

Pupil premium strategy statement



This statement details our school's use of pupil premium 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 Peter's C of E Infant School.
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	7 pupils: 8.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<u>2024-2025</u> 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lenia Greenaway
Pupil premium lead	Lenia Greenaway
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480 per pupil. (4 pupils) = £5920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5920
Funding for additional child added after the October 2023 census will not be received until the following financial year.	

Part A: Pupil premium strategy plan

Statement of intent

Our vision statement:

‘To be an outstanding school, building a ‘Learning for Life’ foundation, by nurturing and educating the whole child, whatever their faith or background.’

We will prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential.

When making any decisions about using Pupil Premium funding it is always important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the purposefulness of different strategies and their value for money.

In line with the EEF Guide, St Peter’s School will adopt a tiered approach to Pupil Premium spending. These are as follows:

Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Common barriers to learning for disadvantaged children can be, less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and/or punctuality issues.

The challenges are varied and there is no ‘one size fits all’.

Our ultimate objectives are:

- ❖ To support our children’s health and well-being to enable them to access learning at an appropriate level to their individual needs.
- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged children.

- ❖ For all disadvantaged children in school to make or exceed nationally expected progress rates.

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; this includes ensuring that the needs of socially disadvantaged children are suitably assessed and addressed.
- ❖ When making provision for socially disadvantaged pupils, we do 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 group 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 groups or individuals. Limited funding and resources mean that not all children receiving free school meals may be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group of children include:

- ❖ Ensuring that children receive the highest quality teaching provision by providing teachers with purposeful CPD opportunities.
- ❖ 1:1 support
- ❖ Additional learning support
- ❖ ELSA provision
- ❖ Support payments for school uniform and other school resources.
- ❖ Support payments for activities, educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ❖ Behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate underdevelopment in oral language skills and vocabulary gaps among disadvantaged children. These are evident in all year groups - Reception and KS1.</p> <p>The development of positive and purposeful parental engagement in language development and reading to support school learning. Giving parents the confidence to support their children.</p>
2	<p>Our assessments show that for some of our pupils the gap in the core subject areas is more significant than for their peers. The challenge is to narrow the attainment gap across reading, writing, and maths.</p>

3	Emotional and or behavioural difficulties within a cohort of children. Our assessments, including a well-being questionnaire for KS1 pupils at the beginning of the year followed by one including reception children at the end of the year, shows that social and emotional issues have been identified as an area for challenge for some of our disadvantaged children.
4	Attendance and punctuality issues, ensuring children attend school all of the time unless they are ill.

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
Improve attainment in Reading	Achieve national average or above attainment in KS1/EYFS Reading.
Improve attainment in Writing (composition and spellings)	Achieve above national average or above attainment in KS1/EYFS Writing
Improve attainment in Mathematics – mastering number concepts	Achieve national average or above attainment in KS1/EYFS Maths
Improve/increase Language and Communication skills development	Assessments and observations indicate significant improvement in oral language development amongst the pupils from their individual starting points. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny (use of word choices within writing, for example) and on-going formative assessment. Confident and enthusiastic learners. At transition from EYFS to Year 1 we aim to have 90+% of all our learners achieving their ELG in Communication and Language.
Improve attainment in Phonics	Achieve national average or above the expected standard in PSC
To achieve and sustain well-being for all pupils in our school particularly for the disadvantaged.	Sustained high levels of well-being from 2024 and through to 2027, demonstrated by: Pupil and parent voice (where appropriate qualitative data from pupil voice) and teacher observations.
Other	Maintain or Improve attendance of disadvantaged pupils above LA average (97%) in line with new government guidance.

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing Early Language skills and reading.</p> <p>Training for staff to ensure assessments and delivery of learning materials are correct.</p> <p>Research project in conjunction with Cambridge University.</p> <p>Continued Vocabulary and spelling development (SDP 2024-2025)</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Ensure all relevant staff have received training to deliver the Infant Language project effectively.</p> <p>There is strong evidence to suggest oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2</p>
<p>Develop 'Mastering Number'</p> <p>DfE Funding to release teacher to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Continue to work with the maths hub and book CPD time to map 'Mastering Number' strategies across the Early Years and Year 1.</p>	<p>2,</p>
<p>Improve the quality of social and emotional learning. Embedding SEL into routine practices supported by professional development and training.</p>	<p>"SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>Literacy development: Developing Early Language skills and reading.</p> <p>Developing vocabulary skills.</p> <p>Develop spelling skills</p> <p>Develop composition skills</p>	<p>EEF Oral Language intervention +6</p> <p>Small group tuition +4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>1:1 and small group work support. Personalised learning. Focused 1:1 vocabulary, reading and phonic support for current year 1 pupils. Early language support for Reception children identified through the reception baseline assessment.</p>	1, 2
<p>Priority 2</p> <p>Mathematics: Develop 'Mastering Number'</p>	<p>EEF Mastery Learning +5</p> <p>Small group tuition +4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations as identified at the beginning of this academic year.</p>	1, 2
Barriers to learning these priorities address	Encouraging wider reading and confident speaking between peers and year groups.	

Providing 1:1 and small group catch-up in mathematics.

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

Budgeted cost: £17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>For the children to feel supported, happy and safe with peers in school so they are able to engage with learning.</p>	<p>Social and emotional learning (SEL) +4.</p> <p>Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>ELSA sessions</p> <p>Participation in after school clubs/enrichment activities as appropriate.</p> <p>Discussions with EIO to support families and discuss strategies for attendance as appropriate.</p>	<p>3</p>
<p>Priority 2</p> <p>For parents to feel supported and to understand what their child is achieving at school.</p>	<p>Parental engagement +4</p> <p>Teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis.</p> <p>Parental meetings and information open mornings so parents can see the activities their children are doing, resources being used and have confidence to practise these at home.</p>	<p>4</p>

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils by strengthening home-school links.	
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Total budgeted cost: £5920

Updated: November 2024

Part B: Review of outcomes for the academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2023-2024 data shows:	
Progress in Reading, Writing and Maths. Pupil premium pupils.	EYFS Final data Reading, Writing and Maths. 100% Met the Early Learning Goals 2/2 pupils End of KS1 33.3% - Working towards 33.3% - Expected 33.3% - Greater Depth 2/3 Pupils achieved end of year expectations.
EYFS – Whole year group	GLD 93.10%
Phonics: Pupil premium pupils.	66.6% of pupils in receipt of the pupils premium passed the phonic check in Year 1. (2/3 pupils).
Phonics screening check – whole year group	86.66%
Targeted support in class and pre-teaching.	Good progress made from pupil's individual starting points.
ELSA support	100% of pupils felt supported and confident to speak openly in sessions. Monitoring showed pupils were able to acknowledge and talk about their feelings and had developed socially and emotionally.

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
Play therapy	Play Connections

For schools that receive this funding, you may wish to provide the following information:

Further information (optional)

<i>Monitoring and implementation:</i>		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development: including Maths NCTEM, Reading for Pleasure programme and vocabulary development training.	Use of INSET days, staff meeting sessions and additional cover for CPD release time being provided by senior leaders.
Targeted support	Ensuring enough time for school maths-lead/EYFS early language leads, English SL to support small groups.	Timetabling for intervention/monitoring for Maths/EYFS lead to work with small groups. Subject leader monitoring.
Wider strategies	Engaging the families facing most challenges.	Working closely with the SENDCo and LA/EIO. Providing resources for home learning opportunities to support the child and parents.
<p>The school's motto is 'Learning for Life'. We believe that we should be laying strong foundations, preparing our children for their life ahead in a rapidly changing world. We will provide as many opportunities as possible to ensure all our children succeed in all they do regardless of financial support our disadvantaged children may receive.</p>		