



St Peter's C of E Primary School
Pupil Premium 3 Year Strategy
Sept 2021 – Sept 2024

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	2022	2023
School name	St Peter's CE Primary School	St Peter's CE Primary School	St Peter's CE Primary School
Number of pupils in school	247	237	237
Proportion (%) of pupil premium eligible pupils	9.3%	9.7%	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	2021-2024	2021-2024
Date this statement was published	17 th December, 2021	17 th November, 2022	
Date on which it will be reviewed	April 2022	November 2022	November 2023
Statement authorised by	Paul Robinson (Head teacher)	Paul Robinson (Head teacher)	Paul Robinson (Head teacher)
Pupil premium lead	Michelle Colley (Deputy Head teacher)	Michelle Colley (Deputy Head teacher)	Michelle Colley (Deputy Head teacher)
Governor / Trustee lead	Helen Archibald	Helen Archibald	Helen Archibald

Funding overview

Detail	Amount	2022	2023
Pupil premium funding allocation this academic year	£39,755	£39,185	£44,065
Recovery premium funding allocation this academic year	£2894	£3045	£3335

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
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Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Church of England School, it is our intention to provide all children with quality first teaching across the curriculum ensuring they make at least good progress and achieve high levels of attainment across all subject areas. We will use our pupil premium funding / strategy to support all our disadvantaged pupils to achieve this intention. It is our hope that all our pupils will leave St Peter's C of E having achieved their true potential, through a carefully managed and monitored Pupil Premium Strategy which closes any gaps between disadvantaged children and their peers and therefore increasing their future life chances.

We identify through assessment, nurture, external agencies and working with parents the challenges faced by our disadvantaged children and plan for their needs. Our assessment includes a robust assessment cycle with summative and formative methods. Children in receipt of pupil premium will have their data screened and this includes attendance with our Educational Welfare Officer.

We use research from the Department for Education and the Education Endowment Foundation to ensure our strategy has a high impact on progress and is value for money.

Using pupil premium | EEF ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

It is our intention to ensure the pupil premium plan works with our school development plan, sports premium plan and our SEN provision.

We will identify our challenges and achieve our aims by:

1. Providing high quality continuous professional development for teachers and teaching assistants.
2. Following the tiered approach of high-quality teaching, targeted academic support and wider strategies.
3. Robust assessment and tracking to ensure our strategy is having an impact
4. Carefully planned interventions that meet the needs of the children, including identifying needs early in EYFS and Key Stage 1
5. Providing a comprehensive wellbeing and nurture provision that meets the needs of all our children.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language skills on entry, identified by Baseline screening, for pupils in the Early Years which have been exacerbated by Covid 19
2	Attainment has dipped, exacerbated by Covid-19 – identified by teachers and subject leaders through work scrutinise.
3	Through a skills analysis, Teaching Assistant have been identified as being in need of a higher level of Professional Development in areas such as questioning and feedback.
4	Attendance and readiness to learn on arrival. Attendance gap 2022 2023: Pupil Premium 94.5% / Whole school: 96.9% Punctuality of certain PP families is also a concern.
5	Social, emotional and mental well-being is lower following Covid -19 pandemic. Evidence through: -Discussions with pupils and their families -Pupil progress meetings -Questionnaires -Uptake of nurture groups sessions has increased -Use of sensory room has increased

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 and language skills and vocabulary among disadvantaged pupils Monitored through rescreening, lesson involvement and formative assessment.	-Assessments show improved language skills -Children are using a higher level of vocabulary in and out of the classroom. Subject related vocabulary displayed and used in all classrooms and knowledge organisers which are bring actively used. -Use of class reading books to develop children's exposure to words that they rarely hear in everyday speech. Understanding vocab is vital for understanding speech and for wider learning. -Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicates improved language skills throughout all year groups.

	<p>-Monitored through rescreening, lesson involvement and formative assessment.</p> <p>-TA's trained to use Talk Boost, as an intervention, in EYFS and KS1 to improve oracy skills.</p> <p>-Provision maps show targeted support for oral, speech and language development in all year groups.</p>
<p>Improved writing attainment for disadvantaged pupils by the end of KS2.</p> <p>Monitored through rigorous teacher assessment and pupil progress reviews.</p>	<p>-Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children.</p> <p>-Impact of writing interventions tracked regularly and reviewed during PPR's.</p> <p>-Measured by moderated teacher assessments against national expectations.</p>
<p>Teaching Assistants can deliver quality first teaching when delivering intervention sessions resulting in greater progress for PP children.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> -pre and post assessments -work scrutinise -pupil view questionnaires -CPD completed via National College. 	<p>-Use teaching assistants to help pupils develop independent learning skills and manage their own learning. In order to do this, teaching assistants are well-prepared including through training and opportunities to meet, plan and assess alongside the teacher.</p>
<p>Achieve and sustain improved attendance for our disadvantaged pupils to bring them more in line with our non-disadvantaged pupils. To further develop positive engagement with families, building aspirations and home learning.</p> <p>Measured by half termly attendance data analysis provided by EWO</p>	<p>-To continue to achieve a high attendance rate and to have narrowed the gap between disadvantage and non-disadvantaged attendance rates by 2024/25.</p>
<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Monitored by Bounce together surveys.</p>	<p>-Senior mental health lead to implement and sustain an effective whole school approach to mental health and well being. (National college course)</p> <p>-Use of Growth mindset achievements celebrated in worships</p> <p>- All children offered the opportunity to participate in sports clubs ran by S4K – uptake tracked over the year.</p> <p>-Rainbow Nurture sessions offered to disadvantaged pupils and effectiveness monitored by nurture group leader and class teacher as well as pupil voice questionnaires.</p> <p>-Introduce PASS across school</p>

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.

Based on interviews with senior leaders from more and less successful primary, secondary and special schools, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

Figure 2: Building blocks for success



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,266.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE validated systematic synthetic phonics program to secure stronger phonics teaching for all pupils.</p> <p>New banded reading books to accompany phonics scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Invest in literacy scheme for reading and writing, to ensure consistency across school and to ensure clear expectation so that progress is greater.</p>	<p>Young people's perception of writing enjoyment and the results of progress in writing past the pandemic - Children and young people's writing in 2021 National Literacy Trust</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide valuable and 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.</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £ 23,265.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants skills audit to ensure best use of time and staff to provide focussed intervention</p>	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> - Evidence – based interventions adopted – all with clear starting points and regular monitoring/impact 	1,2,3,5

<p>programmes across school.</p> <p>Intervention teaching assistants to provide targeted support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p>	<p>reviews, assessments and end points.</p> <ul style="list-style-type: none"> - Enhanced by a programme of CPD/appraisal cycle for TA's - Explicit links to classroom teaching made. <p>New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employ a part time teacher to provide precise and targeted support to help close gaps formed during Covid-19 as well as gaps between disadvantaged and non-disadvantaged children.</p>	<p>Studies in England have shown that pupils eligible for FSM typically receive additional benefits from small group tuition. Small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition And Intervention Planning For Disadvantaged Pupils - Engage Education (engage-education.com)</p>	<p>1,2</p>

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

Budgeted cost: £ 6534.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessments introduced and used across the whole school</p> <p>Whole school strategies in place to ensure available adults to support children.</p>	<p>New EEF podcast looks at social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>our mission (traumainformedschools.co.uk)</p>	<p>1,5</p>

<p>Improve the mental health of our children following Covid lockdowns:</p> <p>-Sport 4 Kid to deliver sports and leisure activities.</p> <p>-Senior Mental Health Lead -A member of SLT to enrol on the national college course, Certificate in the Role of the Senior Mental Health Lead 2021-22 to help enhance pupil outcomes and delivers greater emotional and physical wellbeing for all stakeholders</p>	<p>Exercise and mental health - for young people Royal College of Psychiatrists (rcpsych.ac.uk)</p> <p>Resilience in Children: Developmental Perspectives (nih.gov)</p> <p><i>“The Department of Health & Social Care and the Department for Education held a consultation on ‘Transforming children and young people’s mental health provision: a green paper’ in which one of the key proposals was to incentivise all schools to identify a Designated Senior Lead for mental health and wellbeing.</i></p> <p><i>In our responses to both the government consultation, and the Education and Health Select Committees enquiry, NAHT has supported this role. In our survey last year, 69% of respondents reported that there is a designated member of staff responsible for mental wellbeing in their school and over 84% agreed that schools should have a single member of staff with relevant knowledge and expertise to act as the school lead for mental health.”</i> What is a designated mental health lead? (place2be.org.uk)</p>	5
<p>Education Welfare Officer to track attendance and report any concerns to SLT and hold supportive meetings with families as required.</p>	<p>Following Covid lockdowns and due to isolation rules our school attendance data shows some FSM/PP children’s attendance rates were significantly lower than usual.</p> <p>Research by the Centre for Social Justice details the national impact of the pandemic upon school attendance - ‘Kids can’t catch up if they don’t show up.’</p> <p>Kids can’t catch up if they don’t show up (centreforsocialjustice.org.uk)</p>	4
<p>Subsidy of residential and class curriculum trips.</p>	<p>Importance of Educational Trips, Benefits to Students, Trip Guidelines - Education Tourism, Field Trips (educationaltourism.org)</p>	1,2,5

Total budgeted cost: £ 44,065.00

Part B: Review of outcomes in the previous academic year **2021 2022**

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment:

Last year we delivered a quality CPD programme to all staff across a range of subject areas, albeit virtually due to COVID-19 restrictions. We adopted a Maths mastery approach throughout school and developed our curriculum links further to ensure vertical and horizontal links could be made between subjects. We further developed our Marking and Feedback policy to ensure pupils were receiving quality first feedback, however, we were unable to see the true impact of this due to Remote Learning and Covid restrictions. Two additional part time teachers were employed to provide targeted tuition/intervention to plug specific gaps identified following lockdowns. As evidenced in most schools across the country, school closure was most detrimental to the majority of our disadvantaged pupils as they were not able to benefit from our Pupil Premium funded improvements as intended. After the lockdowns, upon returning to school, it was found that outcomes were notably lower in Writing and so this became an area to focus on, improve and diminish the gaps during the 2021/22 academic year.

Remote Learning:

We audited pupil's accessibility to technology at home and provided all pupils, who required it, with a laptop to help ensure that they accessed their daily online lessons. We closely monitored the engagement levels of all our families and had regular check ins with them all, this included doorstep visits to those more reluctant to engage and the delivery of paper based work for those who requested it. We sought feedback from our parents regarding the quality of our remote education offer via a questionnaire. Feedback from this was overwhelmingly positive with 9??% reporting they were happy with the level of support their child received.

We offered food parcels to all our PP families (in receipt of free school meals) and, to those who took up this offer, we delivered by these by hand each day if they couldn't get to school to collect it themselves. This allowed us to maintain close contact with our families.

Pupil's wellbeing, social, emotional and behavioural needs:

Our initial assessments (daily interactions, behaviours, attitudes and observations) post lockdown indicated that pupil behaviour, wellbeing and mental health although mostly positive it was clear that some had been impacted more than others. The impact was particularly noticeable for some of our disadvantaged pupils. We used PP funding to provide wellbeing support for all pupils and targeted interventions and nurture sessions when and where required. Alongside this, we invested in developing our new sensory room further with more resources to aid these sessions and provide a sensory room for those children who would benefit from using such a space. We are building on this approach further with some of the activities detailed in this plan.

We ensured that all children were given the opportunity to participate in after school sports activities when they returned from lockdowns, to help with health but also socialising which we knew so many had missed out on during the lockdown periods.

Pupil premium strategy outcomes review: 2021 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils Monitored through rescreening, lesson involvement and formative assessment.	<ul style="list-style-type: none">-Assessments show improved language skills-Children are using a higher level of vocabulary in and out of the classroom. Subject related vocabulary displayed and used in all classrooms and knowledge organisers which are bring actively used.-Use of class reading books to develop children's exposure to words that they rarely hear in everyday speech. Understanding vocab is vital for understanding speech and for wider learning.-Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicates improved language skills throughout all year groups.-Monitored through rescreening, lesson involvement and formative assessment.-TA's trained to use Talk Boost, as an intervention, in EYFS and KS1 to improve oracy skills.

	<p>-Provision maps show targeted support for oral, speech and language development in all year groups.</p>																
<p>In EYFS all teaching assistants were trained in Talk Boost and NELI (A government speech and language scheme) The programme was well received by staff and the scheme was delivered as it should have been. Impact: % of EYFS pupils achieving GLD in speech and language: % of Pupil Premium pupils achieving GLD in speech and language</p>																	
<p>Improved writing attainment for disadvantaged pupils by the end of KS2.</p> <p>Monitored through rigorous teacher assessment and pupil progress reviews.</p>	<p>-Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children. -Impact of writing interventions tracked regularly and reviewed during PPR's. -Measured by moderated teacher assessments against national expectations.</p>																
<p>The introduction of Pathways to write ensured consistency for all. St Peter's takes the adaptive learning approach to differentiation for all pupil groups. By the end of the 2021 / 2022 academic year St Peter's was in the top 20% of the country for writing outcomes.</p> <h2 style="text-align: center;">Progress and attainment charts</h2> <h3 style="text-align: center;">Reading, writing and mathematics - 2022</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th></th> <th style="text-align: center;">KS2 Progress</th> <th style="text-align: center;">KS2 Attainment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">In line with national (35 pupils)</td> <td style="text-align: center;">In line with national (35 pupils)</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">In line with national (35 pupils)</td> <td style="text-align: center; border: 2px solid blue;">Sig above national (35 pupils)</td> </tr> <tr> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">In line with national (35 pupils)</td> <td style="text-align: center;">In line with national (35 pupils)</td> </tr> </tbody> </table> <p>Impact on Pupil Premium:</p> <p>There were just two PP children who took Key stage 2 SATS last year with 100% achieving Age Related Expectations. No children achieved greater depth</p>				KS2 Progress	KS2 Attainment	Reading	2022	In line with national (35 pupils)	In line with national (35 pupils)	Writing	2022	In line with national (35 pupils)	Sig above national (35 pupils)	Mathematics	2022	In line with national (35 pupils)	In line with national (35 pupils)
		KS2 Progress	KS2 Attainment														
Reading	2022	In line with national (35 pupils)	In line with national (35 pupils)														
Writing	2022	In line with national (35 pupils)	Sig above national (35 pupils)														
Mathematics	2022	In line with national (35 pupils)	In line with national (35 pupils)														
<p>Teaching Assistants can deliver quality first teaching when delivering intervention sessions resulting in greater progress for PP children.</p> <p>Evidenced by: -pre and post assessments -work scrutinise -pupil view questionnaires -CPD completed via National College.</p>	<p>-Use teaching assistants to help pupils develop independent learning skills and manage their own learning. In order to do this, teaching assistants are well-prepared including through training and opportunities to meet, plan and assess alongside the teacher.</p>																

A new timetable for teaching assistants was introduced to ensure better use of time and more bespoke interventions took place.

CPD for teaching assistants:

- Membership of The National College
- Internal training in
 - Maths Mastery
 - Reading and Early Reading
 - Scaffolding SEN
 - Pathways to write
 - What does an ‘Outstanding TA look like?’
 - School performance update
 - Courage curriculum
 - Key concepts
 - Free book: ‘The Teaching Assistants Guide to Effective Interaction’

Impact: Pupil Premium Data for Core Subjects 2021 / 2022

PP	Number in class	Maths		Reading		Writing	
		ARE	GD	ARE	GD	ARE	GD
Year 1	5	80	0	40	0	40	0
Year 2	5	40	0	60	0	60	0
Year 3	1	0	100	100	0	100	0
Year 4	3	100	0	33	0	33	0
Year 5	3	33	0	33	0	33	0
Year 6	2	50	50	0	100	100	0

With such low numbers, measuring statistical impact is difficult as we had a number of Pupil Premium join and leave the school. The subject that has made most progress from the previous year is Reading.

Achieve and sustain improved attendance for our disadvantaged pupils to bring them more in line with our non-disadvantaged pupils. To further develop positive engagement with families, building aspirations and home learning.

Measured by half termly attendance data analysis provided by EWO

-To continue to achieve a high attendance rate and to have narrowed the gap between disadvantage and on-disadvantaged attendance rates by 2024/25.

The Education Welfare Officer has regular meetings with the SLT and provides the following data:

- Attendance data for whole school
- Attendance data for groups such as Pupil Premium
- Comparison to national and local data

<p>The EWO also contacts the families of children who are persistently absent (below 94%)</p> <p>2021 / 2022 attendance figures for PP children were 93.19%, lower than our non-PP children, but higher than local and national averages.</p> <p>Michelle Colley will be targeting these families to ensure the gap closes in 2022 / 2023</p>	
<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Monitored by KABs data, pupil voice questionnaires, PASS assessment data.</p>	<ul style="list-style-type: none"> -Senior mental health lead to implement and sustain an effective whole school approach to mental health and well being. (National college course) -Use of Growth mindset achievements celebrated in worships -KABS sessions – data shared with SLT termly to look at impact - All children offered the opportunity to participate in sports clubs ran by S4K – uptake tracked over the year. -Nurture sessions offered to disadvantaged pupils and effectiveness monitored by nurture group leader and class teacher as well as pupil voice questionnaires. -Introduce PASS across school
<p>Senior Mental Health Lead</p> <p>Mrs Colley has become a qualified Senior Mental Health Lead and co-ordinates are Rainbow Team.</p> <p>The RAINBOW team has been established, and a new tracking system has begun both of which will lead to a positive impact and clearer communication regarding the needs and experiences of our children.</p> <p>The first mental wellbeing newsletter has been shared with parents meaning parents and carers are beginning to be aware of our mental wellbeing goals at school.</p> <p>ACTIVITY - KABS – to deliver sessions to develop teamwork and resilience. Improve mental health and growth mindset across our pupils.</p> <p>KABS sessions continued all year for specific classes and all children had experiences with them over the year through various session which they offered throughout the year. This has a positive impact on pupils' mental health and ability to work as a team and show resilience.</p> <p>All Pupil Premium children had trips paid for in all year groups. Residential were subsidised for PP children. Allowing children to have experiences and gain deeper understanding in their learning and have opportunities that they may not otherwise have.</p>	

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
Projects on a Page	D.A.T.A (Design & Technology Association)
N.E.L.I	Nuffield
ELS – October 2022	

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

Pupil premium strategy outcomes **2022 2023**

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Attainment:

Last year we sustained the delivery of a quality CPD programme to all staff across a variety of subject areas. We embedded a Maths mastery approach throughout school and developed our curriculum links further to ensure vertical and horizontal links could be made between subjects. We created conceptual learning pathways across subjects to ensure coverage and recapping of knowledge in all subject areas. We introduced pre and post unit assessments across all subject areas which allowed any gaps or misconceptions to be addressed immediately. We have also focussed on subject specific vocabulary; explicitly teaching the words and it has been noted that in most subject children's use and understanding of the vocabulary is improving. We further developed our Marking and Feedback policy to ensure pupils were receiving quality first feedback, this was more easily monitored this year and we were able to see a positive impact on the outcomes and the progress being made by children. Two additional part time teachers continued to be employed to provide targeted tuition/intervention to plug specific gaps identified after lockdown and from baseline assessments.

Pupil's wellbeing, social, emotional and behavioural needs:

Our assessments (daily interactions, behaviours, attitudes and observations) indicated that pupil behaviour, wellbeing and mental health although mostly positive but it was clear that some children were struggling with their mental health for a variety of reasons. The impact was particularly noticeable for some of our disadvantaged pupils. We continued to use PP funding to provide Rainbow wellbeing support for all pupils and targeted interventions and nurture sessions when and where required. We invested in developing our sensory room and individual classrooms further with more resources to aid these sessions and provide a sensory room/sensory relief for those children who would benefit from using such a space/resources.

We continued to ensure that all children were given the opportunity to participate in after school sports activities to help with teamwork and resilience; helping the children to 'grow in body, mind and spirit'.

Pupil premium strategy outcomes review: 2022 2023

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils Monitored through rescreening, lesson involvement and formative assessment.	<ul style="list-style-type: none">-Assessments show improved language skills-Children are using a higher level of vocabulary in and out of the classroom. Subject related vocabulary displayed and used in all classrooms and knowledge organisers which are being actively used. Pre and post unit assessments – checking on understanding of the related vocabulary.-Use of class reading books (subject specific) to develop children's exposure to words that they rarely hear in everyday speech. Understanding vocab is vital for understanding speech and for wider learning.-Increased use of the library which now has a wider range of fiction and non-fiction books in.-Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicates improved language skills throughout all year groups.-Monitored through rescreening, lesson involvement and formative assessment.

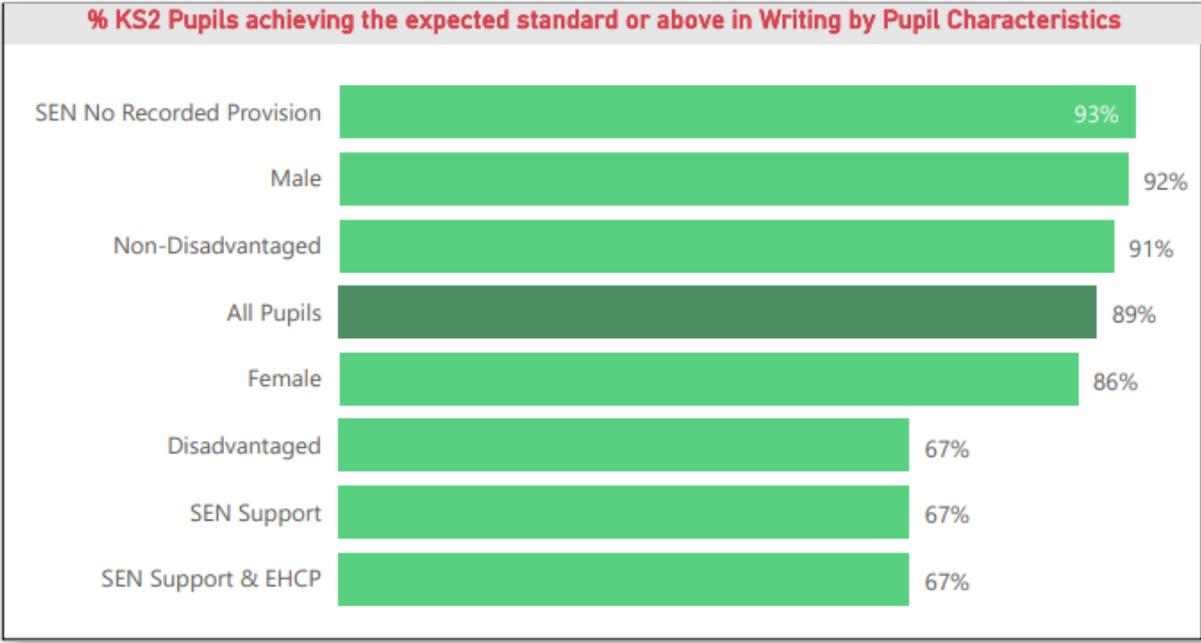
	<p>-TA's continue to use Talk Boost, as an intervention, in EYFS and KS1 to improve oracy skills.</p> <p>-Provision maps show targeted support for oral, speech and language development in all year groups.</p>
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In EYFS teaching assistants use in Talk Boost as an intervention to target specific children
 Impact:
 86.7% of EYFS pupils achieving GLD in communication and language
 75% of Pupil Premium pupils achieving GLD in communication and language

<p>Improved writing attainment for disadvantaged pupils by the end of KS2.</p> <p>Monitored through rigorous teacher assessment and pupil progress reviews.</p>	<p>-Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children.</p> <p>-Impact of writing interventions tracked regularly and reviewed during PPR's.</p> <p>-Measured by moderated teacher assessments against national expectations.</p>
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Pathways to write continues to ensure consistency for all. St Peter's takes the adaptive learning approach to differentiation for all pupil groups. By the end of the 2022 / 2023 academic year St Peter's was substantially higher than local and national results.

Pupil Premium: 3 children



Pupil Group	Pupils included in Progress Calculation	Writing Progress Score
All Pupils	33	2.89
Non-Disadvantaged	31	2.60
SEN No Recorded Provision	28	2.94
Female	20	2.78
Male	13	3.05
SEN Support & EHCP	5	2.58
Disadvantaged	2	7.38

There were just three PP children who took Key Stage 2 SATS last year with **67% achieving Age Related Expectations in writing.** No children achieved greater depth

Teaching Assistants can deliver quality first teaching when delivering intervention sessions resulting in greater progress for PP children.

Evidenced by:

- pre and post assessments
- work scrutiny
- pupil view questionnaires
- CPD completed via National College.

-Use teaching assistants to help pupils develop independent learning skills and manage their own learning. In order to do this, teaching assistants are well-prepared including through training and opportunities to meet, plan and assess alongside the teacher.

A new timetable for teaching assistants was introduced to ensure better use of time and more bespoke interventions took place.

CPD for teaching assistants:

- Membership of The National College continues
- Internal training in
 - Maths Mastery
 - Reading and Early Reading
 - Scaffolding SEN / Adaptive Learning
 - Pathways to write
 - What does an 'Outstanding TA look like?'
 - School performance update
 - Concept Pathways
 - Free book: 'The Teaching Assistants Guide to Effective Interaction'

Impact: Pupil Premium Data for Core Subjects 2022 / 2023

	STP Maths Teacher Assessment: No Mark	STP Maths Teacher Assessment: PKS	STP Maths Teacher Assessment: WB	STP Maths Teacher Assessment: WT	STP Maths Teacher Assessment: ARE	STP Maths Teacher Assessment: EXC	STP Reading Teacher Assessment: No Mark	STP Reading Teacher Assessment: PKS	STP Reading Teacher Assessment: WB	STP Reading Teacher Assessment: WT	STP Reading Teacher Assessment: ARE	STP Reading Teacher Assessment: EXC	STP Writing Teacher Assessment: PKS	STP Writing Teacher Assessment: WB	STP Writing Teacher Assessment: WT	STP Writing Teacher Assessment: ARE	STP Writing Teacher Assessment: EXC
All students	0% (0)	15.8% (5)	0% (0)	21.1% (4)	47.4% (9)	15.8% (3)	0% (0)	15.8% (3)	0% (0)	15.8% (3)	68.4% (13)	0% (0)	15.8% (3)	0% (0)	26.3% (5)	57.9% (11)	0% (0)
Year Y1 (2022/2023)	0% (0)	33.3% (1)	0% (0)	0% (0)	66.7% (2)	0% (0)	0% (0)	33.3% (1)	0% (0)	0% (0)	66.7% (2)	0% (0)	33.3% (1)	0% (0)	0% (0)	66.7% (2)	0% (0)
Year Y2 (2022/2023)	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	0% (0)	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	0% (0)
Year Y3 (2022/2023)	0% (0)	16.7% (1)	0% (0)	16.7% (1)	50% (3)	16.7% (1)	0% (0)	16.7% (1)	0% (0)	16.7% (1)	66.7% (4)	0% (0)	16.7% (1)	0% (0)	33.3% (2)	50% (3)	0% (0)
Year Y4 (2022/2023)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)
Year Y5 (2022/2023)	0% (0)	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)

% of Pupil Premium Children working at ARE or above in Years 1 – 5 (15 pupils):

Maths = 63.2%

Writing = 57.9%

Reading = 68.4%

Year 6 (3 pupils) results:

Maths = 33%

Writing = 67%

Reading = 33%

Achieve and sustain improved attendance for our disadvantaged pupils to bring them in line with our non-disadvantaged pupils. To further develop positive engagement with families, building aspirations and home learning.

Measured by half termly attendance data analysis provided by EWO

-To continue to achieve a high attendance rate and to have narrowed the gap between disadvantage and on-disadvantaged attendance rates by 2024/25.

The Education Welfare Officer has regular meetings with the SLT and provides the following data:

- Attendance data for whole school
- Attendance data for groups such as Pupil Premium
- Comparison to national and local data

	Disadvantaged	Whole School
School Attendance	94%	97% (Nat 93.8%)
Persistent Absentees	9.5%	1.9% (19.3%)
Lates	1.5%	0.4%

The attendance lead (M. Colley) also contacts the families of children who are persistently absent (below 94%)

2022 / 2023 attendance figures for PP children were 94%, lower than our Non-PP children, but higher than local and national averages.

Michelle Colley will be targeting these families to ensure the gap continues to close in 2023 / 2024

<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> -Senior mental health lead to implement and sustain an effective whole school approach to mental health and wellbeing. (National college course) -Implement an umbrella name called The Rainbow Team -Mental Health days - Implement higher numbers of sessions with our Rainbow Team staff. -Increase referrals to external agencies such as Barnardo's -Use of Growth mindset achievements celebrated in worships - All children offered the opportunity to participate in sports clubs ran by S4K – uptake tracked over the year. -Nurture sessions offered to disadvantaged pupils and effectiveness monitored by nurture group leader and class teacher as well as pupil voice questionnaires.
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The RAINBOW team has continued to use and develop their tracking system which will help to a positive impact and clearer communication regarding the needs and experiences of our children.

The first mental wellbeing newsletter has been shared with parents meaning parents and carers are beginning to be aware of our mental wellbeing goals at school.

Data on Pupil Premium under the Rainbow Team

6 (22% of PP children) are under The Rainbow team for wellbeing and mental health work.

All Pupil Premium children had trips paid for in all year groups. Residential were subsidised for PP children. Allowing children to have experiences and gain deeper understanding in their learning and have few opportunities that they may not otherwise have.

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