

# St Paul's Church of England Primary 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 Church of England Primary Rawtenstall
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs S Charlesworth Headteacher
Pupil premium lead	Mrs K Ormerod Assistant Headteacher
Governor / Trustee lead	Mr W Aitken Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,800
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£72,890</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Paul's Church of England Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point and achieve high attainment across all subject areas, equipped with the knowledge and cultural capital they need to succeed in life.

We aim for all children to become responsible, respectful and active citizens, who play their part in school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the different challenges faced by Pupil Premium and vulnerable pupils and review this throughout the year.

The activity we have outlined in this statement is intended to support their individual needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach across school, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Robust, diagnostic assessment forms the basis of our approach to meet individual needs and help pupils excel.

To ensure these approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among some of our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
3	Our assessments, including staff wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 23 pupils (4 of whom are disadvantaged) currently require 1-2-1 additional support with social and emotional needs, with 7 of whom are disadvantaged receiving small group interventions.(Lego therapy)
4	Prior to lockdown attendance at St. Paul's was outstanding at 98% and exceeded that of both local and National level. Due to living within the parameters of the pandemic this has now decreased and as for many schools it remains a difficulty throughout the pandemic period as we move back to regain life as we previously knew it. Attendance for the Autumn term 2021 is currently 95%

## 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 oral language skills and vocabulary among all pupils including disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• KS2 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</li> <li>• KS2 outcomes in 2024 / 25 show that there is an increase in the number of disadvantaged pupils achieving the higher standard in reading and maths and in achieving greater depth in writing.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in behaviour incidents being reported</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a reduction in children accessing wellbeing support</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers</li> </ul>

### 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support high quality interaction and early intervention in EYFS and KS1, through lower pupil:</p> <ul style="list-style-type: none"> <li>• staff ratios and organising the unit so those most in need of communication and language numeracy and early literacy approaches receive smaller ratios of support and built in, intervention.</li> <li>• Train staff to deliver speech and language assessments and</li> </ul>	<p><a href="#">EEF Early Year toolkit communication and language approaches</a></p> <p><a href="#">EEF Early years toolkit - numeracy approaches</a></p> <p><a href="#">EEF Early Literacy toolkit – early literacy approaches</a></p> <p><a href="#">NELI</a></p>	1 & 2

interventions in EYFS as part of the NELI oracy 20 week project.		
Support high quality interaction and early interventions we have funded a teacher to embed key learning across school. <ul style="list-style-type: none"> <li>Targeted small group tuition</li> <li>Staff have access to internal &amp; external CPD led by subject leads &amp; LA advisory teams</li> </ul>	<a href="#">EEF Small group Tuition</a>	1 & 2
Embed strategies to develop vocabulary such as pre-teaching. Purchase resources and fund on-going teacher training and release time Phonics training for all staff	Oral language interventions have some similarity to approaches based on <a href="#">Metacognition</a> (which makes talk about learning explicit in classrooms), and to <a href="#">Collaborative learning</a> approaches which promotes pupils' interaction in groups.  <a href="#">EEF Oral language interventions Toolkit</a> <a href="#">EEF KS1 literacy report</a>	1 & 2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 48 children identified (9 – 18.75% whom are disadvantaged) This was offered to more children however this has not been taken up for various personal reasons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group tuition.  <a href="#">EEF - One to one tuition</a>  <a href="#">EEF Small group Tuition</a>	1 & 2
Online learning platforms subscriptions continue to support and encourage learning at home and provide targeted programmes of support aimed at gaps in learning.	Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional two to four months' progress over the course of a year. Evidence suggests	1, 2 & 3

	that technology should be used to supplement, rather than replace, other teaching activities and interactions. <a href="#">EEF Digital technology EEF Lexia</a> - added to this statement -March 22	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School inclusion lead, Safeguarding team and Office manager to support attendance, behaviour and wellbeing	<a href="#">EEF Mentoring</a>	3 & 4
Support children to access wider opportunities to develop their cultural capital, such as accessing after school clubs, trips and visits.	EEF wider opportunities	1, 2, 3 & 4
<p>Improve the readiness to learn and overcome social barriers and anxieties that have developed throughout the pandemic.</p> <ul style="list-style-type: none"> <li>increased the number of hours provided by our school counsellor</li> <li>play therapy via Child Action Northwest</li> <li>staff training via SCAYT on how best to support the needs of our Looked After Children and identified children are receiving interventions via SFBT (Solutioned Focused Brief Therapy).</li> </ul>		1, 2 & 3

**Total budgeted cost: £ £85,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our internal assessments during 2020/21 suggested that the performance of all pupils, including disadvantaged pupils was lower than the progress we expected. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online teaching by the Oak Academy and being invited into school for a vulnerable pupil place, where appropriate. High Quality class teaching, using gap analysis to target gaps in learning, has been used to maximise progress for all children. Targeted interventions continued both during and post lockdown, with good use being made of small groups during lockdown to target identified children.

Initiatives such as introducing Lexia to KS2 pupils has ensured all KS2 pupils are reading engaging texts appropriate to their reading age. Stamina for reading has increased, including for disadvantaged children and they continue to have targeted support through this initiative. Online platforms have supported maths and GPS, again allowing support to be targeted and to be accessed both at home and school. A high level of engagement continued with these platforms throughout lockdown and supported our gap analysis on return to school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, such as 1:1 support during staggered start and end times, Lego therapy, support for families etc. We are building on our approach with the activities detailed in this plan. Children with IEPs for SEMH have their individual needs addressed and met by our inclusion lead and safeguarding team which has enabled early help to be offered to identified families.

## 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
Lexia	Lexia Learning
Learning by Questions	lbq.org
NELI	Nuffield

## Service pupil premium funding

*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?	Staff trauma training  We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Staff observed improvements in wellbeing our service child.