

St Paul's Church of England Primary Pupil premium strategy statement

This statement details our school's use of pupil premium 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	282
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs S Charlesworth Headteacher
Pupil premium lead	Mrs K Ormerod Deputy Headteacher
Chair of Governors	Mr M Whittaker Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,335

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	During lockdown, despite support with technology, printed work and places available in school, a number of families did not engage with learning and as such these children have had greater gaps in learning when returning to school. 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 an ongoing difficulty as we move back to regain life as we previously knew it. Attendance for the Autumn term 2022 is currently 95.25%. Attendance is scrutinised for all children to avoid it negatively impacting on progress.

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"> • KS1 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. • 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.
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"> • qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in behaviour incidents being reported • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in children accessing wellbeing support at the start of each day and through social periods such as lunchtime.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • 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% • 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

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"> • 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. • Train staff to deliver speech and language assessments and interventions in EYFS as part of the NELI oracy 20-week project. 	<p>EEF Early Year toolkit communication and language approaches</p> <p>EEF Early years toolkit - numeracy approaches</p> <p>EEF Early Literacy toolkit – early literacy approaches</p> <p>NELI</p>	1 & 2
<p>Support high quality interaction and early interventions we have funded a teacher to embed key learning across school.</p> <ul style="list-style-type: none"> • Targeted small group tuition • Staff have access to internal & external CPD led by subject leads & LA advisory teams 	<p>EEF Small group Tuition</p>	1 & 2
<p>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</p>	<p>Oral language interventions have some similarity to approaches based on Metacognition (which makes talk about learning explicit in classrooms), and to Collaborative learning approaches which promotes pupils' interaction in groups.</p> <p>EEF Oral language interventions Toolkit</p> <p>EEF KS1 literacy report</p>	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
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling</p>	1 & 2

<p>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.</p> <p>48 children identified (9 – 18.75% who are disadvantaged) This was offered to more children however this has not been fully taken up by families for various personal reasons.</p>	<p>behind, both one-to-one and small group tuition.</p> <p>EEF - One to one tuition</p> <p>EEF Small group Tuition</p>	
<p>Online learning platforms subscriptions continue to support and encourage learning at home and provide targeted programmes of support aimed at gaps in learning.</p>	<p>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 that technology should be used to supplement, rather than replace, other teaching activities and interactions.</p> <p>EEF Digital technology EEF Lexia - added to this statement -March 22</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £ 20,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School inclusion lead, safeguarding team and Office manager to support attendance, behaviour and wellbeing</p>	<p>EEF Mentoring</p>	<p>3 & 4</p>
<p>Support children to access wider opportunities to develop their cultural capital, such as opportunities built into the curriculum, accessing after school clubs, trips and visits.</p>	<p>EEF wider opportunities</p>	<p>1, 2, 3 & 4</p>
<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"> • Access to full time inclusion lead • increased the number of hours provided by our school counsellor 		<p>1, 2 & 3</p>

<ul style="list-style-type: none">• play therapy via Child Action North-west• 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).		
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Total budgeted cost: £ £80,235

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.

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 and 2021/22 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 and SEMH. 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.

In light of this we have invested heavily in supporting emotional and social support through both our curriculum and additional support through Mental Health First Aiders, Mental Health Senior Lead, Mental Health Pupil Ambassadors, Quiet room at lunchtimes, daily Mindfulness in class and at lunchtimes, playground equipment to improve social skills and language development. Additional Educational Phycologist time in school, additional school counsellor sessions. Direct access to senior staff and inclusion lead for anxious children finding coming into school overwhelming or overstimulating.

The impact has helped to mitigate the learning gap and is resulting in accelerated progress in addition to high quality class teaching, using gap analysis to target gaps in learning, and accelerate progress to maximise progress for all children. Targeted evidence-based interventions continued both during and post lockdown, with good use being made of small groups to target identified children. We have also heavily invested in most classes having two teachers for both Maths and English lessons to support targeted teaching and the introduction of the maths mastery.

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 and supported our gap analysis within school.

Our Pupil Premium tracker is updated termly to closely track the progress, use of interventions and attendance. Our internal data trackers clearly highlight PP pupils so all staff are aware for both teaching and assessment purposes and discussions within pupil progress meetings
 Fluency training took place for all staff and will be repeated 2022-2023
 Parental engagement- reading and phonics workshops took place in the summer term and repeated in Autumn term

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?	Weekly access to the school Counsellor. Staff trauma training in Spring term 2023.
What was the impact of that spending on service pupil premium eligible pupils?	Staff observed improvements in wellbeing our service child.