

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	St Paul's CE Academy
Number of pupils in school	639
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R White
Pupil premium lead	N Hodgson
Governor / Trustee lead	Tony Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,655
Recovery premium funding allocation this academic year	£29,145
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	£299,800

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is an allocation of additional funding provided to academies through the local authority to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces. The premium is provided in order to support these pupils in reaching their potential. Our academy has the freedom to spend the pupil premium money which is additional to the underlying schools budget, to effectively support the most vulnerable pupils. School is accountable for closing the gap and data will include the attainment of pupils who receive the pupil premium compared with their peers.

It is our **Intent** that all children entitled to Pupil premium make at least expected progress and those that have fallen behind make accelerated progress.

We strive to ensure no child is **disadvantaged** and have equal access to all opportunities we offer here both in the classroom and through our wider enrichment programmes.

Academy priorities

1	To prioritise, identifying gaps and re-establishing good progress in Reading, Writing, Vocabulary, Phonics and Maths. (Recovery)
2	Outcomes (impact) are in line with or exceeding national expectation for all groups of pupils.
3	Ensure that work is coherently planned and sequenced towards the gaining of knowledge, and skills, taking into account lost learning of pupils. (Recovery)
4	Continue to ensure that Wave 1 teaching and provision meets the specific learning needs of the identified <u>SENd</u> children.
5	Ensure that an enriched and ambitious curriculum are securely embedded across the academy.
6	Strengthen and develop the role of middle, subject leaders and support staff to contribute more effectively to teaching and learning through professional development.
7	Diversity and equality are embedded in all aspects of academy life.
8	To continue to reflect and action points raised by staff around well-being.

Challenges

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

Challenge number	Detail of challenge
1	High numbers of vulnerable children joining with poor basic skills - speech and language
2	Lack of progress and inconsistencies in reading, writing and maths
3	Attendance and persistent absence
4	Covid learning loss
5	Parental engagement

6	Lack of life enriching opportunities
7	Social, emotional, mental health and well being

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
Raising the progress and attainment of PPG children to be at least in line with national average.	Individual targets met and on track to achieve at data capture points.
Ensure our current planning addresses the needs of pupils through intervention and 'catch up'	Moderation of provision maps and termly impacting of data Engagement with parents through phone consultations / face to face meetings and sharing of intentions
Improved attendance for all pupils but especially PPG pupils.	Attendance officer tracks and monitor attendance levels' Heads of school and Family Support Lead to work with identified families with low attendance rates Improved attendance in line with academy target of 96% for all pupils
Ensure that all PPG children have equal access to resources, including books, equipment, uniform, life experiences, music tuition, educational & residential visits	More PPG children will attend after school club, trips and residential opportunities.
Ensure children's mental health and wellbeing allows them to be ready to learn.	Children will make at least expected progress.

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: £16,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English training – whole school grammar</i>	EEF Guidance on improving literacy in KS1 and KS2	1, 2 and 4
<i>Phonics Sounds Write training rolled out EYFS and KS1</i>	EEF Guidance on improving literacy in KS1.	2 and 4
<i>National College CPD package for all staff and governors</i>	Durrington Research project EEF Guidance on effective professional development	1, 2, 4, 5
New Pira and Puma tests bought to support teacher judgements	Great teaching toolkit evidence review 2020	1 and 2
Mental Health training for Assistant Head to disseminate.	EEF Guidance on effective professional development	7
White Rose training for identified teachers.	EEF Guidance on effective professional development	2 and 4
My Maths subscription	EEF Guidance on improving mathematics in KS1/KS2	2,4 and 5
Testbase	EEF Guidance on improving mathematics in KS1/KS2 EEF Guidance on improving literacy in KS1 and KS2	2,4

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

Budgeted cost: £198,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PPG teacher to support Year 5 in English and Mathematics</i>	EEF Guidance on improving literacy in KS2 EEF Guidance on improving mathematics in KS2	2 and 4

	EEF Guidance on giving feedback	
<i>PPG teacher to support Year 6 in English and Mathematics.</i>	EEF Guidance on improving literacy in KS2 EEF Guidance on improving mathematics in KS2 EEF Guidance on giving feedback	2 and 4
TA2/3 interventions in speech, language, phonics, handwriting, mathematics and EAL support	EEF Guidance on improving literacy in KS1 and KS2 EEF Guidance on improving mathematics in KS1 and KS2 EEF effective use of Teaching Assistants	1,2 and 4

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance / engaging with parents	Durrington research school – Supporting the attainment of disadvantaged pupils; articulating success and good practice.	3 and 5
Forest school lead and BMX coach to allow all children to have access to quality outdoor sessions	EEF Evidence and outdoor learning 2018	6
Music tuition subsidised	EEF Arts participation	6
Increased parental engagement through Safeguarding Lead	EEF Working with parents to support Children's learning	5
Ensuring all children have access to clubs, resources and residential trips	EEF Evidence and outdoor learning 2018 EEF Arts participation	6
Behaviour Lead to monitor and support behaviour management across the academy	EEF Guidance on improving behaviour in school	2 and 5
Assistant head to initiate and implement strategies for supporting mental health, behaviour and attendance.	DFE promoting children and young people's mental health and well-being.	3 and 7

Total budgeted cost: £299,800

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 2020 to 2021 academic year.

During the pandemic, we offered as many of our vulnerable children as we could, face to face teaching in class. Those that did not attend school were offered online recorded teaching and the option of a paper copy of the resources.

Increasing numbers of Pupil Premium children are now attending St Paul's. Pupil premium now sits at 39.5%. This is the highest figure over a 5 year period and points to the wider impact of the pandemic.

Once the children returned, we offered additional hours to our teaching assistants to carry out high quality interventions and mental health support to aid the transition back into school. In KS1 this was to predominantly support phonic development. This has had a good impact, particularly in Year 2 where the disadvantaged children have got closer to the national average and the disadvantaged gap has reduced.

Children were still able to access their music tuition as this was done on line. This has enabled those children to continue to widen their curriculum, despite not being in school.

It has become apparent that there is a huge need for high quality speech and language support and this has been a focus for last year and will continue into 2021-2022

Year 3 is where we saw the widest disadvantaged gap by July 2020. The gap closes as the children progress through Key Stage 2.

Reading, writing and mathematics all need a focus this year to further reduce the attainment gap that has widened due to the pandemic.

Disadvantaged - St Paul's Church of England Academy

St Paul's Church of England Academy on track for ARE

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Year 1	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	31	62%	0%	0%	0%	0%	56%	42%
Writing		55%	0%	0%	0%	0%	50%	39%
Maths		63%	0%	0%	0%	0%	50%	55%

Year 2	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	32	62%	80%	85%	89%	0%	56%	53%
Writing		55%	73%	79%	84%	0%	44%	50%
Maths		63%	81%	85%	89%	0%	63%	47%

Year 3	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	39	64%	0%	0%	0%	0%	50%	64%
Writing		67%	0%	0%	0%	0%	39%	49%
Maths		64%	0%	0%	0%	0%	45%	64%
SPAG		67%	0%	0%	0%	0%	50%	62%
Combined		51%	0%	0%	0%	0%	26%	46%

Year 4	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	35	64%	74%	81%	87%	0%	48%	54%
Writing		67%	81%	86%	91%	0%	30%	43%
Maths		64%	80%	86%	91%	0%	42%	54%
SPAG		67%	80%	87%	92%	0%	42%	29%
Combined		51%	65%	73%	82%	0%	24%	34%

Year 5	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	37	64%	69%	75%	81%	0%	68%	70%
Writing		67%	72%	78%	83%	0%	50%	70%
Maths		64%	75%	81%	86%	0%	53%	65%
SPAG		67%	73%	80%	86%	0%	56%	62%
Combined		51%	60%	67%	74%	0%	44%	57%

Year 6	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 6
Reading	32	64%	78%	84%	89%	48%	55%	66%
Writing		67%	83%	88%	92%	71%	71%	69%
Maths		64%	86%	91%	94%	19%	32%	59%
SPAG		67%	84%	89%	94%	26%	35%	56%
Combined		51%	70%	78%	85%	10%	29%	50%

Disadvantaged Gap - St Paul's Church of England Academy

St Paul's Church of England Academy on track for ARE

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Year 1	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	31	-17%	0%	0%	0%	0%	-17%		0%	0%	-19%
Writing		-19%	0%	0%	0%	0%	-24%		0%	0%	-28%
Maths		-17%	0%	0%	0%	0%	-22%		0%	0%	-15%

Year 2	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	32	-17%	5%	5%	5%	0%	-29%		0%	0%	-19%
Writing		-19%	4%	5%	5%	0%	-22%		0%	0%	-19%
Maths		-17%	5%	4%	4%	0%	-13%		0%	0%	-29%

Year 3	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	39	-16%	0%	0%	0%	0%	-21%				-26%
Writing		-16%	0%	0%	0%	0%	-20%				-30%
Maths		-17%	0%	0%	0%	0%	-33%				-26%
SPAG		-15%	0%	0%	0%	0%	-38%				-29%
Combined		-19%	0%	0%	0%	0%	-31%				-28%

Year 4	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	35	-16%	-9%	-7%	-5%	0%	-20%				-18%
Writing		-16%	-6%	-5%	-3%	0%	-26%				-23%
Maths		-17%	-9%	-7%	-5%	0%	-21%				-22%
SPAG		-15%	-7%	-5%	-4%	0%	-17%				-22%
Combined		-19%	-11%	-10%	-7%	0%	-25%				-28%

Year 5	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	37	-16%	-15%	-14%	-12%	0%	-14%				-13%
Writing		-16%	-16%	-14%	-12%	0%	-23%				-5%
Maths		-17%	-15%	-12%	-10%	0%	-11%				-7%
SPAG		-15%	-15%	-13%	-10%	0%	-8%				-10%
Combined		-19%	-18%	-17%	-15%	0%	-13%				-9%

Year 6	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	32	-16%	-3%	-2%	-1%	-8%	-6%				-17%
Writing		-16%	-2%	-1%	0%	-1%	0%				-10%
Maths		-17%	1%	1%	1%	-5%	-17%				-12%
SPAG		-15%	-1%	-1%	1%	-18%	-18%				-11%
Combined		-19%	-4%	-2%	-1%	-14%	-14%				-17%

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
National College	CPD package National College
White Rose Maths(Mastery approach)	White Rose
Accelerated Reader	Renaissance Learning
Destination Reader	Hackney Trust
My Maths	Oxford University Press
Testbase	AQA

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A