

Pupil premium strategy statement – St Peter’s CE Academy



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

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	FSM– Service– PLAC– LAC–
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December
Date on which it will be reviewed	April 2024
Statement authorised by	Mark Currell
Pupil premium lead	Mark Currell
Governor / Trustee lead	Julie Barke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM–£18915 (count =36) Service–£670 (count =0) PLAC–£2530 (count =0) £54,180
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,220
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£59,400

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we understand it is important to consider the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and that they make good teaching and learning decision in line with children, Nene Education Trust and that also based on effective research.

School Context

St. Peter's CE Academy is a hidden 'gem' located in Raunds with fantastic children and extensive grounds. We are small, friendly and welcoming with a distinctive family feel. As a Church of England school, our Christian values are at the heart of all we do. They support us to build a firm foundation for learning throughout our curriculum, ensuring our high standards and expectations permeate throughout our school.

Our vision 'Let Your Light Shine' not only captures the family ethos of the school, but also the high expectations we place of all members of our school community to be the best they can be.

We are proud to be part of the Nene Education Trust.

Our learners are able to engage in our exciting, vibrant curriculum as we challenge their understanding and develop a lifelong love of learning. We are proud of our school family, where academic achievement and individual skills are valued and respected.

We are a small KS2 academy with only 8 classes, ranging from age 7 to 11 (Year 3 to Year 6). Our environment is small and caring; our staff work hard to ensure children love school and develop a lifelong love for learning.

The vast majority of the children are of White British heritage and very few children speak English as an additional language. The proportion of pupils who receive PP is in line with national averages and pupils with SEND is just above national average.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore be well prepared for secondary education.

Achieving these objectives

- All our work with our pupil premium children will be aimed at accelerating progress and moving children to at least age-related expectations
- Small group additional learning support

- Greater clarity around subject leader expectations enabling a more impactful monitoring and evaluating cycle
- Curriculum scheme purchased to support with sequencing of curriculum across the whole school
- Maths scheme of work brought in to sharpen our consistency in the classroom and to accelerate progress
- Additional numeracy, literacy and wellbeing interventions delivered by Northampton Town Football Club mentor program
- Use of specialist support from within the trust in relation to Maths, Safeguarding, SEND and Mental Health and Wellbeing
- Raising importance of emotional, social and physical wellbeing amongst our children through emotional, behavioural and wellbeing support through our WWW curriculum
- Developing wellbeing for the children through PE lessons by subscribing to Real PE to deliver effective and engaging PE lessons
- Extending provision by creating extra-curricular clubs using school staff and additional agencies.
- Payment support for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Provide creative opportunities to allow the children to sing in a choir as part of our collective worship programme and as part of our whole child project working with Silhouette Youth Theatre
- Provide creative opportunities to allow the children to dance and act as part of our whole child project working with Silhouette Youth Theatre
- This list will change according to the needs and support our socially disadvantaged pupils require

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
<p>1 – Improved reading age Improved Phonics and Reading consistency across the school setting, leading to better outcomes</p>	<p>Work with the English Hub and English leads across the trust Ensure all staff have received phonics support to deliver scheme Disadvantage children achieve in line with or above national average expected standards in PSC Disadvantaged children achieve in line with or above national average progress scores in KS2 Reading</p>
<p>2 – Improved fluency in maths. Improved Maths consistency across the school setting, leading to better outcomes</p>	<p>Work with the Maths Hub and Maths leads across the trust Maths scheme of work shared across whole school setting Ensure all staff have received Maths support to deliver scheme Disadvantaged children achieve in line with or above national average progress scores in KS2 Maths</p>
<p>3 – Improved offer for SEND children across the school setting, leading to better outcomes</p>	<p>Employment of specialist SENCo SEND children achieve in line with or above national average progress scores in KS2 RWM</p>
<p>4 – Attendance for PP children is in line with national data. Improved punctuality and attendance by removal of ongoing legacy issues. Attendance figures are currently good for disadvantaged children and we would like to maintain this.</p>	<p>All children will arrive to school on time. Attendance of PP children will be 97%+ Ensure attendance of our disadvantaged children is in line with non-disadvantaged Punctuality is monitored and a range of strategies put in place to support children</p>
<p>5 – Opportunities to provide greater family support both within and outside of the classroom</p>	<p>All enrichment will be linked to curriculum that they are studying and payment support will be available Every child has the right to be part of creative subjects (music, dance, drama, singing) We encourage extra-curricular clubs Ongoing, regular, clear and concise communication with families</p>

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p> <p>£2000</p> <p>To raise attainment in reading by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes: • 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>	<p>We are part of the Nene Education Trust which also allows greater access to effective CPD across the whole trust. All staff to lead effectively are given release time termly to monitor and evaluate their subject delivery across the whole school.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit summarises the best available evidence on a variety of teaching and learning approaches, explaining their average impact, cost, and key considerations when putting them into practice. • EEF guidance reports offer evidence-informed recommendations on how schools can improve practice across a range of areas such as literacy, maths, science, and teacher feedback. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. • EEF Cognitive Science in the Classroom: A Review of the Evidence provides an accessible summary. <p>Evidence Based Education’s Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.</p>	<p>12345</p>
<p>Phonics and Reading - Improved Phonics and Reading consistency across the school</p> <p>£10,000</p>	<p>Due to disadvantaged background children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-disadvantaged children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Supporting continuous and sustained professional development is crucial to</p>	<p>1</p>

	<p>developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. • EEF Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. <p>EEF accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p>	
<p>Maths - Maths intervention programme £4000</p> <p>To raise attainment in maths by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes: • 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>	<p>Timely and appropriate interventions can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Interventions can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that interventions offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between tutors, staff and pupils is also important. Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p>	<p>2</p>

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

Budgeted cost: £ 21,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tuition in reading and maths with a qualified teacher.</p> <p>£2640</p>	<p>EEF Toolkit: One to one tuition +5 months.</p>	<p>12</p>
<p>SEN & Pastoral - SENCO / FSW release time</p> <p>£3712</p>	<p>Disadvantaged children also have range of SEND / learning difficulties requiring higher levels of support (EHCP / CP)</p> <p>Less frequent behaviour difficulties meaning PP pupils are less likely to have negative impacts on their academic progress.</p> <p>The additional teaching staff sees progress accelerated in KS2</p>	<p>1 2 4</p>
<p>Interventions - Targeted interventions to support language development, literacy and numeracy</p> <p>Implement Little Wandle catch up and keep up programmes for targeted phonics and reading support.</p> <p>£1500</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <ul style="list-style-type: none"> • EEF Selecting Interventions tool offers evidence-informed advice to help you select an appropriate programme. <p>EEF have dedicated web pages on effective approaches to supporting literacy and numeracy.</p>	<p>1 2 4</p>
<p>Interventions - Teaching assistant deployment and supporting high quality provision within the classroom and delivering targeted interventions</p> <p>£500</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <ul style="list-style-type: none"> • EEF Making the Best Use of Teaching Assistants guidance report presents six recommendations, including 	<p>1 2 4</p>

	<p>adopting evidence-based interventions to support small group and one to one instruction.</p> <p>EEF Teaching and Learning Toolkit strand on teaching assistant interventions.</p>	
<p>Interventions - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEMH</p> <p>£12,199</p>	<p>TAs often provide the key means by which inclusion is facilitated. Given that SEN pupils and low-attaining pupils are more likely to be disadvantaged (FSM). Children will be identified through behaviour and safeguarding monitoring. Range of interventions to be embedded to support agency advice also applied</p>	1 2 3 4 5
<p>Learning outside of the classroom - Times Tables Rock Stars – Spell Zone Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment</p> <p>£359</p> <p>£208</p>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p> <ul style="list-style-type: none"> • EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning. <p>EEF Remote Learning: Rapid Evidence Assessment gives an overview of the evidence underpinning strategies to support remote learning.</p>	2
<p>Maths - Maths scheme of work shared across the school</p> <p>White Rose</p> <p>£160</p>	<p>White Rose</p> <p>Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than just being able to memorise key procedures</p>	2
<p>Learning outside of the classroom – picture news Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment</p> <p>£190</p>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p> <ul style="list-style-type: none"> • EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning. 	2

	EEF Remote Learning: Rapid Evidence Assessment gives an overview of the evidence underpinning strategies to support remote learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)


Budgeted cost: £ 21,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Officer time to support families with poor attendance and punctuality. This includes:</p> <ul style="list-style-type: none"> • Daily attendance checks • Home visits • Monitoring trends • Penalty fines for extended holidays • Working closely with attendance officers from link NET schools support families • Working closely with North Northamptonshire Council to support families with persistent absence <p>£7,331</p>	<p>National Statistics data from the DFE in Autumn 2019 shows: Overall absent rate:</p> <ul style="list-style-type: none"> • 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. Persistent absence rate: • 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%. 	3
<p>ELSA time HLTA time to support children 1:1 with counselling.</p> <p>£5,317</p>	EEF Toolkit: Social and Emotional Learning +4 months	34
<p>Wider opportunities to develop cultural capital include:</p> <ul style="list-style-type: none"> • Fully funded peripatetic music lessons. • Fully funded sports clubs. • Fully funded day trips. • Fully funded residential trips. <p>£9,000</p>	EEF Toolkit: Arts Participation +3 months EEF Toolkit: Sports Participation +3 months £250per pupil	5

Total budgeted cost: £59,116 (underspend of £284)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Year 3 data (11 children) for PP show: Reading 45% at expected Writing 27% at expected Maths 55% at expected</p> <p>Year 4 data (12 children) for PP show: Reading 58% at expected Writing 50% at expected Maths 33% at expected</p> <p>Year 5 data (6 children) for PP show: Reading 33% at expected Writing 17% at expected Maths 50% at expected</p> <p>Year 6 data 2023: Reading: 80% (national 73%) Writing: 66% (national 71%) Maths: 77% (national 73%) Spag: 70% (national 72%)</p> <p>Year 6 data (9 children) for PP show: Reading 56% at expected Writing 22% at expected Maths 67% at expected Spag 22% at expected</p> <p>Combined for PP was 22%</p> <p><i>There is more to be added here following the release of the comparison data by the DfE in December 23.</i></p>	
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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.

Programme	Provider

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

