



St Paul's CE Junior School Pupil Premium Strategy 2021 - 2022

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	384
Proportion (%) of pupil premium eligible pupils	48
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	July 2022
Statement authorised by	Julieanne Taylor
Pupil premium lead	Headteacher
Governor	Fr Richard Lamey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021 – 2022)	£63,420
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years	£12,490
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	£79,100

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 to 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;
- 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
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

5	Access to wider opportunities, including facilities, resources and coaching within the local and wider community e.g. Brownies & Cubs, gymnastics lessons etc.
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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 75% 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 75% 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 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> data from pupil questionnaires, feedback via school councilors, 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.	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 their education. 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).

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

Budgeted cost: £ 40,513

Activity	Evidence that supports this approach	Challenge addressed
Pupil Premium Teacher £36,600	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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
CPD sessions for teaching staff on principles of effective learning	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2/	2, 3, 4, 5

£250	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Accelerated Reader Software, resources and training £3,663	<p>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.</p> <p>Introduction & Set-Up (session 1) Introduction to Star Assessments (session 2) Launching Accelerated Reader (session 3)</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4

Targeted academic support

Budgeted cost: £17,180

Activity	Evidence that supports this approach	Challenge addressed
Weekly release time for teachers to work 1:1 £14,300	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 phonic intervention groups £2,880	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

Wider strategies

Budgeted cost: £20,730

Activity	Evidence that supports this approach	Challenge addressed
<p>Attendance: Support for vulnerable families to ensure good attendance is maintained.</p> <p>Well planned transition arrangements into Y3 to identify 'at risk' pupils, prior to joining the school;</p>	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

Parenting group sessions working on specific needs that arise out of discussions between parents and school staff. Reintroduction of fines for unauthorised absence.		
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
ARC Counselling Services £900 & Canine Assisted Learning £5,400 Nurture Training for two members of the Learning Mentor's Team staff £180	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 & uniform etc & Funding for trips and Y6 residential £10,000	An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission https://www.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, 3,4
Laptops & laptop cases £4,000	https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4
Cool Milk subscriptions £430		

Total budgeted cost: £78, 423

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year (Internal Data):

Measure	Score
Reading	+0.9 (NA -0.6)
Writing	-1.3 (NA -0.5)
Maths	0.0 (NA -0.7)

13% of the year group were identified as Disadvantaged. The attainment gaps between this group and the rest of the cohort diminished significantly compared to the previous year (2019-2020), with a 22% reduction of the gap on the combined RWM measure at the expected standard. Moreover, the progress measures of the Disadvantaged group were above the national average for both Reading and Maths and attainment was especially high compared to national attainment for RWM at the higher standard. (16.7%).

Strategy aims for disadvantaged pupils:

Disadvantaged Attainment (Internal Data 2020-2021)

Measure	Score
Meeting expected standard at KS2 RWM	42%
Reading	83%
Writing	58%
Maths	50%
Achieving high standard at KS2 RWM	17%
Reading	17%
Writing	17%
Maths	17%

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