



Pupil premium strategy statement 2021-2022

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.

Useful acronyms

The acronym PP refers to pupil premium.

The acronym SEND refers to Special Educational Needs/Disability.

The acronym CPD refers to continuing professional development.

The acronym EEF refers to the Education Endowment Foundation.

<https://educationendowmentfoundation.org.uk/>

Pupil premium strategy statement

School overview

Metric	Data
School name	St Peter's CoE Primary School
Pupils in school	288
Proportion of pupil premium eligible pupils	13.5%
Pupil premium allocation this academic year	£52,455
Academic year or years covered by statement	2021-2022; 2022-2023; 2023-2024
Publish date	July 2021
Review date	June 2022
Statement authorised by	Steve Hitchcock
Pupil premium lead	Phillip Lee
Governor lead	Gill Gill

Funding

Detail	Amount
Pupil premium funding allocation for this academic year	£52,455
Recovery premium funding allocation this academic year	£22,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£74,605

Statement of Intent (one page)

We want all our Pupil Premium pupils and pupils adversely affected by the Covid-19 pandemic to flourish in all aspects of their education. The disruption children and young people have faced to their education during the pandemic has been extensive nationally and will likely have profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development. This Pupil Premium Strategy aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the impact of the pandemic on children's lives.

At St Peter's CoE Primary School, we believe that we have a collective, shared responsibility for the academic, pastoral and Social, Emotional and Mental Health outcomes of pupils who are eligible for the Pupil Premium and those who have been adversely affected by the Covid-19 pandemic. Each member of staff contributes towards these outcomes and all leaders (subject leaders, senior leaders etc) contribute to effective monitoring and evaluation.

Our tiered approach to Pupil Premium spending and Recovery spending balances approaches to improving teaching, targeted academic support, and wider strategies. These long-term strategies are rooted in external evidence and are designed and implemented using the expert, professional knowledge that we have of the pupils in our care.

We have effective monitoring and evaluation systems in place, within which the outcome of Pupil Premium pupils are prioritised. Our strategies and the impact of these strategies are regular items on the agenda at Senior Leadership Team meetings. Additionally, our end-of-term Pupil Focused Reviews are designed to ensure that outcomes for Pupil Premium pupils and pupils adversely affected by the Covid-19 pandemic are prioritised.

Our Governing Body offers regular support and challenge in regards to the outcomes of pupils who are eligible for the Pupil Premium and pupils adversely affected by the Covid-19 pandemic. Their role includes, but is not limited to:

- Championing disadvantaged pupils and children on the Governing Body during meetings and Governor Monitoring visits in order to ensure this remains a priority in all aspects of decision making.
- Knowing how the Pupil Premium funding and Recovery funding are being spent and the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.
- Challenging the school on how well provision for this group is delivered through interventions and through Quality First Teaching (i.e. teaching which is good or better)
- Challenging the school on outcomes for disadvantaged pupils.

The key principles of this strategy plan is to build sustainable, long-term support by:

- Improving quality first teaching and learning, including highly effective teaching strategies, cognitive science and assessment for learning.
- Using assessment for learning, to identify pupils who need additional support, e.g. intervention in a specific subject (e.g. Read Write Inc phonics) or in relation to a specific learning need (e.g. Speech, language and communication needs).
- Designing, implementing, monitoring and evaluating interventions.
- Developing pupil's metacognitive skills to ensure that pupils are aware of themselves as learners, and the learning strategies and behaviours which are effective for them.
- Ensuring access to the wider sport (clubs) and music (peripatetic) opportunities, including festival, competition and performance opportunities regardless of economic disadvantage.
- Ensuring access to visits, trips and residential regardless of economic disadvantage.
- Providing social, emotional and wellbeing support to pupils and their families.

Challenges

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

Challenge Number	Details of Challenge
1	Gap has widened in early reading outcomes for eligible pupils, resulting in some disadvantaged pupils making less progress than non-disadvantaged pupils. This is particularly significant in Year 2 and Year 3.
2	Gap has widened in reading comprehension outcomes for eligible pupils, resulting in some disadvantaged pupils making less progress than non-disadvantaged pupils. This is particularly significant in Year 3 and Year 4.
3	Gap has widened in writing outcomes for eligible pupils, resulting in some disadvantaged pupils making less progress than non-disadvantaged pupils. This is particularly significant in Year 2, Year 4 and Year 6.
4	Gap has widened in Numeracy outcomes for eligible pupils, resulting in some disadvantaged pupils making less progress than non-disadvantaged pupils. This is particularly significant in Year 2, Year 4 and Year 6 .
5	Barriers related to retrieval of prior learning, speech and language needs and working memory overload, resulting in learning not being retained in the longer term. As a result, pupils are not able to recall, connect and apply prior learning in new situations.
6	Increased number of eligible children who are struggling in regards to resilience, independence, retention of learning and socialisation. Poorly regulated learners are not aware of their strengths and weaknesses, and find it difficult to motivate themselves to engage in, and improve, their learning. Pupils need opportunities to experience success and develop their self-worth.
7	Increased number of eligible children who are part of families going into crisis.
8	Increased social, emotional, mental health and self-worth and self-esteem concerns.

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
In relation to Challenge 1, 2, 3 and 4	<p>All pupils are expected to make at least one academic year of progress.</p> <p>Pupils who are below age-related expectation are expected to make more than one year of academic progress as a result of benefitting from PP investment.</p> <p>Gaps in outcomes for eligible pupils are reduced to less than 10% across the school in the first year and in line with by the end of the third year.</p>
In relation to Challenge 5	<p>Learning is secure and so as pupils transition to the next academic year a greater proportion of the learning is retained. Pupils are able to recall, connect and apply this prior learning.</p> <p>Gaps in outcomes for eligible pupils are reduced to less than 10% across the school in the first year and in line with by the end of the third year.</p>
In relation to Challenge 6,7 and 8	<p>Gaps that have arisen due to barriers experienced by the most disadvantaged pupils are closing and eligible pupils are in school, supported and ready to learn.</p> <p>Socialisation skills, resilience, communication, teamwork etc have improved.</p> <p>Pupils can articulate positive statements about themselves and describe varied situations in which they have been successful.</p> <p>Pastoral provision enables pupils to engage in a wide range of learning.</p> <p>Children are happy and feel safe to attend school. Parents/families feel confident to gain support from school where needed. This will be evidenced in children and parental questionnaires and/or conferencing.</p>

Activity in this academic year

Teaching

Budget Cost: £10,000		
Activity (CPD, Coaching, Mentoring, Learning Walks)	Evidence that supports this approach	Challenge Number

<p>Cognitive science strategies/highly effective teaching strategies to support longer term learning.</p> <ul style="list-style-type: none"> • Teachers use cognitive science strategies to manage the intrinsic load of learning, reduce the extrinsic load and maximise the germane. For example, full worked examples, reducing classroom noise, making connections with prior learning, interleaving etc. • Teaching includes deliberate practice following explicit teaching. • Teachers plan their lessons (and sequences of lessons) to regularly include opportunities to consolidate and deepen learning including: retrieval practice; fade examples, elaborative interrogation etc. • Teachers reflect on the impact of these strategies and this informs future teaching and curriculum considerations. 	<p>EEF guidance and reports ‘further research confirms young pupils’ achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide’</p> <p>EEF guidance on cognitive science states: “Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.”</p> <p>High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF)</p>	<p>1, 2, 3, 4, 5</p>
<p>Metacognitive development to ensure that pupils are aware of themselves as learners and the learning strategies and behaviours which are effective for them. Furthermore, such strategies are linked to self-regulation (cognition, metacognition and motivation).</p> <ul style="list-style-type: none"> • Teachers acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge. • Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning • Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills. • Teachers meet an appropriate level of challenge to develop pupils’ self-regulation and metacognition. Any differentiation does not result in a lowering of expectations in terms of what progress pupils are expected to make. • Promote and develop metacognitive talk in the classroom. • Explicitly teach pupils how to organise and effectively manage their learning independently 	<p>EEF evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>The potential impact of these approaches is very high, particularly for disadvantaged pupils, though less is known about how to apply them effectively in the classroom therefore CPD investment is required..</p>	<p>1, 2, 3, 4, 5</p>

Targeted Academic Support including Intervention

Budget Cost: £39,000		
Activity	Evidence that supports this approach	Challenge Number
<p>RWI academic support targeted on the lowest 20% and supporting PP pupils and disadvantaged pupils to maximise their potential.</p> <ul style="list-style-type: none"> Regular (daily where possible) intervention providing additional support in relation to key areas such as speed sounds and fluency etc. Pupils are assessed half-termly to identify the impact of small group teaching and intervention on progress and attainment. The intervention also addresses the learning needs of pupils in Key Stage 2 who should have successfully completed their phonics. Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1
<p>Reading Comprehension academic support targeted at the lowest 20% and supporting PP pupils and disadvantaged pupils to maximise their potential.</p> <ul style="list-style-type: none"> Regular (twice a week) KS2 intervention providing additional support in relation to the seven core skills within reading comprehension. Assessment for learning opportunities are used to assess progress and attainment. Pupils are assessed termly to identify the impact of whole class teaching and intervention on progress and attainment. Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	2

<p>Numeracy academic support targeted at the lowest 20% and supporting PP pupils and disadvantaged pupils to maximise their potential.</p> <ul style="list-style-type: none"> • Weekly intervention time for Year 6 class teachers to support learning within Reading, Numeracy and Writing for Year 6 pupils. • Year 6 pupils targeted as they have the shortest time period remaining before moving onto KS3. As a school, we want all pupils to make a successful academic (and social/pastoral) transition into secondary education. • Assessment for learning opportunities are used to assess progress and attainment. • Pupils are assessed termly to identify the impact of whole class teaching and intervention on progress and attainment. • Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Recommendation 5: Use high quality targeted support to help all children learn mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Recommendation 7: Use structured interventions to provide additional support</p>	<p>4</p>
<p>Year 6 specific academic intervention time targeted at the lowest 20% and supporting PP pupils and disadvantaged pupils to maximise their potential.</p> <ul style="list-style-type: none"> • Regular (daily for KS1) intervention providing additional support in relation to key areas such as place value, addition and subtraction, use of manipulative and reasoning. The intervention includes demonstrating abstract ideas and core mathematical concepts in a variety of representations and problem-solving contexts. • Regular (two/three times a week for KS2) intervention providing additional support in relation to additive reasoning. • Assessment for learning opportunities are used to assess progress and attainment. • Pupils are assessed termly to identify the impact of whole class teaching and intervention on progress and attainment. • Regular monitoring by the subject leads ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Recommendation 7: Use structured interventions to provide additional support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 7: Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>2, 3, 4</p>

<p>Speech, Language and Communication Needs support targeted at the lowest 20% and supporting PP pupils to maximise their potential.</p> <ul style="list-style-type: none"> • Regular (twice a week) intervention providing additional support in relation to Speech, Language and Communication Needs. • This intervention is a key component of their communication passports. • Regular monitoring by the subject lead ensures the efficacy and impact of this intervention. Further monitoring and mentoring takes place if pupils do not make progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>5</p>

Wider Strategies

<p>Budget Cost: £25,000</p>		
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge Number</p>
<p>Forest School and Play Provision</p>	<p>There is an unmet need to help pupils improve their socialisation skills. There is also a need to provide inspiring outdoor experiences, for pupils to practice problem solving, be creative, and support their well being.</p> <p>EEF Guidance: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>6</p>

<p>Free peripatetic music provision for all PP pupils are part of our commitment to arts participation.</p> <p>Free access to clubs for all Pupil Premium pupils as part of our commitment to sport/physical activity participation.</p> <ul style="list-style-type: none"> • Host a Pupil Premium specific music event to promote the learning of instruments. • Signpost pupils and their families to peripatetic music opportunities within school and allow for pupils to have ‘tasters’. • Celebrate participation, progress and attainment within peripatetic music and encourage the ‘value’ of music at home. • Provide opportunities for performance during the year, including in class and to all parents. • Ensure that all PP pupils are able to access all clubs, including those hosted by external providers. • Celebrate participation, progress and attainment within sport/physical activity and encourage the ‘value’ of physical activity at home. • Provide opportunities, through Impact Days, for PP participation in festivals/competitions. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p>	<p>6, 8</p>
<p>PP pupils and their families (parents, guardians, grandparents) have access to social, emotional and wellbeing support to meet their needs.</p> <ul style="list-style-type: none"> • PP pupils have access to social, emotional and wellbeing support to meet their needs. • The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils. • Pastoral support for Services pupils and their families. 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	<p>7</p>
<p>Acceleration of access for specialist SEND support e.g. EP assessment.</p>		<p>6, 8</p>

<ul style="list-style-type: none"> • Due to high demand, and a lack of availability, PP funding will be directed to financing the private costs associated with educational specialists e.g. EP assessment. The rationale being that the earlier the educational specialist sees the pupil, then the earlier we receive advice and/or reports which support further referral/application, and the better we can support the need of the child. <p>Free access to curricular opportunities via Exeter University</p> <ul style="list-style-type: none"> • Enrichment opportunities will be initially focussed on PP pupils work at or above age related expectations in order to broaden their horizons, foster the love of learning and nurture their ambition. <p>Free access to visits, residential trips, visitors and swimming contributions.</p> <ul style="list-style-type: none"> • All PP pupils will be supported with the cost of visits, residential trips, visitors and swimming contributions. 		
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Total Budget Cost £74,606

Monitoring and Implementation

Area	Challenge	Mitigating action
General	Challenge relating to the wording of this document and the use of acronyms. It was believed that the first draft was not accessible to parents/families as it relied too heavily on education specific vocabulary.	Wording amended. On the limited number of occasions where acronyms are used then they are clearly defined.
Teaching		
Targeted support		
Wider strategies		

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.

Aim	Outcome
<p>Note</p>	<p>It is noted that the impact of Covid-19, including the partial closure of school from January 2021 until March 2021 and the risk management measures e.g. bubbles, restricted the work planned in 2020-2021.</p> <p>Furthermore, the cancellation of formal assessment at KS1 and KS2, means that attainment measures/comparisons cannot take place.</p>
<p>Priority 1: Cognitive science strategies/highly effective teaching strategies to support longer term learning.</p> <p>Priority 2: Teacher knowledge of pupils (academic and relational) resulting in improved relationships and differentiation</p>	<p>CPD investment, including coaching and mentoring, focussed on these two specific areas. Teachers adapted the curriculum, particularly within Autumn, to create capacity to focus on relationships, including peer-to-peer. As a result of this work, the school vision is being redeveloped to emphasise the importance and impact of relationships. Hence further work is required in 2021-2022.</p>
<p>Priority 1: Numeracy and Literacy support, including reading and spelling</p> <p>Priority 2: Speech, Language and Communication Needs and SEND support</p>	<p>Despite difficulties in terms of bubbles, intervention has taken place targeted at pupils identified by their teachers. The RWI and KS2 Additive Reasoning intervention both demonstrated a clear impact on the pupils taking part i.e. addressing gaps/misconceptions and promoting greater progress.</p>
<p>Priority 1a: Free peripatetic music provision for all Pupil Premium pupils are part of our commitment to arts participation.</p> <p>Priority 1b: Free access to clubs for all Pupil Premium pupils as part of our commitment to sport/physical activity participation.</p> <p>Priority 2: PP pupils and their families (parents, guardians, grandparents) have access to social, emotional and wellbeing support to meet their needs.</p> <p>Priority 3: Free access to curricular opportunities via Exeter University and/or curricular visits/trips/residentials.</p>	<p>We are very proud of the proportion of PP pupils who access peripatetic tuition. The feedback from their teachers highlights the impact of 'success' in non-classroom based learning on their self-esteem. Pupil feedback has confirmed this outcome.</p> <p>Although we have had a reduced number of clubs operating, PP pupils have attended our clubs. Furthermore, we provided free access to Sporting Steps holiday club at the May half term (overwhelmingly positive impact on family life, Social, Emotional and Mental Health and work) and have plans for the Summer.</p>

	<p>Parental feedback in relation to Social, Emotional and Mental Health support is overwhelmingly positive. Several families are now communicating differently, have opened up communication channels and have modified their way of 'being'. Engagement with this type of support has resulted in improved school-family relations and so further work can be done on academic needs.</p>
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Due to Covid-19, the enrichment opportunities did not take place.