

Pupil premium strategy statement

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 Paul's CE Academy
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	M Kiniari and T Glenn
Pupil premium lead	N Hodgson
Governor / Trustee lead	Tony Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328, 020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£56,252
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	£384,272

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 2023-2024



1. Adaptive and accessible learning for all children across the curriculum
2. Develop fluency and comprehension in Reading across the academy
3. Develop independent writing skills through the implementation of Talk for Writing and Opening doors approaches
4. The school's sequenced curriculum is implemented effectively
5. Attendance procedures are implemented to ensure attendance and persistent absence is at least in line with national averages
6. Implement the new well-being action plan to build on existing work and meet the needs of our community
7. Empower and equip subject leaders to implement the academy priorities across their subject
8. Implementing recommendations from the safeguarding audit
9. Further develop learning opportunities for outside play utilising all outdoor space to develop social and emotional skills in EYFS

'Where love and learning meet'

Psalms 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 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.

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: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Sounds Write training rolled out to targeted TA3s in EYFS/ KS1 lower KS2 TAs and harbour staff.</i>	EEF Guidance on improving literacy in KS1 and KS2.	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
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	6
Talk for Writing whole school training	EEF Guidance on improving literacy in KS1 and KS2	1, 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: £260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PPG teacher to support EYFS speech and language and phonics</i>	EEF Early Years Toolkit EEF Guidance on giving feedback	2 and 4
<i>PPG teacher to support Year 6 in English and Mathematics.</i>	EEF Guidance on improving literacy in KS2	2 and 4

	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 4

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

Budgeted cost: £98,772

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 4
BMX coach to allow all children to have access to quality outdoor sessions	EEF Evidence and outdoor learning 2018	5 and 6
Music tuition subsidised Drumming workshops	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 and 6
Behaviour Lead to monitor and support behaviour management across the academy	EEF Guidance on improving behaviour in school	2 and 4
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

Total budgeted cost: £384,272

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.

Our Pupil Premium numbers are at the highest they have ever been. Our data shows that:

- Disadvantaged pupils were below the national in Key stage 1. (79% vs 85%)
- Substantial progress made with disadvantaged children who failed Phonics screening in 2022 (53% to 79%) - 6 % below national. This was due to the success of the Sounds Write training.
- Disadvantaged gap was wider than the national at Key Stage 1 last year.
- Disadvantaged attainment was broadly in line with national.
- By the time children reach Year 6_- the gap has closed to be in line with or narrower than national.
- Disadvantaged children were in line with or above national for attainment and RWM combined.

Year 1 Phonics - St Paul's Church of England Academy			
Disadvantaged	30	62%	53%
Non-Disadvantaged	53	80%	91%
Disadvantaged Gap		-17%	-37%

Year 2 Phonics - St Paul's Church of England Academy			
Disadvantaged	42	85%	79%
Non-Disadvantaged	43	93%	98%
Disadvantaged Gap		-8%	-19%

Year 2	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 6
Reading	43	-21%	0%	0%	0%	-42%
Writing		-22%	0%	0%	0%	-42%
Maths		-21%	0%	0%	0%	-30%

Year 2	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 6
Reading	43	51%	0%	0%	0%	47%
Writing		41%	0%	0%	0%	37%
Maths		52%	0%	0%	0%	53%

Year 6	PP Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 6
Reading	35	-18%	-10%	-7%	-6%	-11%
Writing		-20%	-6%	-5%	-4%	-22%
Maths		-22%	-10%	-8%	-6%	-21%
SPAG		-20%	-8%	-6%	-4%	-29%
Combined		-23%	-13%	-10%	-7%	-10%

Year 6	Pupil no.	National - DIS	FFT50	FFT20	FFT5	Term 6
Reading	35	62%	72%	80%	86%	60%
Writing		55%	80%	85%	90%	60%
Maths		56%	79%	85%	90%	63%
SPAG		59%	79%	86%	91%	40%
Combined		43%	63%	72%	81%	51%

Our Assistant Head and Attendance Officer have worked incredibly hard at improve our attendance figures for all pupils by rigorously monitoring attendance, holding meetings with parents as well as putting in rewards and incentives for targeted children.

	Term 2 16.12.22	Term 2 08.12.23
National average	93.3	
Whole School	92	93.9
SEN	87.4	91.1
Disadvantaged	88.7	92
persistant absentee %	29.7	19.1

Our take up on afterschool clubs has increased to around 40% for pupil premium children and this will continue to be a focus to ensure as many disadvantaged children have access to clubs. A change in our booking system means that we can ensure that as many disadvantaged children get a place if wanted. We supported 8 families to ensure that they could attend our year 6 residential trip.

Our continued work around language acquisition is strong. It is firmly imbedded in English and is featuring in lots of other subjects across the curriculum.

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
Sounds Write	Sounds—Write Ltd

Service pupil premium funding (optional)

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

Measure	Details
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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