

Pupil premium strategy statement St Paul's CE Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (The aims cover 3 years but we have focused on funding overview for one year)
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	S Wright
Pupil premium lead	L Crompton
Governor / Trustee lead	J Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104986
Recovery premium funding allocation this academic year	£10730
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	£115716

Part A: Pupil premium strategy plan

Statement of intent

- For disadvantaged pupils at St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics, so that they can attain at least age-related expectation at the end of year 6, closing the attainment gap, whilst also leaving St Paul's secondary ready.
- To continue to narrow the gap between disadvantaged pupils and non-disadvantaged pupils, bringing them broadly in line over the next three years
- To continue to reduce the number of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils' punctuality
- To enable early identification of barriers to learning with carefully chosen interventions to reduce these barriers and meet the needs of pupils with SEND needs.
 - Disadvantaged pupils will have opportunities in school to look after their well-being and social emotional needs through targeted support in school to enable them to access learning at the appropriate level

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are a challenge for our disadvantaged pupils
2	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Writing assessments have shown that spelling has become a barrier to success
4	Disadvantaged pupils are unable to independently interpret a mathematical problem
5	The impact of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is

	particularly noted with our younger children. Gaps in phonetical knowledge impacting on reading impacted on disadvantaged group.
6	Disadvantaged pupils struggle with phonics skills at KS1 which develop into spelling difficulties at KS2.
7	Disadvantaged pupils are unable to independently interpret a mathematical problem and have the requisite levels of fluency to apply to them.
8	Increased complex SEND need represented in disadvantaged group

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
To improve the attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance evidenced to be improved for disadvantaged group. Persistent absence to decrease. Gap between groups to diminish in terms of attendance.
Barriers to learning relating to gaps in knowledge are broken down.	<ul style="list-style-type: none"> Improved fluency in mathematics, impacting on improved outcomes in pupil's work, precision teaching interventions and standardised assessments.
Improved phonic and spelling outcomes for disadvantaged pupils	<ul style="list-style-type: none"> Progress and attainment to improve to be in line with and or gap narrowing for disadvantaged group, evidenced in phonics screening and in year 6 spelling test. Improved outcomes in reading linked to developments in phonics. Diminishing of attainment gap and improved progress
For the attainment and progress gap to	<ul style="list-style-type: none"> For disadvantaged pupils at St Progress through national tests and in school data to show good and better progress.

diminish for disadvantaged pupils.	<ul style="list-style-type: none"> • St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics Pupils attaining ARE or better at end of year 6 and being secondary school ready.
For the SEMH needs to be met to remove barriers to pupil's attainment.	<ul style="list-style-type: none"> • To support pupils with their social and emotional health and well-being needs to remove the barrier to pupil's attainment.
To meet the expanded need of SEND pupils.	<ul style="list-style-type: none"> • To meet the needs of SEND pupils through access to high quality external support.
For improved progress and attainment in phonics that will impact on outcomes in early reading	<ul style="list-style-type: none"> • Gaps in phonetical knowledge plugged • The gap for disadvantaged pupils to diminish • Improved outcomes in early reading.

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: £74294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA retention and targeted booster work for children and support in class.	Improved outcomes for learners requiring additional support. Raise self-confidence and increase participation/motivation for targeted learners. To work on closing attainment gaps. Improve attainment and progress, improved.	3,4,5,6,7,
To implement a new DFE approved phonics scheme with CPD for staff and additional resources to support the scheme.	Phonics outcomes need to return to a pre pandemic level, then improve beyond that level. Achievement of a pass rate has been delayed for pupils as a result of gaps in knowledge.	5
Training in precision teaching delivered by educational psychologist	Gaps in knowledge for some pupils has led to need for sharp focussed intervention. Precision teaching focussing on gaps in phonics, fluency in maths, spelling, sight words that is impacting significantly on disadvantaged pupils.	3,4,5,6,7,

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

Budgeted cost: £10730

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 rd Space Learning Maths Intervention (36x12week tutoring sessions)	In school data and assessments by teachers demonstrates gaps in learning in fluency and to apply this to reasoning and problem solving in mathematics.	7

Precision teaching approach to raise attainment in fluency in reading, spelling, sight words and arithmetic.	Assessments conducted by class teacher has identified need.	3,4,6,7
Keep up phonics sessions	Precision teaching model used to deliver focussed interventions.	
	New phonics scheme needs structured keep up sessions for children.	

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

Budgeted cost: £33898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead. And EWO support	Break down barriers between school and families to access support as needed and have better attendance. Attendance of PP children below school and national average.	1,2,5
Buy into Tameside's Specialist Outreach Support Service (CLASS, SpLD and the SEMH Support and Inclusion Service). To respond to wide range of needs and additional Educational Psychology time (18 hrs)	Elevated need for complex SEND pupils represented in disadvantaged group. Specialist support is needed to assess the children, advise class teachers and support other staff in school to best meet the needs of the children.	8

Total budgeted cost: £ 117464

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Early Years outcomes showed 25% of PP children gained GLD (75% met reading and 63% met maths). The new phonics scheme and subsequent practise reading sessions has had a significant impact and reading levels across the whole of EYFS with 90% of children achieving the reading profile point.

Phonics Year 1 67% of PP children met the standard, those who did not have EAL and SEND significant needs. Year 2 resit 100% of children passed. As a cohort, standards rose from 56% to 83% for the Y1 screen. The impact of the new phonics scheme alongside CPD and monitoring have raised the standards substantially.

As a cohort, Key Stage 1: reading 62% (NA 68%) met the standard, 69% (NA 60%) met the standard in writing and 73% (NA 70%) in maths. PP children achieved 50% (NA 60%) in reading, 75% (70%) in writing and 67% (70%) in Maths. Targeted support in reading showed good progress from their starting point from a lower phonics score in Year 1. GD attainment reading 4% (NA 19%), writing 0% (8%) and maths 12% (NA 16%).

As a cohort, Key Stage 2: reading 67% (NA 73%) met the standard, 67% (NA 71%) met the standard in writing and 64% (NA 73%) met it in maths. Even though, below national averages the Third Space tutoring enable children to progress 6.4 average scaled point before and after the intervention, some children gained 10 scaled points. GD attainment reading 22% (NA29%), writing 8% (13%) and maths 6% (NA 24%). PP children attainment reading 57%, writing 57% and maths 50%, with 7% achieving GD in reading.

Outreach support has enabled the effective meeting of need to be developed further and training to refresh and reflect on teaching. An increase in referrals to services, especially ADHD and ASD pathways has ensured a build but in effective evidence to support need. Professional discussion and action plans, purchasing of new resources have benefited these vulnerable children. Educational psychology increase in time has enabled more children to be assessed which included 63% PP children with significant SEMH and communication needs.

Precision teaching showed progress in small step with reading fluency the most effective. Most children retained more words over a period of time than other word reading interventions.

Attendance: Compared to 2021/22 there was a significant decrease in persistence absence dropping from 18.29 % to 9.61% across the whole school during 2022/23 for

all children. Improvements in timely interventions and meetings, alongside effective work with the EWO, had an impact on this data and the outcomes for children. Persistence absence by PP children was almost halved, even with an increase in PP eligible children throughout the year (20 children down to 13).

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.