

# 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 CE Academy
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr Gordon Nunn
Pupil premium lead	Mr Gordon Nunn
Governor / Trustee lead	Mrs Kadija Sankoh-Forde

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,128
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,173

# Part A: Pupil premium strategy plan

## Statement of intent

St. Peter's Academy is an average sized primary school (7 classes with 188 pupils) serving the community on the west side of Chippenham. We have high aspirations and ambitions for all of our pupils and are determined to overcome barriers to realise their potential. We aim to use the Pupil Premium funding to have maximum impact on pupils' wellbeing, progress and attainment.

The progress and wellbeing of our Pupil Premium children are discussed regularly in Pupil Progress meetings, attended by class teachers, a member of SLT and the SENCo. Our Pupil Premium Lead and ELSA meet regularly to further discuss and analyse provision.

As a school we believe that Pupil Premium funding should be spent to benefit as many pupils as possible and many of our initiatives are planned to support this aim. Individual needs of children in receipt of specific funding are considered differently and can be allocated on a case by case basis in discussion with parents and carers.

The additional challenges posed as we come out of the Covid-19 pandemic are still very relevant; children who qualify for pupil premium funding were affected by periods of partial school closure along with many other vulnerable children. Funding specifically relating to school-based tutoring will be utilised to best support these children with the aspiration that gaps start to narrow rapidly.

### Guiding Principles

Pupil Premium spending has been planned strategically to have maximum impact on pupil progress and attainment.

- To ensure that spending is directly linked to raising attainment and rates of progress and closing gaps where they exist.
- To promote and invest in high quality support for St Peter's families in all aspects of life
- To invest in quality first teaching for all pupils, ensuring all pupils enjoy good and effective teaching from the time they join the school until the time they leave.
- To ensure all pupils have equal access, opportunities and status and are included in all aspects of school life.
- To invest in high quality CPD for all levels of staff to facilitate high quality provision for pupils.
- To enhance provision for all St Peter's pupils giving them access to a wide range of rich and diverse curriculum opportunities and experiences.
- To provide effective keep-up and catch-up academic interventions to prevent children falling behind.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language and communication skills, impacting on levels of attainment in reading and writing.
2	Limited experiences of a broad range of social and cultural experiences and opportunities.
3	Lower levels of self-regulation and self-esteem impacting on engagement and resilience in learning.
4	Increased social, emotional and mental health needs as a result of traumatic childhood experiences.
5	Limited capacity to support learning at home including lower levels of parental engagement in home and remote learning.
6	Limited attention span and ability to work collaboratively with others.
7	Impact of SEND on PP children.
8	Gaps in learning due to the pandemic.

## 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
Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged continues to narrow year on year.	End of Key Stage, Y1 and 2 phonics screening check and internal data shows attainment gap between PP & non- disadvantaged is narrowing over the next three years.
Vocabulary of our disadvantaged children is increased to enable them more readily learn across curriculum.	Internal data shows attainment gap between disadvantaged and non-disadvantaged is narrowing in all year groups over the next three years – this is not published.
For all St Peter’s children to have a secure start to their reading and writing development allowing them full access to the curriculum.	‘The Write Stuff’ is in place across Key Stage 1. End of KS1 and phonics screening check data shows attainment gap between PP & non- disadvantaged is narrowing. All St Peter’s children have access to high quality, engaging texts.

<p>For all St Peter's pupils to be well supported to mitigate the impact of the partial closure of schools due to the Covid-19 pandemic; especially in writing.</p>	<p>Gaps which have opened up during the partial closures of schools are identified quickly and accurately.</p> <p>Additional funding (recovery premium and tutoring allocations) are well spent to support pupil attainment and progress.</p> <p>Data indicates that gaps are narrowing for all groups of St Peter's children.</p>
<p>For disadvantaged pupils to be well supported in order to fulfil their full potential.</p>	<p>Teachers will be well supported by a non class-based SENCO and ELSA.</p> <p>Disadvantaged pupils demonstrate positive learning behaviours within lessons.</p> <p>Pupils are supported financially and emotionally so that they attend trips and the Year 6 residential visit.</p> <p>Pupils who are considered vulnerable attend after school clubs, music enrichment and other wider opportunities.</p>
<p>For all St Peter's families, including those who qualify for Pupil Premium funding, to have access to high quality pastoral support.</p>	<p>A Parent Support Adviser is available to all St Peter's families.</p> <p>Teachers and Senior Leaders understand individual circumstances for pupils and their families and are able to offer appropriate support.</p> <p>Individual barriers are identified and supported at the earliest possible opportunity.</p> <p>St Peter's families feel well supported by the school.</p>
<p>For all St Peter's pupils, including those who qualify for Pupil Premium funding, to have access to highly skilled support staff including an ELSA practitioner to help them overcome barriers to learning.</p>	<p>Pupils who need support with emotional development and/or mental health are well supported.</p> <p>ELSA sessions have a positive impact on pupil wellbeing and outcomes.</p> <p>Pupils who need support with emotional development and/or mental health make at least expected progress.</p> <p>Specific action plans for individual pupils inform and drive provision.</p>
<p>For St Peter's pupils to have access to a Mental Health professionals to help them overcome barriers to learning.</p>	<p>The Wiltshire Mental Health Support Team is well used and has a positive impact on pupil wellbeing and outcomes.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – NFER tests (£800)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 8
CPD: Training to raise expectations in KS1 to ensure better than expected progress in writing:  ‘The Write stuff’ approach to sentence stacking.  (£1400 licence + £1250 teacher training days )	<u>Literacy Trust and Alex Quigley 2018- Closing the Vocabulary Gap-</u> ‘Put simply, the word rich get richer, but the word poor get poorer.’ ‘By explicitly teaching a mere 300 to 400 words a year we can foster an annual growth of around 3000 to 4000 words.’  ‘With a bigger, harder curriculum, in any subject, we begin with the words.’ ‘Vocabulary teaching can be incidental, disorganised and limited, when it needs to be organised, cumulative and rich.’ (Quigley 2018)	1, 8

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

Budgeted cost: £5952

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce school based tutoring at St Peter's through the National Tutoring Programme.</p> <p>(£4752 school funded)</p>	<p>The Education Endowment Fund Teaching and Learning Toolkit identifies that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>“Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF</p>	1, 5, 8
<p>Further develop the teaching of phonics and early reading – Lexia reading programme (£1200)</p> <p>It is run by an HLTA.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF states that:</p> <p>1. 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>	1, 5, 8

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

Budgeted cost: £29771

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all St Peter's pupils, prioritising those who qualify for Pupil Premium funding, to have</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists. Grahamslaw (2010) conducted a review of the impact of the ELSA project and concluded that the ELSA project was found to have a positive impact on</p>	3, 4, 6, 7, 8

<p>access to highly skilled support staff including an ELSA to help them overcome barriers to learning. Teaching Assistants support individual children in class and have use of Thrive materials. (£8500 ELSA, £11500 TA provision)</p>	<p>support assistants' and children's self efficacy beliefs. Support assistants which were found to have the greatest impact on children's emotional self-efficacy beliefs had: completed the ELSA training, protected time to plan their ELSA work and protected time to attend refresher training events.</p> <p>A DfE 2018 review of published policies and information - <i>Mental health and wellbeing provision in schools</i> - was commissioned in response to the Green Paper '<i>Transforming children and young people's mental health provision</i>'. This review included Thrive as an initiative that supports and promotes positive mental health. McGuire-Snieckus et al 2015 identify that 'Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.'</p>	
<p>For all St Peter's pupils to have access to enrichment opportunities including trips, residential visits and clubs.</p> <p>TA overtime and costs to release staff.(£1000)</p> <p>Financial support for residential visits and trips. (£3833)</p>	<p>The Education Endowment Fund Teaching and Learning Toolkit identifies adventurous outdoor activity. The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impact, the limited evidence base means that an impact in months progress is not communicated. The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p>	1, 2, 3, 4, 6
<p>For St Peter's pupils to have access to a professional counsellor and other Mental Health professionals to help them overcome barriers to learning.</p> <p>Play therapist for specific children £900</p>	<p>Good Practice Guidance for Counselling in Schools (2006) identifies that schools, like universities and colleges, are now employing counsellors to help them address the emotional needs that children and young people can have in response to experiences such as family breakdown and reconfiguration, bereavement, loss, family and peer relationship difficulties, anxiety and bullying. Counselling can be an effective source of support for these pupils, enabling them to function better both in and outside of school, enhancing their resilience and giving them resources to manage any future difficulties.</p> <p>Cooper et al 2021 conducted a large-scale study to identify the impact of counselling. They found that school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to</p>	3, 4

<p>For St Peter's parents to have access to high quality support for their wellbeing and mental health.</p> <p>(Rise Trust: Parents Support Adviser £3638)</p>	<p>pupils who only received pastoral care. The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p>	
<p>Develop school practice using a trauma informed approach.</p> <p>Additional training for staff from Oxford Mental Health Support Team.</p> <p>(£400)</p>	<p>'On average, social emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment' (EEF teaching and Learning Toolkit).</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	<p>4, 6</p>

**Total budgeted cost: £39173**

## 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 2021 to 2022 academic year.

Priorities	Outcome/Impact
<b>1. Teaching</b>	
Integra Training – Teachers/Subject Leaders attended training in delivering core subject lessons tailored to their year group to improve quality first teaching.	The training was very useful and training was disseminated to the wider staff. Integra materials were used to support the Recovery Curriculum.
<b>2. Targeted Academic Support</b>	
Booster Groups - Year 5 and 6 children were able to access intervention/booster groups in maths with a trained TA, including 2 PP children.	Individual children were supported to achieve age expected level in maths at the end of Year 6. Data was not externally published.
Directing Class TAs to support PP children within classes.	During the partial school closures TAs were used both to support PP children who were remote learning by delivering resources and making regular welfare checks, and in class bubbles for those who were attending school.
Covid catch up funding – used to support children in KS1 with phonics.	23/31 Year 2 children (74%) achieved the expected phonics level in December 2021. At the end of Year 1 in July 2021, 20/30 (67%) were at that level. 23/27 Year 1 children (85%) achieved the expected phonics level in July 2022
<b>3. Wider Strategies</b>	
ELSA - St Peter's has an Emotional Literacy Support Assistant who is available to support emotional and social development of pupils. She helped to oversee the support of the Pupil Premium children.	An invaluable resource, the ELSA met regularly with SLT to ensure she targeted children who were most in need of support. Every term PP children were discussed to see if further support of any kind could be given. Support included clothing and kit as well as pastoral and emotional.
Parent Support Worker - St Peter's has a PSA available for parents to access help	This remained an important part of provision throughout the academic year.

and support – she works for one day a week and is involved in several ongoing cases.	
Time to Talk – This counselling service has helped children to deal with a wide range of issues. This facility allows children to talk about their concerns which helps to remove a barrier to learning. The Time to Talk councillor is also able to offer play therapy to pupils where this is appropriate.	Priority was given to PP children to access this although it was a service that was available to all. It was very successful and valued by the children but is no longer available to use from September 2022.
Support for in school and extra-curricular activities: Swimming, the Beacon residential and Tiger Martial Arts was funded for some PP children.	This support enabled all of the children identified to take part in the activities and trips that they would otherwise not have been able to.

## 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

## 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?	Some was spent on access to 'The Garden of Dreams' self esteem intervention with the ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	Impact/outcomes recorded individually in ELSA records.