

# Bryn St Peter's CE Primary School

## Pupil premium strategy statement

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	Bryn St Peter's CE Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2022 <b>2022 – 2023</b> 2023 - 2024
Date this statement was published	10/10/2021
Date on which it will be reviewed	01/09/2023
Statement authorised by	Julie Alcock
Pupil premium lead	Julie Alcock
Governor / Trustee lead	Mike Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99 150
School Led Tutoring Covid Recovery Grant	£9,234 + £9715 = £18 949
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 118,099

# Part A: Pupil premium strategy plan

## Statement of intent

Here at St Peter's CE Primary School, we deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

We are committed to educating the whole person for life in all its fullness guided by Christian values.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that all disadvantaged pupils in school make or exceed nationally expected progress rates, at the same level as non-disadvantaged pupils.
- To support disadvantaged children in the new reception class 'to have a good start'.
- To ensure that all children in school have opportunities to extend their experiences.

How our current pupil premium strategy plan works towards achieving those objectives?

- By ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Providing funding to support inclusion of all in trips and enhancing experiences.
- Supporting excellent attendance at school.
- Ensuring that Bryn St Peter's reception class disadvantaged have the best start.

The key principles of our strategy plan:

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language standards in foundation year
2	Personal, Social, and Emotional Development of children with SE challenges because of circumstances outside school
3	Catch up phonics across y1 and y2
4	Attendance
5	Close attainment gaps in Reading, Writing & Maths to meet age related expectations
6	Support development of 'sticky' knowledge
7	Facilitate opportunities to experience beyond the locality and culture

## 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 Speech and language in the EYFS and continuing throughout school.	<ul style="list-style-type: none"> <li>Evidence that children are making good starts evident through EYFS tracking</li> <li>Progress at least good in CLL at reception</li> <li>Outcomes of NELI programme show improvement</li> </ul>
Improve PSED, and characteristics for effective learning in reception class, following periods of loss of opportunities for development in this area for some children	<ul style="list-style-type: none"> <li>Success through the 'Learning to Learn' Programme.</li> <li>Attainment in this area to meet national expectations for end of EYFS</li> </ul>
Improved progress in Phonics	<ul style="list-style-type: none"> <li>At least meet national attainment standards for KS1 phonics. Ensure any catch up in year 3</li> </ul>
To ensure attendance is in line or exceeding national expectations. (Especially on return to school post lockdowns)	<ul style="list-style-type: none"> <li>Ensure attendance of disadvantaged pupils is above 96%</li> </ul>
Improved working memory of children	<ul style="list-style-type: none"> <li>Develop staff understanding and expertise to support children's understanding of metacognition and working memory.</li> </ul>
Progress in Reading, Writing, Maths	<ul style="list-style-type: none"> <li>Achieve national average progress scores in line with national attainment standards in KS2 Reading, writing and maths</li> </ul>

<p>To continue to provide enrichment experiences for learning they would not usually experience including links to Cultural Capital</p>	<ul style="list-style-type: none"><li>• Opportunities for visit/visitors and opportunities to extend cultural capital identified and offered through the curriculum.</li><li>• Pupils fulfil elements of The new 'keys to success" wider learning opportunities' offer for their year group.</li><li>• Pupils demonstrate an increased understanding of 'modern Britain'</li><li>• Music Tuition</li></ul>
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## 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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD developing strategies based on Rosenshine's Principles to enhance Quality First Teaching	<p>EEF +6</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	5,6
Whole school CPD on Meta Cognition and to enhance Quality First Teaching	<p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task</p>	5,6
CPD for rec, Y1 and Y2 class teachers for the NCETM Mastering Numbers programme	High quality support for teacher professional development for the lead teachers, directed by the NCETM and facilitated by the local Maths Hub	5,6

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

Budgeted cost: £ 69,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support identified pupils in reception class with CLL through the Nuffield Early Language Intervention programme</i>	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,5,6
<i>Support all pupils in reception class, Y1 and Y2 through The NCETM Mastering Numbers programme.</i>	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.	1,5,6
<i>One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons</i>	EEF+5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,3,5,6
<i>Small group tuition : one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, enabling the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</i>	EEF +4 Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,3,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs: art/science/physical, English, Maths catch up and enrichment opportunities Music Tuition</p>	<p>EEF +3 Arts participation- Improved outcomes have been identified in English, mathematics and science learning-EEF +2months The choices that schools make in allocating the money will be vital, so that the money can help raise children's attainment and aspirations-Sutton Trust</p>	<p>2, 5, 6, 7</p>
<p>Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG</p>	<p>EEF+4 Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress</p>	<p>2, 5, 6, 7</p>
<p>Twice monthly Attendance Meetings with Attendance Manager/HT, resulting in Early Hel led by Attendance officer where appropriate</p> <p>Parent RAG meetngs/RAG letters</p> <p>Early Help Meetings</p> <p>Awards for attendance</p>	<p>Parental engagement and improved attendance will result in children feeling more included in the life of their school and will experience academic and social success.- Charlie Taylor Report. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place.</p> <p>Incentives to parents and children shown to increase attendance</p>	<p>4</p>
<p>Provide a nurture group for pupils identified as needing support to be ready to access their learning, and being 'ready to learn'</p>	<p>EEF +4 Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies</p>	<p>2,5,6</p>
<p>Learning mentor to support children needing time to talk/Counselling</p>	<p>EEF +4 Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Being able to effectively manage emotions will be beneficial to children and</p>	<p>2.5.6</p>

	young people even if it does not translate to reading or maths scores.	
Disadvantaged children to be provided with Milk and toast at morning break	Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food	2,5

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

Budgeted cost: £ 36, 032

**Total budgeted cost: £ 106, 980**

## 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.

Activity	Impact 2021-2022																																				
<i>Support identified pupils in reception class with CLL through the Nuffield Early Language Intervention programme</i>	<ul style="list-style-type: none"> <li>Children were identified as needing support on entry</li> <li>63% of children achieved GLD (LA = 62% Nat = 65%)</li> <li>27% of disadvantaged children achieved GLD in EYFS (LA = 44% Nat = 50%)</li> <li>For 'Listening and Understanding 90% achieved GLD (LA = 78% Nat = 82%) PP 82% achieved GLD in this area,</li> <li>For 'Speaking 83% achieved GLD (LA = 79% Nat = 82%) PP 64% achieved GLD in this area,</li> <li>A greater proportion of adult support was needed than anticipated</li> <li>This impacted on success in Word Reading/Comprehension and Writing.</li> </ul> <p>Outcome: Other Speech and language programmes will be exploited in next 2 years, ie recommendations from Speech and language/Aspects of NELI to give more time on word reading/writing/comprehension</p>																																				
<i>Support all pupils in reception class, Y1 and Y2 through The NCETM Mastering Numbers programme.</i>	<ul style="list-style-type: none"> <li>90% of EYFS achieved GLD in 'Number' (LA = 74% Nat = 78%)</li> <li>90% of EYFS achieved GLD in 'Numerical Patterns' (LA = 73% Nat = 77%)</li> </ul> <p>Programme will continue to be used in EYFS</p>																																				
<i>One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons</i>	<p>Phonics outcomes:</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All Y1</td> <td>69%</td> <td>75%</td> <td>76%</td> </tr> <tr> <td>PP Y1</td> <td>64%</td> <td>61%</td> <td></td> </tr> <tr> <td>All Y2</td> <td>90%</td> <td>88%</td> <td>87%</td> </tr> <tr> <td>PP Y2</td> <td>100%</td> <td>80%</td> <td></td> </tr> </tbody> </table> <p>KS1 outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All Y2 reading</td> <td>66%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>PP Y2 reading</td> <td>43%</td> <td>52%</td> <td>52%</td> </tr> <tr> <td>All Y2</td> <td>52%</td> <td>58%</td> <td>58%</td> </tr> </tbody> </table>		School	LA	National	All Y1	69%	75%	76%	PP Y1	64%	61%		All Y2	90%	88%	87%	PP Y2	100%	80%			School	LA	National	All Y2 reading	66%	67%	67%	PP Y2 reading	43%	52%	52%	All Y2	52%	58%	58%
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<p><i>working with two to five pupils together in a group, enabling the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</i></p>	writing																																							
	PP Y2 writing	29%	42%	42%																																				
	All y2 maths	76%	68%	68%																																				
	PP Y2 maths	57%	54%	53%																																				
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<p>After school clubs: art/science/physical, English, Maths catch up and enrichment opportunities Music Tuition</p>	<ul style="list-style-type: none"> <li>Children who had fallen behind were identified and 'After School learning clubs' and pre school sessions were timetabled by 2 teachers 1 TA, and the academic mentor, in attempt to narrow the gap.</li> <li>7 enrichment clubs were also offered with PP children targeted.</li> <li>Music tuition was offered across school and funded for pp children</li> </ul>																																							
<p>Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG</p>	<p>How many PP took up the trip?</p>																																							
<p>Twice monthly Attendance Meetings with Attendance Manager/HT, resulting in Early Help led by Attendance officer where appropriate</p> <p>Parent RAG meetings/RAG letters</p> <p>Early Help Meetings</p> <p>Awards for attendance</p>	<p><b>Whole school attendance from 03<sup>rd</sup> September to 04<sup>th</sup> July 2022</b></p> <p><b>Period: 03/09/2021 to 03/07/2022</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>5.5</td> <td>1.5</td> <td>92.9</td> </tr> <tr> <td>Y1</td> <td>5.7</td> <td>0.9</td> <td>93.4</td> </tr> <tr> <td>Y2</td> <td>5.0</td> <td>1.1</td> <td>94.0</td> </tr> <tr> <td>Y3</td> <td>4.6</td> <td>1.0</td> <td>94.4</td> </tr> <tr> <td>Y4</td> <td>4.4</td> <td>1.3</td> <td>94.3</td> </tr> <tr> <td>Y5</td> <td>4.5</td> <td>1.5</td> <td>94.1</td> </tr> <tr> <td>Y6</td> <td>3.8</td> <td>0.7</td> <td>95.5</td> </tr> <tr> <td>Totals</td> <td>4.8</td> <td>1.2</td> <td>94.1</td> </tr> </tbody> </table> <p>With reception taken out of the above table, the overall percentage for Y1-6 is 94.3%. National attendance in</p>				Group	Authorised Absences	Unauthorised Absences	% Attend	YR	5.5	1.5	92.9	Y1	5.7	0.9	93.4	Y2	5.0	1.1	94.0	Y3	4.6	1.0	94.4	Y4	4.4	1.3	94.3	Y5	4.5	1.5	94.1	Y6	3.8	0.7	95.5	Totals	4.8	1.2	94.1
Group	Authorised Absences	Unauthorised Absences	% Attend																																					
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	<p>primary schools, last reported on 23<sup>rd</sup> June 22 by the DfE, was <b>91.4%</b>.</p> <p><b>DISADVANTAGED PUPILS</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>Totals</td> <td>5.8</td> <td>1.6</td> <td><b>92.6</b></td> </tr> </tbody> </table>	Group	Authorised Absences	Unauthorised Absences	% Attend	Totals	5.8	1.6	<b>92.6</b>
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Provide a nurture group for pupils identified as needing support to be ready to access their learning, and being 'ready to learn'	Soft data – teachers of children involved report children are more settled and learning ready.								
Learning mentor to support children needing time to talk/Counselling	<p>Learning Mentor has provided regular therapeutic counselling services within school.</p> <p>Identified children with mid-severe emotional worries have been able to settle and focus in class due to support offered.</p> <p>Transition to high school has been aided.</p>								
Disadvantaged children to be provided with Milk and toast at morning break	All children have access to toast and milk throughout the year. For disadvantaged there is no charge.								

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Increased staff available to support learning
What was the impact of that spending on service pupil premium eligible pupils?	Progress was made across all areas for service pupil