# Pupil premium strategy statement – St Peter’s School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | St Peters |
| Proportion (%) of pupil premium eligible pupils | 7.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Gillie Young |
| Pupil premium lead | Louisa Hawker |
| Governor / Trustee lead | Louise Brundell |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £39,915 |
| Recovery premium funding allocation this academic year | £3407 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £43,322 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)*  At St Peter’s School we are committed to ensuring each individual achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.  High quality teaching is key; research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make. Quality first teaching is at the heart of our approach, with a focus on areas which we have identified through robust diagnostic assessment and analysis of termly assessments. The approaches we have adopted complement each other to help all our pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they are set * act early to intervene at the point a need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   We do not make assumptions about any of our families but instead use accurate assessment tools to ascertain a need, consider and implement the most effective approach for individual children and consult and work with their families.  At St Peter’s we have embedded the ethos that happy children thrive, we have achieved the National Nurturing School Award. The six nurturing principles form the basis of our whole school approach;   * Children's learning is understood developmentally. * The classroom offers a safe base. * The importance of nurture for the development of wellbeing. * Language is a vital means of communication. * All behaviour is communication. * The importance of transitions in children's lives.   Through the strategy outlined below, we aim to improve the outcomes for our vulnerable and disadvantaged children in all areas of the curriculum. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1. | Acquisition of phonics and the development of early reading skills |
| 2. | Our assessments indicate that progress and attainment in writing for pupils, including those in receipt of PPG funding, is lower than in Reading and Maths |
| **3** | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 7.5% lower than for non-disadvantaged pupils.  Analysis shows a disproportionate number of disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 4**.** | 45% of our Pupil Premium pupils have additional barriers to learning such as SEND, EAL, medical issues or have experienced known adverse childhood experiences/trauma. |
| **5** | Parental engagement monitoring shows the % of disadvantaged pupils’ parents and carers attending school events such as consultations is lower than the % of non PP pupil parents.  A lower percentage of disadvantaged pupils complete the home learning tasks set on Google classroom. |

## 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.

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| Intended outcome | Success criteria |
| 1.To achieve and sustain improved phonics and reading attainment for all pupils, particularly among disadvantaged pupils. | To achieve National and Hertfordshire average expectations in the Year 1 phonic screening check.  KS1 and KS2 reading outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. Children with additional barriers make rapid and sustained progress |
| 2.To achieve and sustain improved writing attainment for all pupils, particularly among disadvantaged pupils. | KS1 and KS2 writing outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. Children with additional barriers make rapid and sustained progress |
| 3.To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils. | Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations. Sustained high attendance from 2024/25 demonstrated by:   * the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year * the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year. |
| 4.To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:   * qualitative data from pupil voice, student and parent surveys and teacher observations. * quantitative data from Boxall Profiles and Strengths and Difficulties questionnaires. * a significant increase in participation in extra curriculum activities amongst disadvantaged pupils. |
| 5.To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils. | Increased % of pupils engaging in home learning activities.  Increased % of parents attending school events, particularly parents of our disadvantaged pupils |

## 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: £28,122

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed use of ‘Essential Letters and Sounds’ a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils leading to improved literacy outcomes. Fund staff CPD to support delivery | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2 |
| Enhance our literacy teaching in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access HfL resources and CPD (including Teaching and Learning Advisor visits) | The DfE guidance ‘What is the research evidence on writing.” has been produced, drawing on evidence-based approaches  <https://www.gov.uk/government/publications/what-is-the-research-evidence-on-writing>  The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 and Key Stage 2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improvi>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20writing> | 1, 2 |
| Increased hours for staff to facilitate a greater number of structured interventions, small group and 1:1 support for disadvantaged learners in lesson times  Increased hours to enable appropriate training and CPD for all teaching assistants. | Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment.  <https://www.google.co.uk/search?q=https%3A%2F%2Feducationendowmentfoundation.org.+uk%2Feducation-evidence%2Fguidancereports%2Fteaching-assistants&safe=active&ssui=on>  Research shows that TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 2 |
| First quality teaching.  A: Building knowledge  B: Motivating teachers  C: Developing teaching techniques  D: Embedding practice | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. | 1,2 |
| Fund individual and small group SEMH/ ELSA interventions.  Use evidence based programmes to:  Teach skills explicitly.  Expand emotional vocabulary.  Teach self- calming strategies.  Discuss perspectives. Develop relationships. Practise problem solving strategies. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search> | 1, 2 |

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

Budgeted cost: £8,617

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 Maths and Literacy Tutoring for pupils in KS2 A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are working at greater depth. | 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:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> | 1,2 |
| Small group interventions delivered by trained teaching assistants | Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. Also used as a more general strategy to ensure effective progress, or to pre teach challenging topics or skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2 |

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

Budgeted cost: £13,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.  Provide training and release time for staff to develop and implement new procedures and fund attendance/support officers to improve attendance | The DfE has researched a wide range of strategies to improve attendance and suggests strategies to support positive partnerships with families.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1,2,3,4,5 |
| Whole staff refresher training for Herts Steps on behaviour management approaches with the aim of supporting our school ethos and improving behaviour across the school. | Both targeted interventions and universal approaches can have positive overall effects:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 1.2,3,4 |
| Emotional Literacy Support Assistant (ELSA)  Training completed by TA 2022 to 2023  Weekly identified one to one ELSA sessions 2024 to 2025. | What are the benefits of ELSA?  Children learn to:  Develop coping strategies and talk about difficulties.  Interact more successfully with others.  Develop greater self-awareness manage school better and feel better about themselves.  Pupils with an ELSA feel they have been listened to and supported. |  |
| School to support contributions to trips  Purchase of items to support pupils at school in consultation with parents and carers including; book bags, uniform and school shoes.  Implementing a poverty proofing approach. Families given a whole overview of trips and educational activities in order to budget accordingly. | We, as do the Education Endowment Foundation, think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education; this is what we set out to do. Hopefully providing experiences and learning opportunities that spark an interest which children can build upon  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment>  Poverty proofing research paper- for those families experiencing financial hardship, poverty proofing results in the financial burden being removed and children having the items they need, thus removing stigma and in return forging a good relationship between school and home. The key point is that in school there are no labels and no child should feel different.  <https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf> |  |

**Total budgeted cost: £43,322**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Desired outcomes | Success Criteria | Impact |
| To achieve and sustain improved phonics and reading attainment for all pupils, particularly among disadvantaged pupils. | There will be a year on year increase in the % of pupils passing the Year1 Phonics check.  There will be a year on year increase in the % of PP pupils meeting and exceeding the expected KS1 and KS2 standards in reading and writing. | 90% of all children including PPG children met the phonics standard in June 2024.  100% of pupils with PPG met the phonics standard in June 2024. |
| To achieve and sustain improved writing attainment for all pupils, particularly among disadvantaged pupils. | There will be a year on year increase in the % of PP pupils meeting and exceeding the expected KS1 and KS2 standards in writing. | **At the end of KS1**  72% of all children including PPG met the expected standard in July 2024  33% of PPG children met the  expected standard at the end of July 2024.  **At the end of KS2**  80% of all children including those with PPG met the expected age  related standard for writing in July 2023.  *There was only one PPG pupil in the Year 6 cohort and they did not reach ARE in writing. That child was* *on the SEND register with needs that meant that writing was very challenging.* |
| To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils. | Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations. Sustained high attendance from 2023/24 demonstrated by:   * the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year * the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year. | Attendance data July 2024;  96.4% Non PPG pupils  88.9% PPG pupils  20% of persistent absentees were in receipt of pupil premium funding.  Action taken  St Peter’s Wellbeing Mentor  actively monitoring PPG attendance and working with identified families to overcome barriers to  attendance*.* |
| To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from pupil voice, surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | An audit of the Clubs attended in Autumn Term 2024 indicated that 78% of pupils with PPG funding  attend at least one fully funded club.  There is no gap between the  number of pupils with PPG funding attending Clubs when compared to those pupils who do not receive PPG funding.  Staff have pledged to continue to encourage all PPG pupils to attend one fully funded Club.  Pupils in receipt of PPG funding are prioritised for support using  therapeutic interventions at school. These include:  Well-being mentor support  ELSA support  Happy Humans  Outdoor Learners |
| To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils. | Increased % of pupils engaging in home learning activities.  Increased % of parents attending school events, particularly parents of our disadvantaged pupils | Home Learning  Whole school data analysis completed Autumn Term 2024.  Teachers monitor weekly.  All pupils,  including those in receipt of pupil premium funding,  identified as needing  additional support to complete  homework.  Children offered  support via a Homework Club in school from September 2024.  Laptops loaned to families where appropriate.  Parental Engagement  Well- Being Mentor employed from January 2024 to focus on  developing communication in  person in order to continue to  develop  positive relationships with families who are identified.  EAL link project introduced in  September 2023 with the aim of utilising languages spoken by  members of the school community to enable communication to reflect the diverse languages spoken by families at St Peter’s. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |