

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	645
Proportion (%) of pupil premium eligible pupils	38% (191 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	M Kinari and T Glenn
Pupil premium lead	N Hodgson
Governor / Trustee lead	Tony Davis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262085.00
Recovery premium funding allocation this academic year	£ 33,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,683
<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	£308,473

## 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

#### Academy Priorities 2022-2023

1. To make Cross- Curricula links made across subjects to ensure that there is SMART coverage across the Curriculum.
2. To develop learning opportunities for outside play.
3. Develop children's Early Reading skills and build a love of reading across the Academy.
4. To embed the Therapeutic thinking approach to behaviour.
5. Continue to embed bespoke Maths mastery curriculum.
6. Continue to embed Equality and Diversity across the curriculum, making links where possible across all subjects.
7. Writing has a clear progression of writing skills which enable children to write independently and consistently across all subjects.

'Where love and learning meet'

Psalm 32:8: I will instruct you and teach you in the way you should go; I will  
counsel you with my loving eye on you.



## 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, phonics and maths
3	Attendance and persistent absence
4	Parental engagement
5	Lack of life enriching opportunities
6	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' Assistant Head and Attendance officer to work with identified families with low attendance rates. Hold attendance meetings to tackle persistent absences. 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.

To continue to prioritise explicit teaching of vocabulary across all subjects.	Children will have a wider vocabulary to use their speaking, reading and writing.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Times Tables Rockstars subscription</i>	EEF Guidance on improving mathematics in KS1/KS2	1, 2 and 4
<i>Phonics Sounds Write training rolled out in EYFS and KS1 to teachers and support staff</i>	EEF Guidance on improving literacy in KS1.	2
<i>National College CPD package for all staff and governors</i>	Durrington Research project EEF Guidance on effective professional development	1, 2, 4,
Insight	Great teaching toolkit evidence review 2020	3 and 4
Mental Health and well-being training for Assistant Head/SENCO to disseminate.	EEF Guidance on effective professional development	6
Maths training for identified teachers.	EEF Guidance on effective professional development	4
My Maths subscription	EEF Guidance on improving mathematics in KS1/KS2	2 and 4
Testbase	EEF Guidance on improving mathematics in KS1/KS2 EEF Guidance on improving literacy in KS1 and KS2	2

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

Budgeted cost: £205,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PPG teachers to support Year 6 in English and</i>	EEF Guidance on improving literacy in KS2	2 and 4

<i>Mathematics.</i>	EEF Guidance on improving mathematics in KS2 EEF Guidance on giving feedback	
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 6
Additional hours for KS1 teacher interventions with a focus on phonics.	EEF Guidance on improving literacy in KS1.	2

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

Budgeted cost: £85,973

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Monitoring of attendance / engaging with parents	Durrington research school – Supporting the attainment of disadvantaged pupils; articulating success and good practice.	3 and 4
Forest school lead and BMX coach to allow all children to have access to quality outdoor sessions	EEF Evidence and outdoor learning 2018	5
Music tuition subsidised	EEF Arts participation	5
Increased parental engagement through Safeguarding Lead	EEF Working with parents to support Children's learning	4
Ensuring all children have access to clubs, resources and residential trips	EEF Evidence and outdoor learning 2018 EEF Arts participation	5
Behaviour Lead to monitor and support behaviour management across the academy	EEF Guidance on improving behaviour in school	2 and 6
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 6
Drumming club/ extra Thursday sessions for PPG children	EEF Arts participation	5 and 6

**Total budgeted cost: £308,473**

## 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.

We continued to have high numbers of pupils that were eligible for pupil premium.

Our 2021-2022 data shows that although our children struggle to reach the expected standard for the end of each year in KS1, the gap closes as the children progress through the school. By the end of KS2 the children are in line with the national data for disadvantaged children.

Our phonics data shows that our disadvantaged children are not performing as well as our non-disadvantaged children and this will need to be a focus for 2022-2023.

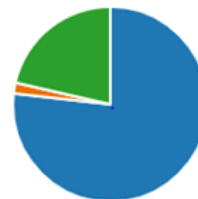
A pupil voice carried out showed that pupils feel safe, happy and supported in school.

1. Do you enjoy school?

[More Details](#)

[Insights](#)

● Yes	43
● No	1
● sometimes	12



We offered a variety of after school clubs to our pupils and the take up for our disadvantaged children was 35%. This will continue to be a focus to encourage our disadvantaged children to take part in extracurricular activities.

The work around vocabulary has been very successful. Teachers are explicitly teaching vocabulary and this has been seen in action during lesson observations, is evidenced in children's writing and through conversations with pupils.

Year 1	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	40	62%	0%	0%	0%		35%	0%	33%		33%
Writing		55%	0%	0%	0%		35%	0%	25%		43%
Maths		63%	0%	0%	0%		60%	0%	43%		58%

Year 2	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	30	62%	0%	0%	0%	0%	40%		38%		47%
Writing		55%	0%	0%	0%	0%	30%		24%		50%
Maths		63%	0%	0%	0%	0%	37%		24%		40%

Year 3	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	31	64%	0%	0%	0%		67%		63%		68%
Writing		67%	0%	0%	0%		63%		50%		58%
Maths		64%	0%	0%	0%		63%		53%		65%
SPAG		67%	0%	0%	0%		53%		53%		58%
Combined		51%	0%	0%	0%		57%		41%		55%

Year 4	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	38	64%	0%	0%	0%		59%		55%		55%
Writing		67%	0%	0%	0%		44%		24%		45%
Maths		64%	0%	0%	0%		49%		42%		50%
SPAG		67%	0%	0%	0%		46%		53%		34%
Combined		51%	0%	0%	0%		33%		21%		37%

Year 5	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	34	64%	74%	81%	87%		54%		51%		65%
Writing		67%	81%	86%	91%		43%		37%		56%
Maths		64%	80%	86%	91%		43%		49%		56%
SPAG		67%	80%	87%	92%		37%		43%		53%
Combined		51%	65%	73%	82%		29%		26%		41%

Year 6	Pupil no.	National DIS	FFT50	FFT20	FFT5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	39	64%	69%	75%	81%	51%	59%	56%	59%		62%
Writing		67%	72%	78%	83%	41%	51%	54%	62%		67%
Maths		64%	75%	81%	86%	24%	54%	49%	64%		62%
SPAG		67%	73%	80%	86%	43%	54%	46%	56%		64%
Combined		51%	60%	67%	74%	14%	36%	36%	38%		49%

## Year 1 Phonics - St Paul's Church of England Academy

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

Year 1	Pupil no.	National - All	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Boys	47	79%		20%	29%	43%		60%
Girls	37	86%		15%	31%	41%		68%
Disadvantaged	40	72%		15%	22%	30%		43%
Non-Disadvantaged	44	85%		20%	37%	53%		82%
Disadvantaged Gap		-13%		-5%	-15%	-23%		-39%

Year 2 Phonics - St Paul's Church of England Academy								
St Paul's Church of England Academy on track for ARE								
Year 2	Pupil no.	National - All	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All Pupils	79	91%	69%	84%		0%		86%
Boys	41	89%	62%	79%		0%		80%
Girls	38	94%	77%	90%		0%		92%
Disadvantaged	30	85%	59%	73%		0%		83%
Non-Disadvantaged	49	93%	75%	90%		0%		88%
Disadvantaged Gap		-8%	-16%	-17%		0%		-4%

## 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
Times table Rockstars	Maths circle Ltd
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