Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium for the 2023 to 2024 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 Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	31st October 2023
Date on which it will be reviewed	31st October 2024
Statement authorised by	Karen Frazer
Pupil Premium Lead	Emily Cook
Governor / Trustee lead	Houtan Froushan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£32,010
Catch Up	£ 4,422
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£36,432

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At St Peter's we are committed to giving all our pupils every opportunity to achieve their best. We aim to eliminate barriers to learning by putting in place interventions and ensuring every child receives high-quality teaching and provision. When children start with low attainment on entry to school, they will need to make accelerated progress in order for them to reach age-related expectations. Therefore, we believe early intervention is fundamental when wanting to close gaps in learning and raise attainment. All staff are dedicated to developing low attaining pupils' independence and enhancing social, emotional and mental wellbeing.

We have **11%** of children listed as **Pupil Premium at St Peter's**. There are **22** children **eligible for free school meals** in 2023/2024 (Rec-Y2 receive universal FSM, Y3-Y6 receives London Mayor's free school meal scheme for one year only). The school closely monitors this cohort of pupils throughout the school year and aims to build on the blended learning provided in the previous year.

We have used the Pupil Premium in a range of ways to remove the barriers to learning that many of our disadvantaged children face. Our management and effective use of the Pupil Premium is evident in part by our end of Key Stage Two results.

We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact, with four key components being:

- Early Years Interventions – prioritising speech, language and communication
- Small group/catch up support/booster sessions in English and maths
- Social, emotional and mental health support
- A broad, diverse and challenging curriculum

Providing high-quality teaching for all and meeting individual needs are central to the St Peter's Pupil Premium strategy. This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

- Allow all Pupil Premium children to have equal access to enrichment and extracurricular activities which further broadens and motivates their learning.

Achieving these objectives

- Additional teaching and learning opportunities provided through trained TAs and or teachers (pre-teaching, vocabulary extension, reinforcement and consolidation).
- Extended school counselling support where vulnerable pupils are prioritised.
- Weekly mentoring and emotional literacy programmes delivered by trained members of staff.
- Extended use of outside professionals such as Speech and Language Therapists and Educational Psychologists.
- Utilise whole school initiatives, for example, coffee mornings for parents/carers led by the school's link Educational Psychologist.
- Subsidised activities, educational visits, residential trips.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist educational opportunities e.g. specialist dyslexia teacher.
- Catch up opportunities and booster sessions.
- 1:1 and small group teaching support for embedding and consolidating basic skills.
- 1:1 reading across the whole school throughout the school week.
- Transition meetings from primary to secondary, between key stages and into EYFS.
- Extend PE provision to before and after school clubs and gross motor skills sessions.
- Enable all children to have the opportunity to learn a musical instrument.
- Provide free breakfast for those on pupil premium through the Magic Breakfast Scheme.
- Create opportunities for all children to attend sporting competitions and extra-curricular activities with pupils from across the borough.
- Display and highlight success of all pupils, especially those from vulnerable backgrounds.
- Offer fruit at break times for children in Key Stage Two.
- Provide an extensive list of clubs and cover the cost for those on pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Limited speaking and listening skills and vocabulary.
2	Poor mathematical fluency and number sense.
3	Reduced access to enrichment and extra-curricular activities.
4	Slow progress in the early development of fine motor skills.
5	Reduced attendance and punctuality.

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 speaking and listening skills and expose Pupil Premium children to a range of rich vocabulary.	- The entire school will be a communication friendly environment, and rich language will be displayed in all classrooms. - Low attainting pupils will make accelerated progress when assessed against spoken language objectives. - Every child will make at least the expected progress in reading. - Children have a good level of language skills to support their acquisition of Phonics and early literacy. - Progress is consistently reviewed and discussed by all members of staff who work with the children. - An additional and experienced staff member runs targeted interventions for pupils with identified needs to close gaps/accelerate progress.
Develop mathematical fluency and improve sense of number.	- Attainment in maths at the end of each Key Stage will be in line with or above national expectations. - Children who receive additional, teacher-led support attain at least as well as their counterparts.

	- Additional professional advice/expertise, for example, Educational Psychologist advice is sought in the event of slower progress for some pupils. - Raised parental understanding of how to support children's learning/well-being as appropriate.
Widen experiences and extend opportunities.	- All PP children have the opportunity to play a musical instrument. - Children have many opportunities throughout their education at St Peter's to widen their life experiences. - We aim for all children to undertake at least 6 visits/experiences outside school per year and a series of residential experience including a trip to a farm in Year 6. These trips are subsidised for PP families as necessary. - A wide range of after-school clubs will be available with at least one club offered free of charge. - Free Breakfast Club places can be offered to help reduce absenteeism and improve punctuality. - Children's language is enriched by their experiences.
Support early development of writing by improving hand dexterity and fine motor skills.	- Improved handwriting and mark making skills in EYFS, Year 1 and 2. - Class provision maps will highlight the benefit of interventions and will highlight progress. - All children will be making the expected levels of progress in relation to age-related handwriting objectives. - Additional professional advice/expertise, for example, an Occupational Therapist is sought in the event of slower progress for some pupils. - Raised parental understanding of how to support children's learning/well-being as appropriate.
Improve attendance and punctuality of pupils who are eligible for Pupil Premium.	- Attendance of all PP children will be in line with national expectations which is 96%. - Free Breakfast Club places can be offered; this will help reduce absenteeism and improve punctuality. - Close and trusting relationships with parents/carers, who feel informed and connected with their children's education. - Parent groups/ connections are encouraged to involve and support the school community as widely as possible

Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,930 (30% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Additional **speech and language therapy** assessment, intervention and staff training.* ***Ongoing CPD** from English lead/SENDCO/external providers, for example, word aware and language for thinking.*	EEF states that improving young children's vocabulary is often a high priority, particularly when teaching students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
*Additional professional advice and support to teaching staff from the **Educational Psychologist***	Educational Psychologist work is rooted in evidence informed practice to work alongside teachers to develop individual pupil learning. EP has experience of attachment issues, able to advise and support with Post LAC, offer supervision support and training. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,2,4,5

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

Budgeted cost: £14, 572 (40% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Teachers Early Years- KS2	Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) 1	1,2,4
Additional adult support and interventions in every classroom; this is documented on class provision maps	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,4
Specialist dyslexia and dyscalculia teacher	One to one tuition | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk)	1,2,4
Booster sessions for Year 6 children – maths and English	Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,4
After school 11+ club and a Mathletics after school club.	Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,3
Raising the profile of pupil and parent engagement with Mathletics and Timetables Rock Stars through inter-house competitions, house competitions etc. *Implementing a new maths scheme to improve*	Promoting Fluency with Numbers and Sequences | EEF (educationendowmentfoundation.org.uk)	3

teaching of early mathematics		
Small group teaching of mark-making and letter formation, particularly in EYFS and KS1	Teaching mark-making and letter formation | EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £10,930 (30% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory diet programmes and opportunities for physical activity interventions	Sensory processing, coordination & attachment .pdf	3,5
Subsidised school trips including residential, arts and creative events	Arts participation | EEF (educationendowmentfoundation.org.uk)	3,5
Subsidised after school clubs/ Breakfast Club/JAG wrap-around care	Extending school time | EEF (educationendowmentfoundation.org.uk)	3,5
Increased School Counsellor/ ELSA /EP/Mentoring	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3,5
Parental Support Groups- SEND/Post LAC	Parental engagement | EEF (educationendowmentfoundation.org.uk)	3,5
Pupil Premium Lead to track absence with Office team *Member(s) of staff directed to focus on attendance as part of role engage with parents:* - *First day absence phone calls*	Evidence brief on improving attendance and support for disadvantaged pupils | EEF (educationendowmentfoundation.org.uk) Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance | EEF (educationendowmentfoundation.org.uk)	3,5

- *Weekly analysis of data, identification of 'at risk' pupils / families* - *Support for pupils* - *Support and challenge for target families*		

Total budgeted cost:

Teaching	
Budgeted cost:	£10,930
Targeted academic support	
Budgeted cost:	£14, 572
Wider Responsibilities	
Budgeted cost:	£10,930
Total spending for 2023-2024:	**£36,432**

Part B: Review of outcomes in the previous academic year

Pupil Premium Spend for Academic Year 2022-23

For the school year **2022-2023**, the Pupil Premium budget was £32,240.

Impact measures – for PP children

- Improved engagement in lessons, learning and academic habits
- Improved physical and emotional well-being
- Improved social communication skills
- Closing gaps in attainment
- Supported for social, emotional and mental health issues
- Access to after school clubs with offer of some free clubs as necessary

At St Peter's we have spent the Pupil Premium grant in the following ways to address the barriers faced by pupils:

Budget spend	Reasons for approach	Breakdown spend	Evaluation October 2023
Speech and Language Provision	Early language acquisition impacts on all aspects of young children's non-physical development. Language at age 5 is the single most important factor in influencing literacy levels at age 11. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills,	Teaching (for example, CPD, recruitment and retention) Budgeted cost: £10,740	Children make good progress as a result of language interventions. The school's SENDCo plans, reviews and evaluates language group intervention data termly in conjunction with the therapist from West London Speech and Language Therapy Service. Some targeted children benefit from in depth assessment to clarify needs.

	which may affect their school experience and learning later in their school lives. Over the past two year, there has been a notable increase in speech, language and communication referrals/needs.		Feedback from learning walks indicate that classroom environments are communication friendly and displays contain a range of rich vocabulary.
Catch up funding to support small group sessions with external provider.	One to one tuition and small group tuition are both effective interventions. Some children will benefit from being heard to read on a daily basis, practise weekly spellings, have proofreading sessions, pre-teaching sessions, maths consolidation work and to work through targeted interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	This is part of the targeted academic support budget. Budgeted cost: £12,190	Catch up funding enabled the school to be able to run a number of small support group sessions with a designated catch-up teacher. This has been well received by parents, teachers and pupils. Target tracker and progress reviews have evidenced achievements and next steps planning.
Clear intervention timetables for Support Staff to help engage children back into learning across all	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	This is part of the targeted academic support budget. Budgeted cost: £12,190	Support staff undertook a number training courses over the year to support the implementation of specific interventions, for example, word aware. This has improved staff confidence and staff subject knowledge.

areas, particularly reading. Booster classes for year 6 pupils in the spring term in order to maximise learning time. After School Clubs for children who wish to achieve 11+.	EEF toolkit identifies small group support as having a positive impact on progress. The EEF (Sutton Trust) recommendations support the importance of fluency and comprehension 'Use a balance and engaging approach to developing reading, which integrates both decoding and comprehension skills' EEF states that improving young children's vocabulary is often a high priority, particularly when teaching students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary.		As a result, staff are well trained and focused on planning, delivering and evaluating targeted interventions. Impact is monitored through termly Progress Review meetings between SLT and teaching staff. Classroom observations were good/outstanding across the school Summer Term 2023. Class provision maps have been reviewed termly by class teachers; they were then checked by the SENDCo during pupil progress meetings. Target tracker and progress reviews have evidenced achievements and next steps planning. The benefit of the booster classes for Year 6 has been reflected in the end of Key Stage 2 data for PP children. All 7 PP children achieved age related expectations or above in SPaG, maths and reading; one child did not achieve age related expectations in writing.
Use of pre-teach/reteach afternoon maths intervention in	Children's proficiency in mental and written calculation is central to them meeting the expectations of the National Curriculum. Their fluency in performing calculations and mathematical techniques is dependent on secure number sense and a deep understanding of the	This is part of the targeted academic support budget. Budgeted cost: £12,190	Two children were referred to the Educational Psychologist last academic year for difficulties in basic number skills. The EP trained staff to support these pupils using techniques such as precision teaching. Provision was implemented and progress took place.

small groups by class TAs. Raising the profile of pupil and parent engagement with Mathletics and Timetables Rock Stars through inter-house competitions, house competitions etc. Mathletics after school club provided for Pupil Premium.	number system and the underlying structures of the four operations.		The school's SENDCo supported a number of children in Year 2 who presented with difficulties in mathematics. She then trained the teaching assistants to deliver weekly pre and post teaching interventions. Mathletics continues to be a popular club. In the summer term 2022-2023, 14 children attended Mathletics club; 2 of the 14 participants were PP children. All teachers encourage children to use Mathletics by setting weekly homework tasks on the programme.
Pupil Premium Lead to track absence with Office team	Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.	This is part of the wider strategies budget. Budgeted cost: £12,752	The school's attendance data for PP in 2022-2023 was 95.43%. The school's attendance data for non-pupil premium in 2022-2023 was 96.2%. The school's target for attendance remains 96%.

Cultural capital experiences promoted in the curriculum	Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and improve their motivation to want to learn. Sports participation increases educational engagement and attainment. Sports Participation - EFF Outdoor adventure learning shows positive benefits on academic learning and self – confidence. Outdoor Adventure Learning Evidence - EFF	This is part of the wider strategies budget. Budgeted cost: £12,752	Pupil Premium cohort offered price reduction on all residential trips, all costs waived for specific pupils experiencing significant difficulties. In 2022-2023, all PP children in Year 5 went to PGL and all PP in Year 6 went to the farm trip. PP children are monitored closely by Inclusion Lead and those who have not taken up clubs are invited to attend clubs for free. All PP children attended at least one club in 2022-2023. 10 out of 21 PP children attended Breakfast Club last academic year. Most of these children attended regularly.

Total Spending for 2022-2023

Teaching	
Budgeted cost:	£10,740
Actual cost:	£11,400
Targeted academic support	
Budgeted cost:	£12,190
Actual cost:	£13,425
Wider Responsibilities	
Budgeted cost:	£12,752
Actual cost:	£9,773
Total spending for 2022-2023:	£34,598

The Pupil Premium Strategy is reviewed on an annual basis in the Autumn Term.

Pupil premium strategy outcomes

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

Please note end of Key Stage Data published on school website and here.

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
Touch-Type, Read and Spell Programme
Mathletics
Spelling Frame
TT Rock Stars
Clicker 8
Letter School App