

Pupil premium strategy statement

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 Primary
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	22.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	V Evans
Pupil premium lead	R Trubshaw
Governor / Trustee lead	Kate Bullivant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,050 (includes Adopted from care)
Recovery premium funding allocation this academic year	£4,495
School led tutor grant	£5,508
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	£57,343

Part A: Pupil premium strategy plan

Statement of intent

- To improve attainment for pupil premium children and close the gaps in learning
- To improve attendance and lateness
- To improve and develop phonics
- To develop reading skills and the love of reading
- To develop the pupils' social skills, self-esteem and well being

Challenges

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

Challenge number	Detail of challenge
1	Attendance and lateness with some pupils are an issue
2	Phonics-pupils have gaps in their phonic knowledge in KS1 and KS2
3	Reading some pupils are working below expected in Reading
4	Spellings-pupils are unable to apply spellings in their writing consistently
5	Children achieving expected in writing and reading is low
6	Children need to develop and be supported socially and emotionally to improve their wellbeing and self esteem
7	Handwriting- additional help is needed to improve pupils handwriting and presentation
8	Children need to develop and improve their mental math strategies
9	Ensuring that pupils are identified quickly and the appropriate strategies to support learning and development are implemented, including support and access to outside agencies.
10	Ensure that all children are able to access the full curriculum, including learning experiences such as Outdoor Adventure, Educational Visits and residential.

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
Attendance to improve for children of concern	Children's attendance is line with national average
Most children to know the majority of their sounds by the end of Y1 Y1 pupils to pass the phonic screening	Improvement on previous phonic screening results
Phonics gaps in KS2 will have closed and children will be applying their phonic knowledge in their learning.	End of year phonic data and intervention tracking Pupils learning and work
Children will be applying their phonic knowledge in their reading and be able to read age-appropriate texts	End of year Reading data Pupils will be able to access reading more independently Pupils will be developing a love of reading New books will have been purchased and being accessed by pupils
Spelling rules and patterns will be applied and used more consistently in pupils writing	End of year writing data Pupils written work
Children will have access to support that will enable them to positively develop their emotional health and wellbeing.	In times of need, there will be someone to talk to regarding the child's emotional health and wellbeing. Nurture room will have been developed to support children and children will be accessing its resources. Interventions will have been implemented to support children's wellbeing and self esteem
Handwriting and presentation will have improved	Interventions will have been implemented to support children's handwriting development Pupils handwriting and presentation will have improved
Pupils' mental maths strategies will have improved and children will be applying their skills effectively	End of year maths data Improvement on Y4 multiplication data
Pupils requiring additional support are identified quickly and effectively.	The appropriate interventions will be being implemented to support individual pupils needs and learning- Edukey Intervention tracking
Children are able to access the full curriculum, including learning experiences such as educational visits and residential.	Children will have had access to a full curriculum and support given if needed.
More children will be achieving expected in reading and writing.	All classes will have some TA support to support the first wave teaching and learning

Pupils will be identified quickly and the appropriate strategies to support learning and development are implemented, including support and access to outside agencies.	Interventions will be implemented
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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: £ 42,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure	Training delivered by English Leads	2,3,5
Lego Intervention training	Training Delivered by Samantha Griffiths Assistant Educational Psychologist	6,9
Sports playground training	Progressive Sports	6,9,10
TA support to support the first wave teaching and learning	TA support in classes	2,3,4,5,6,8,7,9

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

Budgeted cost: £ 14,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions	Children are able to apply phonic skills to their reading and writing	2,3,5,9
One to one reading sessions	Children are given extra time to practise their reading, as well as take part in a deeper discussion about the book, will grow in confidence which will impact all areas of the curriculum.	2,3,5,9
One to One spelling intervention	Children are given extra time to practise their spelling, which will impact all areas of the curriculum.	4,5,9
Handwriting sessions	Pupils who are given extra time to practise their handwriting.	5,7,9

Additional Literacy support	Children who are given the opportunity to work in smaller groups to enable them to focus and develop key skills and understanding.	2,3,4,5,6,7,9
Mental maths interventions	Children who are given the opportunity to work in smaller groups to enable them to able to grasp key concepts essential to a deeper understanding in maths.	8,9

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

Budgeted cost: £5931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring	Attendance data Regular Attendance Meetings	1,2,3,4,5,6,7,8,9,10
Nurture sessions Lego Therapy Interventions	Children who are able to access support regarding their emotional health, wellbeing and self-regulation will be happier in themselves and therefore happier in their learning. Children who are able to understand and accept their emotions and are able to separate this from the behaviour have greater success at embracing strategies to enable them to self-regulate.	6,9
SENco support in school	Regular support and visit to school by SENco	2,3,4,5,6,7,8,9,

Total budgeted cost: £ 62,399

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.

Funding has been used to ensure that classes have TA support during first wave teaching allowing PP children to receive additional support if required. Additionally, training has taken place for phonics to ensure the teaching of phonics is consistent. Teaching Assistants have received coaching to enable them to deliver effective interventions to ensure that gaps in learning are closed. School has used part of the funding to ensure that all disadvantaged children have been able to attend educational visits and residential, allowing them access to many new and exciting experiences. The employment of a Family liaison officer has continued to be a valuable resource for supporting children dealing with difficult times in their lives. Children and families have access to this provision for a variety of reasons; such as support with social skills, bereavements and family splits.

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
Picture News	Picture News Ltd

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)