

Pupil Premium Strategy Statement

St Peter's Church of England Primary School

Academic Year 2021-2022

Schools are required to use this DfE template to explain their spending of the pupil premium funding (and recovery premium for the 2021 to 2022 academic year). It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	St Peter's CoE Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year 2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	J Holditch
Pupil premium lead	J Holditch
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,825
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,450

Part A: Pupil premium strategy plan

Statement of intent

- The focus for academic year 2021-22 is to address the issues caused by the two national lockdowns and school closures. Our assessments show that a majority of our children now have attainment levels in English and mathematics that are significantly below what would be expected for them.
- We would normally expect to begin an academic year with a majority of the class at age expected levels, and have a small minority already in a position to exceed them, and a similar minority not yet attaining them.
- Our assessments show that in both English and mathematics, the situation now is that in *most* classes, a small minority of the children are at age expected levels, whilst a majority need to re-cover concepts from the previous year's curriculum. This majority are not yet in a position to address the curriculum for their current year group.
- In addition, those who were already behind age expected expectations, have fallen further behind.
- Obviously, our priority for 2021-22 is to do all that we can to raise the attainment levels of our children in English and mathematics back to an age expected level. Our goal is to achieve this by July 2022.
- The issue is particularly difficult in mathematics, where it is essential that children have mastered certain core concepts, such as being familiar with number, place value and the four operations, before they can apply these skills in solving problems in the wider maths curriculum. As a result of this, where it is necessary to do so, we are reducing the mathematics curriculum which is being taught, to provide increased focus on these core skills.
- We will continually assess our children's attainment levels in English and mathematics as the year continues, and move to the age expected curriculum as soon as we are able. However, we also accept that a small number of the children of average or slightly below average ability may not do so by July 2022. For some children, our planned interventions may even have to continue into 2022-23.
- Alongside the actions to address under achievement in English and mathematics, it is also apparent that many of our children have returned to school in an altered emotional state. For a small minority this is manifesting itself in anxiety; for a great many, it involves overly exuberant and unacceptably physical behaviour. Many have lost confidence in being in group situations, particularly in socialising or performing in groups.
- We aim to address these different issues fully over 2021-22.

Challenges

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

Challenge number	Detail of challenge
1	Children have suffered from social isolation and being away from the positive, constant reinforcement of community rules and norms which exist in school. Behaviour is not as good as it was prior to the lockdowns. We wish to see fewer instances of less desirable social behaviour demonstrated in different year groups throughout the school.
2	Some of our KS1 children have less confidence in group situations than we would expect. They have not performed in public, either to their class in the form of show and tell, to the school in assemblies, or to larger public groups. In the case of our Year 2 cohort, they have missed two years of nativity/carol concerts/plays/show and tell etc. The KS1 children in particular need a programme by which they can develop their confidence in public arenas.
3	Year 1 class demonstrate less advanced social and emotional development, having had two disrupted years and greatly reduced exposure to the rules and norms of group social behaviour.
4	Children in KS1 have had disrupted phonics teaching over the past 2 years. This is a fundamental skill and we must take steps to ensure that their knowledge of phonics is as secure as would be expected in normal circumstances.
5	Reading comprehension throughout the school is at a lower level than is acceptable. Whilst children have read at home, they have not done so for meaning. Hence, whilst they can reread as well as would be expected, they do not have sufficient ability to read for comprehension and cannot answer questions on given texts as fully as is required.
6	The lack of diverse reading material has adversely affected the development of children's vocabulary.
7	Creative Writing is not as developed as required as a result of the reduced development of vocabulary, wider exposure to genres of writing and writing for audience and formal SPAG lessons.
8	Attainment in mathematics has been adversely affected by the lockdown. We have found that a great many children have significant gaps in their knowledge in the key areas of number, place value and four operations. Recovery is focusing on addressing these gaps in the core skills. Unlike English, where skills can be taught disparately, progress in mathematics depends on children having a sound grasp of the fundamentals of number, place value and the four basic operations. We must recover these areas in depth, to ensure that the children have a sound grasp in these areas before broadening the curriculum.

Intended outcomes

Activity This Year

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
Calm, balanced whole school environment	Subjective assessment of improved behaviour around school – target date July 2022.
Pupils display increased confidence in speaking/performing to groups.	Subjective assessment of the willingness and ability of KS1 pupils to speak/perform to groups – target date July 2022.
Calm, purposeful cohesive environment within Year 1.	Subjective indicators of behaviour and interaction in line with expectations for the year group – target date July 2022
Accelerated progress in Phonics	Attainment levels in Years 1 and 2 will be measured through the national assessments which the children sit. We aim to attain results in excess of historical accepted national average – target date July 2022. Children in year R will be assessed via language link and interventions for phonics and speech and language delivered as required. We aim to have 90% of our current Year R achieve GLD in literacy.
Accelerated progress in Reading	To attain results in line with historical accepted national average at end of both key stages – target date July 2022
Accelerated development of vocabulary acquisition amongst children	Subjective assessment that pupils' vocabulary is at a level commensurate with expectations.
Accelerated progress in Writing	To attain results in line with historical accepted national average at end of both key stages – target date July 2022.
Accelerated progress in Mathematics	To attain results in line with historical accepted national average at end of both key stages. We hope to have core areas of the mathematics curriculum at expected levels by July 2022, with the full curriculum at age expected levels by July 2023. This will be measured through gap analysis of summative assessments.

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 – including targeted academic support

Budgeted cost: £48,300

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> To address the issues in English and mathematics, we are devoting more curriculum time to these two core subjects, and cutting time for foundation subjects. No Cost 	4, 5, 6, 7, 8
<ul style="list-style-type: none"> English and mathematics lessons are time tabled in the mornings. Teachers have cut elements of the wider curriculum in order to deliver additional lessons in English and mathematics during the afternoons. No Cost. 	4, 5, 6, 7, 8
<ul style="list-style-type: none"> Teachers are cutting the wider mathematics curriculum and using the time to recover the key concepts of number from the previous academic year. Once the children have age appropriate skills in the four operations and place value, teachers will move onto the wider mathematics curriculum. No Cost. 	8
<ul style="list-style-type: none"> Teachers are tutoring selected pupils in English. The tutoring takes the form of booster sessions before or after school, in each year group. No Cost. 	4, 5, 6, 7, 8
<ul style="list-style-type: none"> We are employing an additional teacher for 4 mornings a week for terms 3-6, to support the teaching of mathematics in Years 1-4. The teacher will target teach to groups of 8-10 pupils to address their specific needs, whilst the class teacher has the remainder of the class. The groups will be set through consultation with the teacher. The group and class will be split by ability level to allow specific, targeted teaching for both. £15,000. 	8
<ul style="list-style-type: none"> We are employing an additional teacher for 2 afternoons a week for terms 3-6, to support the teaching of mathematics in Years 5 and 6. The teacher will target teach to two groups of 10 children (one group from each of the two year groups), for approximately 50 minutes per session, to supplement the lessons being delivered in class. It is hoped that 1 full terms intervention may be sufficient to bring these children to age expected levels in the core areas of mathematics, and if so, a second group will then receive this additional tutoring. £4,300 	8
<ul style="list-style-type: none"> HLTA employed to deliver targeted phonics and speech/language interventions across EYFS/KS1. Children in EYFS are identified by language link assessments. Phonics interventions as a result of in house assessments. £14,000 	4

<ul style="list-style-type: none"> Two additional TAs are employed, one in each of Years R and 1. This is allowing greater targeted teaching of phonics, English and mathematics in these year groups, as well as supporting emotional development. £15,000. 	1, 2, 3, 4.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,500

Activity	Challenge number(s) addressed
Extension of MFL and specialist music lessons to KS1 during Creative Thursdays. £2,000	1
All classes now have pets as a step towards developing wellbeing amongst the school community. £500	1
We have recruited an increased number of Midday Meals Supervisors to work at lunchtimes, in order to facilitate a greater degree of play amongst the children and to deliver a calm, happy environment. £10,000	
Funding of pastoral support worker to intervene with identified pupils. Training and salary costs £5,000	1, 2

Total budgeted cost: £ 65,800

- We are also spending our School Led Tutoring Grant on this provision. The grant is supporting the targeted small group maths interventions which are taking place from term 3 onwards. The SLTG amounts to £2632.50.
- We also received a Covid Catch Up payment of £5960. This money is also being used to fund the plan outlined above.
- Consequently, total income amounts to £50,042.50. The £15,757.50 excess that we are spending, is being found from the school budget.

Part B: Review of outcomes in the previous academic year

Normal assessment was not completed during the last academic year. The school was open in term 1, but closed during term 2 as a result of a Covid outbreak. It remained closed to all but key worker/vulnerable children during the second lockdown, providing remote learning to the remainder of the pupil population.

The children returned to school at the end of the lockdown in March, but strict operating procedures meant that bubbles were tightly maintained and removal rooms were not in use for targeted interventions involving multiple bubbles/staff. There were no enrichment activities and no external teachers were admitted onto the site.

The Pupil Premium plan was not implemented last year