

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Alfege with St Peter's CofE Primary School
Number of pupils in school	Nursery – Year 6 205 Year 1- Year 6 158
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Amanda Wilson
Governor lead	Simon Gallie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,220
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,990

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils are able to make good progress in all areas of their learning and feel proud of their accomplishments.

Our pupil premium strategy has a specific focus on those children who are disadvantaged due to family circumstances; we want to ensure these circumstances are not barriers to them achieving their goals, including those who are academically able.

We are aware of the challenges faced by pupils who are more vulnerable such as those with a social worker

The planning undertaken at our school aims to ensure all children's learning needs are catered for

Our plan also considers how we will ensure the Recovery Premium will be used to support teaching, learning and the pastoral support of those children who are disadvantaged as we evidence

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy</p> <p>Through interactions with children and an awareness of their ability to use spoken language effectively to communicate with others. Many of our children have limited awareness of the importance of speaking clearly, coherently, formulating their ideas and listening to the opinions of others in a way that enables them to respond appropriately. This also results in children not having the language to articulate their emotions.</p>
2	<p>Reading</p> <p>Results from reading assessments and knowledge of children's reading habits show that disadvantaged pupils do not have the same opportunities or resources to develop their reading skills outside school or the same opportunities to read for pleasure.</p>
3	<p>Writing</p> <p>Monitoring of books during the first half of the autumn term and discussions with teachers and leaders has shown that disadvantaged pupils are still finding it a challenge to compose sentences which are grammatically correct and use a varied vocabulary. This in part is due to their lack of oracy skills</p>
4	<p>Maths</p> <p>Results from KS1 and lower KS2 assessment and monitoring of books evidence the difficulty children are experiencing with their ability to answer reasoning questions. This in part may be as a result of their lower reading skills.</p>
5	<p>EYFS communication, language and literacy skills</p> <p>EYFS outcomes in 2022-23 showed literacy skills to be at a lower level of development (66%) when compared to other key areas of development. The autumn 2023 reception baseline assessment evidenced children ability also highlighted challenges in children's language skill, in particular their ability to sequence stories and use phonetical awareness.</p>
6	<p>Attendance</p> <p>Regular monitoring over the past year has identified that the attendance of disadvantaged children has increased slightly from 92.79% to 94.00% in 22-23. However PA for disadvantage pupils is currently 18% compared with 8.79% for non-disadvantaged pupils. Although, this has decreased by 15% having previously been 33%</p> <p>Meetings with parents and conversations with children indicated that missed school days can often be as a result of social and emotional issues parents of disadvantaged pupils within our school are facing.</p>

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 oracy skills	Children have an awareness of the importance of developing oracy skills. They are able to articulate themselves clearly. They are able to listen to respond
Improved reading among disadvantage pupils	KS2 reading outcomes in 202/23 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved mathematical reasoning skills amongst children in KS1 and lower KS2	Mathematical reasoning outcomes in 2023/24 show that more than 75% of disadvantaged pupils meet the expected standard
Improved communication, language and literacy skills amongst pupils in Early Years and Year 1	Observations of children during independent tasks will show that are able to use their phonetical knowledge to decode books. They will be able to answer questions about stories they have read and can sequence stories/events
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	Overall PA rate for all pupils will be no more than 16%. The PA gap between disadvantaged pupils and their non-disadvantaged peers will be reduced to 7%

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: £79,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of support staff members to enable there to be a TA in all KS1 & KS2 classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistants can provide a large positive impact on learner outcomes	2, 3, 4, 5

	Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.	
Training for support staff to enable them to deliver high quality interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	2, 3, 4, 5
Purchase of NFER standardised tests and analyses tools. Termly training for staff to ensure they are clear on how to use the resource to assess and monitor pupil progress and attainment.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4
Implementation of Voice 21 programme and ongoing training for all staff	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

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

Budgeted cost: £24,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support communication and language interventions in EYFS	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>Positive effects have been identified on early language and literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	5
Interventions to support development of phonetical awareness to decode in KS1	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Budgeted cost: £23,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time to enable the AHT for inclusion to attend Mental Health Lead training and provide effective support for those families whose attendance is the result of wider social issues.</p> <p>Release time for AHT for Inclusion/MHL to</p>	<p>Whole-school approaches to mental health improve attendance and attainment and can help children and young people – and school staff – before problems escalate. Children from the toughest backgrounds are most likely to benefit.</p> <p>https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/prepare-for-change/</p>	6

meet with parents to discuss attendance and provide support		
Coaching/supervision sessions for Mental Health Lead with external professional		
Contingency fund for acute issues	Based on our experience of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £126,990

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 2022 to 2023 academic year.

Purchase of NFER assessment papers and analysis tool

As a school we have embedded the use of NFER assessment papers and analysis tools into our practice. This has enabled us to be more accurate in our assessment of pupil progress and benchmark against other schools. The data is discussed during progress meetings with the assessment lead and inclusion lead. Drilling down on the data has ensured teachers are able to identify gaps in learning and plan interventions which meet the specific needs of the children in their class.

Purchase of Phonics Scheme Letters and Sounds

All staff have been trained on delivering phonics using the Letters and Sounds scheme and any new staff who join the school are able to access the resources via the Little Wandle hub. The Phonics Lead and the English Lead have purchased additional banded books to ensure we have a suitable selection of books to support children appropriate to their stage of reading development and additional phonics cards to support pupils throughout the school.

Accelerated Reader (AR)

All children from Year 2 upwards who are no longer reading banded books use Accelerated Reader. Once they have read a book they are expected to complete a quiz which tests their comprehension skills. Children receive a score based on the results. AR sets books according to children's reading age – which is tested at the beginning of each half term. Teachers are able to use the diagnostic tools to monitor progress. AR has enabled us to ensure children are being challenged in their reading and are reading books which are appropriate to their ability.

Class cover so the English Leader has time to carry out her role

The English Leader continued to develop her practice by attending English Hub meetings and AGAS subject leader meetings. Over the two years she spent time updating policy and procedure documents, modelling phonics lessons for staff, delivering training on handwriting and Talk 4 Writing. The time spent on these activities has ensured teachers and support staff have a clear understanding of the expectations for early reading and writing and that teaching is consistent throughout the school. The English leader has also spent time with the senior leadership team monitoring English

books and feeding back to class teachers. This provides us with opportunities to monitor the teaching and learning taking place and identify any areas for development.

School led tutoring/phonics interventions – this took place in the 2022-23 academic year

- Year 1 - Ten children received tuition. On average, the Year 1 children moved up two book levels during the programme. At the start of the programme, four of the children were unable to blend words containing Phase 2 sounds. By the end of the programme, these children were able to blend words containing Phase 2 sounds and many Phase 3 sounds. By the end of the programme, the other six children were able to blend words containing Phase 3 sounds and some Phase 5 sounds. Four of the ten children are now on track to pass the phonics screening check.
- Year 2 - Five children received tuition. These children continue to receive intervention. They all read regularly with an adult, and one child continues to receive targeted phonics intervention daily.
- Year 3 - Eight children received tuition and made on average 9 months of reading progress
- Year 4 – Five children received tuition and made on average 11.6 months of reading progress during the programme. Three children also made more than expected progress from the end of the Autumn Term to the end of the Spring Term on the NFER reading tests. In class, the children show greater engagement in reading and increased confidence
- Year 5 - eight children received tuition and made on average 4.4 months of reading progress during the programme. In general, the Year 5 children are showing greater engagement in reading, and are reading more often both in school and at home. They are also showing a greater understanding of what they are reading, and their comprehension skills have improved. Two of the eight children are now on track to be working at the standard expected of their age by the end of the year.
- Year 6 – nine children received tuition. One child received 1:1 tuition. At the start of the programme he was unable to blend words containing Phase 2 sounds. By the end of the programme, he was able to blend words containing Phase 2 and some Phase 3 sounds.

Mental Health Lead (MHL)

Training was undertaken by the Assistant Headteacher and as a result she has begun to develop a plan for ensuring mental health is at the forefront of what we do as a school. Staff training has been held to support staff with their own mental health and wellbeing. Over the past year the MHL provided ongoing support for five families, three of whom were pupil premium. These families were experiencing a number of issues in the home which had a direct impact on children's SEMH in school. The MHL spent time

meeting with parents, talking through issues and arranging meetings with external agencies. The MHL also spent time with the children in school developing strategies to support them with dealing with the challenges taking place at home. The support provided enabled the children with a safe space for children to share their concerns which in turn had a direct impact on their behaviour in school, enabling them to remain in class and engage effectively in their learning.

The MHL has attended additional training to support her in her role and has spent time planning workshops to support pupil and adults. She has worked with the SENDCO to implement Zones of Regulation which is aimed at helping children to understand and regulate their emotions. This has resulted in the number

Attendance

Persistent Absence for disadvantage pupils decreased by 12% (from 33%) which is an incredible achievement. The School Business Manager and AHT for inclusion worked hard to monitor PA closely and take appropriate action where necessary. As school we implemented a number of strategies to support children’s regular attendance including scoot to school days on the first day back after a holiday and theme days or special activities on the last day of a school term. Although our target of 16% was not met, we are very pleased with the improvements and will continue to work hard to ensure the % continues to decrease.

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
Maths Mastery	Maths Hub