

Pupil Premium Strategy Statement 2022-25

St. Peter's CE Academy



This statement details St. Peter's CE Academy'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.

The following publications have been used to support our strategy statement:

[The EEF Guide to the Pupil Premium](#)

[Church of England's Vision for Education](#)

School overview

Detail	Data
School name	St Peter's CE Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils 39 pupils; 38 PP, 1 LAC	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	January 20223 April 2023 July 2023
Statement authorised by	Julie Casswell Anne Ansell
Pupil premium lead	Julie Casswell
Governor / Trustee lead	Catherine Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34510.00
Recovery premium funding allocation this academic year	£3480.00
Pupil premium funding carried forward from previous years	£0.00
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	£37990.00

Part A: Pupil premium strategy plan

Statement of intent

'Let your Light Shine' – Matthew 5:16

Our school vision encompasses our ultimate objective for all of our children, and none more so than our most disadvantaged.

We want to help build good people – good people who will make a difference in our communities; they'll aspire to add kindness, with compassion and treat others with dignity. We want our faith to be an anchor, a pull which reminds us what is right, what is wrong, what's important and why.

Our school values underpin our vision for education and permeate in all we do.



Our current strategy aims to meet these objectives using a tiered approach:



1. Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.
2. Targeted academic support – we will ensure that we have a skilled, effective team of teaching assistants who lead and deliver structured one-to-one or small group intervention to classroom teaching.
3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to KS2 in reading.
2	Low attainment on entry to KS2 in maths.
3	Punctuality and attendance are lower than non-disadvantaged pupils. This results in lost learning time.
4	Social, emotional and mental health needs impacts on readiness to learn.
5	Lack of financial resource to provide children with enrichment opportunities.

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
Improved reading age.	Attainment to be in line with national average.
Improved fluency in maths.	Attainment to be in line with national average.
Attendance for PP children is in line with national data.	All children will arrive to school on time. Attendance of PP children will be 97%+.
Improved learning behaviours in the classroom.	SEMH needs are met through targeted support, improving concentration and learning outcomes.

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: £13505.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To raise attainment in reading by ensuring that all children receive challenging and engaging quality first teaching to meet their needs.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Use of quality texts for whole class reading. • Staff development and CPD in phonics to support children working below age related expectations on entry to KS2. • Fully decodable reading scheme in LKS2. • Implement small group reading comprehension intervention groups. 	<p><i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i></p>	1
<p><i>To raise attainment in maths by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes:</i></p> <ul style="list-style-type: none"> • Additional fluency practises every morning for 10 minutes. • Staff development and CPD in maths, linked to the work with the Maths Hub. • Implement same day intervention to close the gaps in learning. • Develop a consistent approach to reasoning and problem-solving including technical language. 	<p><i>EEF Toolkit: Mastery Learning +5 months.</i></p>	2
<p><i>Implement full two-form entry with 8 smaller class sizes. Increase in teacher / pupil attention.</i></p>	<p><i>EEF Toolkit: Reduce class size +3 months.</i></p>	1,2,4
<p><i>Improve children's learning outcomes by ensuring that teachers provide effective feedback that impacts on learning.</i></p>	<p><i>EEF Toolkit: Feedback +8 months.</i></p>	1,2
<p><i>Develop the whole child and improve cultural capital by providing:</i></p> <ul style="list-style-type: none"> • Specialist music teaching. • Specialist sports coaching. • Specialist mindfulness lessons. 	<p><i>EEF Toolkit: Arts Participation +3 months</i> <i>EEF Toolkit: Sports Participation +3 months</i></p>	5

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

Budgeted cost: £8684.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Tuition in maths with a qualified teacher.</i>	<i>EEF Toolkit: One to one tuition +5 months.</i>	1, 2,
<i>Implement the Hertfordshire Reading Fluency Project in UKS2.</i>	<i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i>	1
<i>Implement RWI / Fresh Start programmes for targeted phonics and reading support.</i>	<i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i>	1

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

Budgeted cost: £15801.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Assistant Inclusion Manager time to support families with poor attendance and punctuality.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Daily attendance checks</i> • <i>Home visits</i> • <i>Monitoring trends</i> • <i>Penalty fines for extended holidays</i> • <i>Working closely with attendance officers from link NET schools support families</i> • <i>Working closely with North Northamptonshire Council to support families with persistent absence.</i> 	<p><i>National Statistics data from the DFE in Autumn 2019 shows:</i></p> <p><i>Overall absent rate:</i></p> <ul style="list-style-type: none"> • <i>pupils known to be eligible for and claiming FSM had an overall absence rate of 7.6%, compared to 4.3% for non-FSM pupils.</i> <p><i>Persistent absence rate:</i></p> <ul style="list-style-type: none"> • <i>pupils known to be eligible for and claiming FSM had a persistent absence rate of 23.8% - more than double the rate of non-FSM pupils at 10.5%.</i> 	3

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<p><i>External agency time to offer Draw and Talk to support children 1:1 with SEMH needs.</i></p>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p><i>3,4</i></p>
<p><i>Nurture club provision at lunchtime to support social and emotional needs.</i></p>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p><i>3,4</i></p>
<p><i>Wider opportunities to develop cultural capital include:</i></p> <ul style="list-style-type: none"> • <i>Fully funded peripatetic music lessons.</i> • <i>Fully funded sports clubs.</i> • <i>Fully funded day trips.</i> • <i>Fully funded residential trips.</i> 	<p><i>EEF Toolkit: Arts Participation +3 months</i></p> <p><i>EEF Toolkit: Sports Participation +3 months</i></p>	<p><i>5</i></p>
<p><i>Due to the cost of living crisis, additional support will be provided to families to cover:</i></p> <ul style="list-style-type: none"> • <i>Uniform costs.</i> • <i>Breakfast and After School Clubs</i> 		

Total budgeted cost: £ 37990.00

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.

Subject	Year 3 (13 pupils) (35 pupils)	Year 4 (6 pupils) (54 pupils)	Year 5 (9 pupils) (46 pupils)	Year 6 (3 pupils) (39 pupils)
Reading EXS PP	77%	33%	56%	33%
Reading EXS Non-PP	63%	83%	87%	72%
Reading GDS PP	31%	0%	0%	0%
Reading GDS Non-PP	31%	39%	33%	33%
Writing EXS PP	38%	33%	22%	33%
Writing EXS Non-PP	57%	80%	67%	72%
Writing GDS PP	0%	0%	0%	0%
Writing GDS Non-PP	14%	22%	13%	18%
Maths EXS PP	54%	33%	33%	67%
Maths EXS Non-PP	63%	76%	70%	69%
Maths GDS PP	0%	0%	0%	0%
Maths GDS Non-PP	9%	11%	20%	18%

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
Multiplication Times Tables	TT Rockstars
Drawing and Talking Therapy	Draw and Paw
Horse Therapy	Seeds of Change
National Tutoring Programme	Teaching Personnel