

Pupil premium strategy statement 2023- 2024



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2032 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 Peters CE Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Iain Gunn
Pupil premium lead	Catherine Reynolds
Governor / Trustee lead	Victoria Dorrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22835
Recovery premium funding allocation this academic year	£1007.50 £1167.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22835

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- There is no gap between pupil premium children and others in the school
- The children feel happy and included at school.
- The children get a rounded and full education.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with one plans who are also disadvantaged need specialist extra provision to make progress
2	To gather data so that we know which clubs and extra activities children would like to take part in so we can ensure that a full rounded education happens, and pupils feel included.
3	To analyse data and to close the gaps in the core subjects so that PPG children make the maximum amount of progress
4	To support parents who struggle with time and expertise to help children outside of school.
5	To support children with their mental health so they can focus on learning.

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
Pupils attainment is line with rest of school and above national averages.	100% of pupils meet ARE Higher scale scores in line with rest of school
All children take part in extra curricular clubs to meet school vision	100% of pupils take part in at least 1 extracurricular activity. Pupils do not worry about the impact and cost of trips on their families.

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: £ 19535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small maths sets	This is a proven approach in the school using the expertise of the SENCO and SLT. This has a fantastic return in terms of pupils by the end of KS2- 100% met ARE and 75% GD	2 1 3
Small initial EYFS classes	Getting the children engaged in learning and making progress due to 33% more teacher time greatly improves pupils' outcomes	1,2,3,5
High quality first point teaching	This is the most effective way for pupils to make progress. This means we recruit the best teachers and train them constantly to ensure that pupils make the most progress	1,2,3,4,5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Reading	The research around paired reading with an adult shows that it is a very effective model in enhancing progress. The children in this intervention make the greatest progress with their reading age- over 1 year more than expected.	4 and 2
Homework club	100% of pupils successfully complete their homework. This means the pupils are less stressed coming to school and it also helps with attendance as pupils are not anxious about coming in due to no homework being completed.	4 and 2
Reading, writing and maths interventions	Small targeted groups working on pupils' gaps and next steps is highly effective in enhancing pupils progress-	1,2,3.,5

	the school's data shows this. These interventions are mostly run before school.	
Targeted phonics interventions	Individualised phonics support for pupils who are not meeting the required standard	1

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

Budgeted cost: £2910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs and trips paid	From pupil perceptions, the pupils worry about costs and the impact on their families. This takes away the worry and allows them to fully take part in school life.	2
Senior Mental Health Lead and Mental Health First Aiders - X3	Pupils who have emotional wellbeing difficulties rely on staff to have 1-1 sessions to ease their worries and make them ready to learn. This also impacts positively on their attendance	1,2,3,5

Total budgeted cost: £27445

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.

END OF KS2		
Key Stage 2	School	PPG-6
<u>Reading</u>		
% at expected standard	95%	83%
% higher than expected standard	52%	50%
<u>Writing</u>		
% at expected standard	92%	83%
% higher than expected standard	34%	33%
<u>Maths</u>		
% at expected standard	95%	83%
% higher than expected standard	48%	33%
<u>Reading, Writing, Maths Combined</u>		
% at expected standard	89%	83%
% higher than expected standard	34%	33%
<u>Grammar, Punctuation and Spelling</u>		
% at expected standard	100%	100%
% higher than expected standard	72%	66%
<u>Science</u>		
% at expected standard	98%	100%
% higher than expected standard	38%	50%
END OF KS1		
Key Stage 1	School 60	PPG-3
<u>Reading</u>		
% at expected standard	95%	66%
% higher than expected standard	32%	33%
<u>Writing</u>		
% at expected standard	93%	66%
% higher than expected standard	22%	33%
<u>Mathematics</u>		
% at expected standard	98%	100%
% higher than expected standard	26%	0

<u>Reading, Writing, Maths Combined</u>		
% at expected standard	93%	66%
% higher than expected standard	22%	0
<u>Science</u>		
% at expected standard	93%	66%

PHONICS

Phonic in year 1 -100 % met the required standard 3 pupils – school 90%

Phonics in year 2- 100% met the required standard – school 100%

EYFS

Early Years Foundation Stage	School	
	60	PPG-0

Prime Areas

% Communication and Literacy	85%	-
%PSED	85%	-
%Physical	85%	-

Specific Areas of Learning

Literacy	85%	-
Maths	85%	-
Understanding of the World	85%	-
Expressive Arts	85%	-
Good Level of Development	85%	-