Wider strategies

We were able to support parents financially with attendance at extra-curricular clubs, music lessons, residentials, Breakfast Club and After School Club.

Forest School – all Y3 children had access to Forest School.

Make The Sunshine Project – All children experienced live theatre and working with local artist, authors and poets.

Many Pupil Premium Children benefited from ELSA support, social skills interventions and other interventions.

Many Pupil Premium families benefited from support from our well-being team and PFSA.