

Pupil premium strategy statement: YEAR 3

This statement details our school's use of pupil premium (and recovery premium for the 2023 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 Peel C.E. Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22 22-23 <u>23-24</u>
Date this statement was published	31 December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Joanne Barker Head Teacher
Pupil premium lead	Sarah Ward
Governor lead	Kathryn Prince

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,455
Recovery premium funding allocation this academic year	£18,089
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 72,452
Total budget for this academic year	£351,966

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's Peel C.E. Primary School we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to improve their academic outcomes and narrow the gaps between themselves and non-disadvantaged pupils across the curriculum and to enable them to become ready for the next phase in their life. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

Our context:

According to Income Deprivation Affecting Children Index (IDACI) Score 74% of pupils are in the 1% – 10% (Most Deprived Area), a further 20% of pupils are located in the 11% - 20% bracket. 94% of all pupils are located in the top two most deprived brackets. 61 % of pupils are eligible for Pupil Premium Funding in comparison to 24% nationally.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts

✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupil attainment is not fully in line with non-disadvantaged pupil attainment in all curriculum areas which is impacting combined attainment
2	Pupils unable to self-regulate, have a stronger resilience and manage emotions in an age appropriate way.
3	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
4	Assessments and observations have shown that children's stamina for writing has diminished. There are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease. A further area affected by home learning was the quality of the children's handwriting.
5	The non core curriculum has been impacted with the skills and knowledge of pupils.
6	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within

	the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency.
7	Pupils attendance is not in line with national and persistent absence is above national data for disadvantaged pupils

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																																							
Reduce the gap between non-disadvantaged and disadvantaged pupils' attainment achieving a good level of development in Early Years and the expected standard in Reading, Writing and Maths at the end of Key Stage 1 and Key Stage 2 combined	<p>Pupil data from the end of Reception, Key Stage 1 shows an upward trend and Key Stage 2 continues to show the upward trend of disadvantaged pupils achieving in line with their peers</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Baseline</th> </tr> <tr> <th>All</th> <th>Non Dis</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Reception Sept 24</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1 GLD (Reception) July 24</td> <td>63%</td> <td>75%</td> <td>54%</td> </tr> <tr> <td>Year 2 (Year 1) July 24</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>49%</td> <td>71%</td> <td>43%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>67%</td> <td>86%</td> </tr> <tr> <td>Year 6 (Year 5) July 24</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>72%</td> <td>67%</td> <td>77%</td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>77%</td> <td>72%</td> </tr> </tbody> </table>		Baseline			All	Non Dis	Dis	Reception Sept 24				Year 1 GLD (Reception) July 24	63%	75%	54%	Year 2 (Year 1) July 24				Reading	49%	71%	43%	Maths	70%	67%	86%	Year 6 (Year 5) July 24				Reading	72%	67%	77%	Maths	74%	77%	72%
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Pupils are able to self-regulate, have a stronger resilience and manage emotions in an appropriate way	In house progress data using the Resilience and Engagement Scale shows increased levels of resilience and emotional well-being in developmental descriptors for pupils.																																							
Improved oral language skills and vocabulary among disadvantaged pupils	In house progress data from Reading Solutions will show statistically significant progress in vocabulary knowledge																																							
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2024-2025 show that disadvantaged attain at the expected standard in line with non-disadvantaged and above the national average.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Baseline</th> </tr> <tr> <th>Dis</th> <th>Non Dis</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>40%</td> <td>67%</td> </tr> <tr> <td>Year 2</td> <td>29%</td> <td>43%</td> </tr> </tbody> </table>		Baseline		Dis	Non Dis	Reception	40%	67%	Year 2	29%	43%																												
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Improved knowledge in non core curriculum subjects	In house progress data for non core subjects will be collated by using FFT Aspire Programme to improve the monitoring and enhance the knowledge of pupils																		
To improve oral language and communication skills	Assessments (speech and language therapist reports, WellComm, teacher assessments) and observations indicate significantly improved communication and oral language skills																		
Attendance is in line with the national expectation of 96%	<p>Percentage of persistent absentees reduced Percentage of disadvantaged pupils attendance has improved nearer to 96%</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>2022 - 2023</th> <th>2023 - 2024</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>91.0%</td> <td>92.25%</td> </tr> <tr> <td>Disadvantaged</td> <td>89.8%</td> <td>91.03%</td> </tr> <tr> <td>All pupils PA</td> <td>22.4%</td> <td>23.8%</td> </tr> <tr> <td>Disadvantaged PA</td> <td>16.4%</td> <td>16.8%</td> </tr> </tbody> </table>				Attendance	2022 - 2023	2023 - 2024	All pupils	91.0%	92.25%	Disadvantaged	89.8%	91.03%	All pupils PA	22.4%	23.8%	Disadvantaged PA	16.4%	16.8%
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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: £216,966.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <p>The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</p> <p>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p>	<p>1, 4, 5</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension,</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers,</p>	<p>1, 3, 4, 5, 6</p>

<p>phonics or mastery learning</p>	<p>developing teacher techniques, and embedding practice. Supporting resources:</p> <p>The EEF Toolkit and guidance reports.</p> <p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.</p>	
<p>Technology and other resources focussed on supporting high quality teaching and learning</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <p>Insight assessment tracker</p> <p>The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.</p> <p>The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £69,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>inhibiting pupils' access to the curriculum. Supporting resources:</p> <p>The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme.</p> <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	
One to one and small group tuition	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <p>The EEF Toolkit has a strand on one to one tuition and small group tuition.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 65,116.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	2

Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	7
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <p>The EEF Toolkit has a strand on arts participation.</p>	2

Total budgeted cost: £351,977

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 2022 to 2023 academic year.

Challenge 1:

Pupil data from the Reception, Key Stage 1 and Key Stage 2 shows an upward trend of disadvantaged pupils achieving in line with their peers

	July 2022		July 2023		July 2024	
	Dis	Non Dis	Dis	Non Dis	Dis	Non Dis
Reception GLD	42%	62%	36%	78%	54%	75%
Phonics Year 1	56%	70%	62%	77%	60%	100%
Phonics Year 2	72%	79%	76%	86%	82%	83%
Year 2						
Reading	48%	50%	47%	61%	71%	58%
Maths	80%	43%	41%	74%	68%	58%
Combined	29%	40%	29%	39%	46%	58%
Year 6						
Reading	64%	53%	70%	100%	82%	90%
Maths	68%	63%	74%	71%	71%	90%
Combined	27%	47%	43%	43%	54%	90%

Challenge 2:

In house progress data using the Resilience and Engagement Scale shows increased levels of resilience and emotional well-being in developmental descriptors for pupils.

The Place2Be Annual Outcomes Report 2023 – 2024 shows an improvement in 'Strengths and Difficulties Questionnaires' from baseline starting points according to feedback from teachers and parents/carers.

Challenge 3:

In house progress data from Reading Solutions will show statistically significant progress in vocabulary knowledge

	Baseline September 2023		July 2024	
	Dis	Non Dis	Dis	Non Dis
Year 6 Lexile Range (on target)	30%	36%	41%	54%
Year 6 Reading Speed (on target)	4%	18%	59%	64%
Year 5 Lexile Range (on target)	0%	0%	33%	44%
Year 5 Reading Speed (on target)	0%	0%	34%	56%

Challenge 4:

KS2 writing outcomes in 2024 – 2025 show that disadvantaged attainment at the expected standard in line with non disadvantaged and above the national average

	Summer 2022		Summer 2023		Summer 2024	
	Dis	Non Dis	Dis	Non Dis	Dis	Non Dis
Year 2 Writing	29%	40%	29%	35%	46%	66%
Year 6 Writing	36%	68%	61%	57%	61%	100%
Year 6 Progress	-0.9	-0.7	-1.4	-0.2		

Challenge 5:

In house progress data for non-core subjects shows increased knowledge of pupils

Teacher assessment data collated as part of the end of year reporting across all age-phases shows an upward trend in the percentage of children attaining ARE in non-core subjects when compared to previous end of year outcomes. On average a further 26% attained ARE.

Challenge 6:

Assessments (speech and language therapist reports, WellComm) indicate significantly improved communication and oral language skill

Challenge 6:

The attendance of disadvantaged learners meets the school target of 96%. Staff are aware of difficulties that may impact disadvantaged learners and have plans in place to support these. School works closely with our Local Authority Attendance Officer

Academic Year	Disadvantaged	Non Disadvantaged	
2021 - 2022	90.08%	91.68%	
2022 - 2023	90.05%	93.26%	
2023 - 2024	91.03%	94.09%	

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
Timestable Rockstars	
Spag.com	
Jigsaw	
Purple Mash	
EdShed	
My Maths	
Numbots	
White Rose	
Magic Breakfast	

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