



St Paul's CE Junior School Pupil Premium Strategy 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Junior School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Julieanne Taylor
Pupil premium lead	Headteacher
Governor	Val Robson

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged irrespective of background or the challenges they face. We believe that with the correct support all pupils can make good progress and attain highly in all subject areas, through well-matched provision and targeted support.

Objectives:

- Remove barriers to learning created by poverty, family circumstance and background;
- Diminish the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts;
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the ability to communicate effectively in a wide range of contexts;
- Empower pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide access a wide range of opportunities to deepen knowledge and understanding of the world.

To achieve this, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Provide teaching staff with high quality CPD to ensure that pupils access effective quality first teaching;
- Deliver a well-sequenced, knowledge rich curriculum which provides cultural capital and focuses on the acquisition of vocabulary;

- Provide targeted intervention and support to swiftly address identified gaps in learning, including the use of small group and 1:1 work;
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individual pupils.

Key Principles

We will ensure effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will have access high quality provision from appropriately trained adults.

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

Challenge	Details
1	Attendance & punctuality - attendance is below that of non-disadvantaged pupils and a greater proportion are persistent absentees
2	Social, emotional and mental health and a lack of resilience
3	Increased frequency of episodes of challenging behaviour from a small number of disadvantaged pupils, some of whom have special educational needs.
4	Access to wider opportunities, including facilities, resources and coaching within the local and the wider community e.g., Brownies & Cubs, gymnastics lessons etc.

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	Ensure attendance of disadvantaged pupils is at least 95%.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing teacher assessments in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • data from pupil questionnaires, feedback via school councillors, parent surveys and teacher observations • an increase in participation in enrichment activities with every disadvantaged pupil attending at least one extracurricular club of their choice
Children will be ready for transition to the next stage of their education.	<p>Year 6 disadvantaged pupils will report they feel well prepared for KS3. Their parents of Year 6 report they feel their children are ready for the next phase of the education.</p> <p>Disadvantaged pupils in other year groups will be ready to access learning from September as evidenced by progress data and pupil feedback during interviews at end of key stage 2 (sample exit interviews).</p>

Funding Overview 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year (2023 – 2024)	£67,960
Recovery premium funding allocation this academic year	£1,631
Pupil premium funding carried forward from previous years	£34,694
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	£104,285

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.

Teaching

Budgeted cost: £ 38 025

Activity	Evidence that supports this approach	Challenge addressed
Pupil Premium Teacher £19,338	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
CPD sessions for teaching staff on pedagogical subject knowledge and classroom pedagogy £7000	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2, 3, 4

Accelerated Reader Software & resources £9,000	Digital access to high quality reading resources at the right level, plus screening and progress monitoring enables teaching staff to effectively intervene and guide the development of essential reading skills at all abilities and at levels. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Embedding disciplinary language activities through incorporating a Talk Task and Vocabulary activities into every lesson to support pupils in articulate their understanding of key concepts.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Through the Master Reader approach teach comprehension strategies through modelling and supported practice.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2,3
Develop Pupils' language capabilities through drama and self-esteem workshops focusing on vocal training, public speaking and empowerment. £1320	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 There is evidence that teaching awareness of emotions and feelings can improve children's prosocial behaviour and emotional understanding, which in turn can support the development of the skills to manage emotional regulation.	1
Bright Start Occupational Therapy Sessions 4 x per week, to improve fine and gross motor skills and increase focus during lessons. £1,367	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 There is evidence that help with barriers that affect a person's emotional, social, and physical needs. To do this, they use everyday activities, exercises, and other therapies. OT helps kids play, improves their school performance, and aids their daily activities	1

Targeted academic support

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge addressed
Weekly release time for teachers to work 1:2 or 1:3 delivering targeted writing conferences in line with individual targets. £8,771	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Read Write Inc. Phonics & Fresh Start intervention groups & resources £2880	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 14 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Additional Learning Mentor Support to provide targeted academic support	Targeted support for specific knowledge gaps can be an effective method to support low attaining pupils or those falling behind,	

for double disadvantaged pupils. £3,000	both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Foundry College Behaviour Support Team £2200	Targeted behaviour for learning interventions can have positive overall effects.: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	

Wider strategies

Budgeted cost: £20,730

Activity	Evidence that supports this approach	Challenge addressed
Attendance: Well planned transition arrangements into Y3 to identify 'at risk' pupils, prior to joining the school; Rigorous monitoring of attendance and support for vulnerable families to ensure good attendance is maintained. Access to Parent workshops and training to support specific needs that arise out of discussions between parents and school staff.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3
Therapeutic Thinking Training for Head, Deputy and Inclusion Manager & a review of all behaviour related policies and procedures.	Both targeted behaviour interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Canine Assisted Learning £6,683	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2
Extra-curricular activities £6,000. Uniform & funding for trips, including Year 6 residential £2,950	An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 2, 3
Laptops & laptop cases £4,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	3

EBSA training for PP Learning Mentors £375	Both targeted behaviour interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Lunch Club to develop social skills 2 x LMs 5 days per week	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2
Forest School Sessions to develop confidence, resilience, communication and good mental health	An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission https://www.eef.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 2, 3
Cool Milk subscriptions £430		

Total budgeted cost: £62, 019

Pupil Premium Strategy Outcomes 2022 - 2023

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

End of Key Stage 2 Test Results 2023

E0KS2	% of pupils reaching expected standard			
	2022		2023	
	NA	St Paul's	NA	St Paul's
Reading	80	29	60	59
Writing	75	29	53	53
Maths	78	29	54	41
GPS			59	53
Combined	66	14	38	35

E0KS2	% of pupils reaching greater depth			
	2022		2023	
	NA	St Paul's	NA	St Paul's
Reading	33	14	17	12
Writing	16	0	7	0
Maths	27	14	13	18
GPS			18	12
Combined	9	0	3	0

- National Tutoring writing booster groups had a positive impact on the outcomes for Pupil Premium children at the end of KS2, 2022/23. The percentage of pupils working at the expected standard increased by 43% (to 64%) and 50% of pupils made accelerated progress within two terms;
- All 43 disadvantaged pupils were invited to take up two funded places in extracurricular clubs of their choice. By Summer 2023, 59 club places had been filled;
- Over 50% of disadvantaged pupils were invited to represent the school at sporting fixtures, with 19 pupils taking up this invitation.

- Attendance of disadvantaged pupils increased to 92.22%, just 1.58% below the NA figure for all pupils

Our aim is that every child will make a minimum of 6 steps progress each year in Reading, Writing and Maths across each academic year. The following tables summarise data from our pupil progress tracking system and reflects teacher assessment judgements for our disadvantaged pupils as at the end of the Summer Term 2023.

Year 6 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	65	53	59	47
% Higher Standard	12	0	6	0
Progress	7.0	7.6	6.9	7.3

Year 5 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	57	29	29	29
% Higher Standard	14	0	0	0
Progress	7.0	6.8	6.3	6.7

Year 4 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	62	23	62	15
% Higher Standard	8	0	0	0
Progress	5.7	4.7	6.0	5.5

Year 3 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	50	17	33	17
% Higher Standard	17	0	0	0
Progress	6.0	4.2	5.4	5.2

Externally provided programmes

Programme	Provider
Education City	Education City Limited
Times Tables Rock Stars	Maths Circle Limited
My Maths	My Maths UK
Accelerated Reader	Renaissance