

St Peter's Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter-in-Thanel CE Junior School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	32% Pupil Premium Oct 21 = 112 (FSM6, PLAC, LAC, Service) Pupil Premium Oct 22 = 123 (FSM6, PLAC, LAC, Service)
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	Dec 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Tim Whitehouse
Pupil premium lead	Tim Whitehouse
Governor / Trustee lead	James Boulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 22 – Mar 23 (7/12) £155,825 = 90,898 April 23 – August 23 (5/12) £169,235 = 70,515 £161,413
School Led Tutoring funding allocated this academic year	£17658
Recovery premium funding allocation this academic year	£15,370
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	£ 194,441

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged children:

To ensure that any external factors such as a family's financial circumstances are not a barrier to a child's success – there is success in every St Peter's child

To ensure that each child's different learning needs are met successfully through quality first teaching, appropriate staffing provision and placement and through targeted interventions

To foster a life-long love of reading

To ensure that all children gain the fundamental literacy skills – phonics, inference, vocabulary, confident speech and language – which are the building blocks for future success

To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support

To ensure that the educational and wider school experience of disadvantaged children is as rich as that of their peers

How we work to achieve those objectives:

Through high quality teaching across all areas of the curriculum

Through targeted and focused learning and intervention for literacy, phonics and speech and language across the school

Through an embedded understanding of a mastery approach to the teaching and learning of maths throughout the school

Through targeted and focused maths interventions across the school

Staffing structures and grouping of children to support quality first teaching and appropriate interventions

By providing high quality training for our teachers and teaching assistants

By providing funds for the wider work of the school – to encourage attendance, work with external agencies for support or intervention and enable extra-curricular activities

Key Principles of our strategy plan:

- *Inclusivity – quality first teaching*
- *Appropriate resourcing, staffing and staff training*
- *Academic success through targeted teaching and learning*
- *Social, emotional and well-being support*
- *Wider support for families in need*

Challenges

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

Challenge number	Detail of challenge
1	Limited language acquisition – poor sentence structure and limited vocabulary for a significant amount of PP children. (This limits reading comprehension, writing standards and understanding of complex problems or concepts in curriculum areas such as maths and science).
2	Limited access to a range of experiences, including social, educational and out of school activities which impacts on their attitude and motivation to learning.
3	Lack of social skills and play skills as a result of lockdowns / school closures
4	Variable engagement and access to remote learning through periods of school closure resulting in gaps in knowledge
5	Lack of resilience
6	Lack of parental engagement affects progress and attainment for some eligible pupils.
7	Ongoing emotional and Well-being effect of Lockdown and Pandemic on vulnerable children and families.
8	Financial constraints – inability to access Extended Day, enrichment or extra-curricular activities because of cost of living crisis
National data shows that pupils from junior schools, on average, have lower progress scores at the end of key stage 2 than pupils at all other primary schools	

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
Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be negligible	<p>In house data will demonstrate excellent progress for disadvantaged children.</p> <p>KS2 outcomes will demonstrate negligible achievement gap</p> <p>St Peter's PP children will perform well in comparison to all pupils nationally</p> <p>Pupil voice and book looks will demonstrate pride, confidence and engagement with learning</p>
Disadvantaged children access all aspects of school day and benefit from the broad and rich wider curriculum that St Peter's offers	<p>Clubs and activities are promoted and signposted for disadvantaged children – all PP children offered at least one after school club each term</p> <p>PP children's involvement in Elite clubs and competitions encouraged</p>
Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	Children identified as high achieving on entry leave St Peter's at the end of Year 6 having maintained this higher standard of attainment
Children receive appropriate well-being and social and emotional support so that they feel happy, can care for themselves and for others and can approach their learning with confidence and resilience.	<p>Vulnerable children are given the emotional support and the tools they need for emotional resilience, allowing them to successfully access the social and academic elements of school</p> <p>Pupil voice demonstrates development in wellbeing and resilience.</p> <p>Behaviour records demonstrate improvements in social skills / learning skills and that tools are used effectively</p>
Disadvantaged and vulnerable families are a focus for attendance	PP children's attendance is in line with whole school attendance, giving disadvantaged children the same opportunity as others to learn and enjoy school

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: £112 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 cohort of three classes split in to 4 groups of approximately 24 children with 4 class teachers and 4 TAs	<p>EEF Teacher Toolkit: Reducing class size: “allows teachers to develop new skills and approaches” “increasing the amount of high quality feedback or 1:1 attention learners receive”</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p>	1 3 4 5 6 7
Japanese Lesson Studies carried out within each Year Group – teaching team plan, observe, review and replan a lesson or series of lessons to refine and improve practice to ensure highest quality first teaching	<p>EEF Teacher Toolkit: ‘research tells us that high quality teaching can narrow the disadvantage gap’</p> <p>‘To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.’</p>	1 4 5 7
Phonics Groups led by Learning Mentors for Year 3 and 4 – staffing, training and resourcing – all children screened to identify gaps in phonic knowledge and then 8	<p>EEF Teacher Toolkit Structured Phonics: “Phonics is particularly beneficial for younger learners” Reading Comprehension Strategies: “carefully tailored to pupils’ reading</p>	1 2 3 4 5

<p>interventions groups implemented by 2 HLTAs</p>	<p>capabilities and involve activities and texts that provide effective but not overwhelming challenge”</p> <p>Small group tuition: “greater feedback from teacher” “more sustained progress” “work closely matched to learner need”</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>Successful strategies: Deploying Staff effectively Reducing class size</p>	
<p>Accelerated Reader programme, training and resourcing</p>	<p>EEF Teacher Toolkit:</p> <p>Successful approaches: “targeted reading aloud and book discussion with young children” “explicitly extending pupils’ spoken vocabulary” “carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</p>	<p>1 2 3 4 5</p>
<p>Shine interventions for Maths and Literacy – specific targeted interventions based on identified gaps in knowledge Shine is a targeted intervention for Primary Reading Skills, GPS, and Maths, looking to address specific gaps in understanding and deliver targeted individual and group intervention activities, for Years 3-5. It provides an overview and learning sequence to support class teachers and TAs to target pupils’ areas of weakness through guided models, practice texts and quizzes.</p>	<p>EEF Toolkit:</p> <p>‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact’</p>	<p>1 2 3 4 5</p>
<p>Books to support Power of Reading initiative – higher interest books to support emerging readers to higher attainers</p>	<p>EEF Toolkit +5 months</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2.</p>	<p>1 2 4 8</p>
<p>Restock the Barrington Stokes dyslexia friendly reading books</p>	<p>EEF Toolkit +5 months</p>	<p>1 4</p>

to support the reading of dyslexic children	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	5
Further develop teachers' vocabulary pedagogy through the use of Mrs Wordsmith	EEF Toolkit +5 months 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	1 2 4
Use Jason Wade's Sounds and Syllables CPD and Resources to embed a common approach to spelling strategies used by children and staff to develop a rich and ambitious vocabulary in children's writing	EEF Toolkit +5 months 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	1 2 4
Improve teachers' and TAs' mathematical pedagogy and understanding of mastery in mathematics through teacher and TA CPD and coaching by mathematics mastery specialist teacher for new teachers	EEF Toolkit +5 months EEF Maths Evidence Review 'The evidence also indicates that, in mathematics, teacher knowledge is a key factor in the quality of teaching. Teacher knowledge, more particularly pedagogic content knowledge (PCK), is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'	1 4 5
Peer mentoring maths project whereby Yr5/6 mathematicians work alongside children in Yr3/4 to improve fluency and key concepts	EEF Toolkit +5 months 'Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.'	1 4 5
To provide additional time above PPA for data tracking and analysis including assistant head and coordinator release time to drive progress.	EEF Toolkit 'To explore the real nuance of any lost learning, or specific issues for individual pupils, schools will put effective assessments to work'	4

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

Budgeted cost: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted children to receive 1:1 online maths tuition from Third Space learning – 24 children from Yr6 in Terms 1 & 2, another 24 children in Terms 3&4 then 25 children from Yr5 in Terms 5&6	EEF Toolkit 'one to one tuition is very effective at improving pupil outcomes' "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5
Academic Mentor employed to provide specific one to one and small group interventions to overcome barriers to learning and boost attainment	EEF Toolkit Small group tuition: "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5
Specific intervention strategies to overcome barriers to learning – auditory/visual memory, speech and language, Engaging eyes, fizzy/clever hands, etc	Small group tuition: "more sustained progress" "work closely matched to learner need"	1 2 4 5
Maths catch up groups – targeted maths catch up sessions led by the TA who was in the morning lesson with the children	EEF Toolkit Small group tuition: "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5
Daily catch up groups for literacy led by the TA who was present in the lesson	Small group tuition: "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5
Year 6 Extended Writing Group to provide support for small groups of writers not on track to make the required progress through KS2 due to the effects of lockdown on their writing skills	EEF Toolkit +5 months Small group tuition: "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5

Girls Maths Group in Terms 3&4 – to improve girls’ GDS outcomes in maths	EEF Toolkit +5 months	1
	Small group tuition:	4
	“greater feedback from teacher”	5
	“more sustained progress”	
	“work closely matched to learner need”	

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All vulnerable children to be offered an after-school club for no charge - After-school club manager to ensure a range of activities are available with careful tracking of the attendance of PP children.	EEF Toolkit: 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	1 2 3 6 7 8
Places provided in breakfast club to ensure that our vulnerable pupils have a good start to the day and improve attendance and punctuality. Targeted children offered free places to improve punctuality and attendance and therefore attainment	DfE National Breakfast Club Programme: 'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour'	1 2 3 6 7 8
Provide support for specific families undergoing periods of significant financial hardship – eg clothing, uniforms, transport costs etc.	EEF Toolkit: School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation	1 2 3 6 7 8
The development of the school’s outdoor learning forest school to improve resilience and self-esteem,	EEF Toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development.	1 2 3 5 7

Specific Attendance personnel to track attendance and punctuality and liaise with Deputy Head to monitor attendance. Liaise with school SLO Celebrate good attendance.	State of the Nation 2021: 'Supporting a link between attendance and wellbeing, pupils with higher wellbeing ratings were more likely to have regularly attended school'	4 5 6 7
A specific Wellbeing Learning Mentor to provide support for vulnerable children with a range of needs. To run groups for children on the autistic spectrum To provide support for bereavement etc. To provide 1:1 and small group activities for social interventions. To provide social stories when needed. To work closely with outside agencies such as: Project Salus, Headstart, Counselling Services, Thanet Inclusion Services and Early Help	EEF Toolkit: 'Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	1 2 3 5 6 7
Engage with the Nurture UK project to Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. SEL approaches to be shared with parents and support for vulnerable families provided and signposted	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):	1 2 3 5 6 7
Additional lunchtime sports coach time and equipment. To work with pupils to increase confidence and self-esteem.	EEF Toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development.	3 5 7
PSHE/RSE/Heartsmart programmes and resources to improving resilience, social skills, and confidence whilst reducing anxiety	EEF Toolkit: They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.	1 3 5 7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we will compare our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level using the ISDR and the ASP (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

St Peter's 2021-22 SATS Data										
87 pupils B=43 G=44	Reading		SPAG		Writing		Maths		Combined	
	School	National	School	National	School	National	School	National	School	Nat
EXP	90%	74%	84%	72%	70%	69%	85%	71%	64%	59%
GDS	34%	28%	34%	28%	9%	13%	25%	22%	6%	7%
Boys	86% 26%	69%	77% 26%		60% 7%	63%	84% 30%	72%	53%	54% 6%
Girls	91% 42%	80%	89% 42%		78% 11%	76%	84% 20%	71%	73%	63% 9%
Disadvan- taged Pupils	83% 33%	62%	79% 25%		58% 0%	55%	75% 17%	56%	50% 0%	43% 3%
SEN 14 (current)	57% 7%		50% 0%		7% 0%		43% 0%			18%
Progress Scores	1.1	0.0			-1.4	0.0	0.7	0.0		
Average Scaled Scores	106.7	104.8	106.7	105.1			105.3	103.8		

In Reading our outcome of 90% of children achieving the Expected Standard was significantly above National and in the highest 20% of all schools.

In Maths, our outcome of 85% of children achieving the Expected Standard was again significantly above National and in the highest 20% of all schools.

In EGSP our outcome of 84% of children achieving the Expected Standard was also significantly above the National figure.

Our attainment in Writing – the only judgement that we made ourselves and not the result of external marking – with 70% of our children achieving the Expected Standard, was in line with National and demonstrates the area we feel has been most affected by the disruption to children’s education.

Our Pupil Premium children continued to perform exceptionally well.

In Reading 83% of our Pupil Premium children met the Expected Standard, compared with 62% PP children nationally and 74% of all children nationally. For Maths 75% of our Pupil Premium children met the Expected Standard, compared with 56% PP children nationally and 71% of all children nationally. In Writing 58% of our Pupil Premium children met the Expected Standard compared with 57% of Pupil Premium children nationally and in SPAG 79% of our Pupil Premium children achieved the Expected Standard compared with 72% of all children Nationally.

This details the impact that our pupil premium activity had on pupils in the years immediately prior to the pandemic. This again details that Pupil Premium children at St Peter’s not only out-perform Pupil Pupil Premium children Nationally – but indeed out-perform All children Nationally.

2. Most Recent Attainment						
Results for year 2018-19	<i>School all pupils</i>	<i>National all pupils</i>	<i>School pupil premium</i>	<i>National pupil premium</i>	<i>School non-pupil premium</i>	<i>National non-pupil premium</i>
(19-20/20-21) Results not available due to Lockdown and Cancellation of SATs)						
% achieving Expected Standard in Reading	86%	73%	86%	62%	86%	78%
% achieving Expected Standard in Writing	90%	78%	86%	68%	92%	83%
% achieving Expected Standard in Maths	89%	79%	86%	67%	90%	84%
% achieving Expected Standard in Reading, Writing & Maths Combined	77%	65%	76%	51%	78%	71%
% achieving Expected Standard in SPAG	90%	78%	95%	67%	89%	83%

Results for year 2018-19	<i>School all pupils</i>	<i>National all pupils</i>	<i>School pupil premium</i>	<i>National pupil premium</i>	<i>School non-pupil premium</i>	<i>National non-pupil premium</i>
% achieving Greater Depth in Reading	43%	27%	33%	17%	46%	31%
% achieving Greater Depth in Writing	34%	20%	38%	11%	33%	24%
% achieving Greater Depth in Maths	35%	27%	43%	16%	33%	32%
% achieving Greater Depth in Reading, Writing & Maths Combined	20%	11%	19%	5%	21%	13%
% achieving Greater Depth in SPAG	57%	36%	57%	24%	57%	41%

St Peter's is proud of the achievements of all its pupils – there is success in every child.