

# St Peters C of E Middle School 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 Peters C of E Middle
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	16% (53 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Governing Body
Pupil premium lead	Joan Charles
Governor / Trustee lead	Fiona McPherson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,605
Recovery premium funding allocation this academic year	£10,854
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,459

# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

At our core are the values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through God and these values, we will live out our motto:

To Aspire to be the very best we can, to Believe in our own abilities and those of the people around us, to Grow and develop continually and to Achieve the very best we can.

At St Peters our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable students, including those with a social worker and young carers. The activity we have outlined in this statement is intended to support the needs of all.

### **How does your current pupil premium strategy plan work towards achieving those objectives?**

The current PP strategy works towards achieving these objectives by establishing high-quality teaching at the heart of our approach, 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 students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- ***What are the key principles of your strategy plan?***

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they 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 Attainment in writing	<p>Target tracker data show that the attainment of PP is lower in writing and the gap has widened during the past academic year 2021-22.</p> <p>PP 47.4%, non-PP 71.3% on track or higher. The difference between PP and non-PP is 23.9 %, widening by 5%.</p> <p>Progress PP 6.3, non-PP 6.3, difference 0. Although progress is inline PP need to make accelerated progress to narrow the gap.</p>
2 Attainment in reading	<p>Target tracker data show that the attainment of PP in reading and the gap has widened during the past academic year 2020 -21.</p> <p>PP 65.8%, non-PP 77.2%. The difference between PP and non-PP is 11.4 % narrowing by -5.7%. Progress PP 5.9, non-PP 6.0, difference 0.1. Although progress is almost inline PP need to make accelerated progress to narrow the gap.</p>
3 Attainment in maths	<p>Target tracker data show that the attainment of PP in Math and the gap has widened during the past academic year 2020 -21.</p> <p>PP 47.4%, non-PP 77.2%, The difference between PP and non-PP is 29.8%, widening by 4.4%. Progress PP 6.0, non-PP 6.0, difference 0. Although progress is inline PP need to make accelerated progress to narrow the gap.</p>
4 Catch up	<p>Students who participated in the school led tutoring programme on average made expected progress with some children making better than expected progress. It was found that students who participated during the school day, progressed more and engaged more with the programme than those who were in groups before or after school. As a result, the decision was made to move the majority of tutoring to within the school day while ensuring other curriculum areas were not negatively affected through careful timetabling.</p>
5 Barriers to learning	<p>Multiple barriers to learning. Some disadvantage students also have a SEND, or P/LAC or CIN/CP need.</p>
6 Attendance/ persistent absence	<p>PP attendance is lower than non-PP. 2022/2023 PP student attendance is 91.34%(Dec 22). Non-PP student school attendance 94.44% (Dec 22).</p>
7	<p>Observation and discussions with teachers and parents suggest that education and wellbeing of many disadvantage students have been impacted by school closure during lockdown to a greater extent than other students.</p> <p>Summer 22 data show a widening of attainment gap in attainment in writing 5.5%, and maths 4.4%. There was a narrowing of the gap in reading -5.7%.</p>
8	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for students, such as anxiety,</p>

Wellbeing, mental health & safeguarding concerns	depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
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## 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
To improved attainment in writing amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker data. The aim is to decrease by 6% to narrow the gap between the 2023 figures.
To improve attainment in reading amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker data. The aim is to decrease by 3% to narrow the gap between the 2023 figures.
Improved attainment in math amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using target tracker or data. The aim is to decrease by 3% to narrow the gap between the 2023 figures.
To achieve sustained improved wellbeing for all students, including those who are disadvantage (inclusion)	Sustained high levels of wellbeing from 2022 to 23 demonstrated by <ul style="list-style-type: none"> <li>attendance data and teacher observations</li> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>increased participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve sustained improved attendance for all students, particularly our disadvantaged students (inclusion)	Sustained high attendance from 2022 to 23 demonstrated by <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</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: £51,053.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the quality of teaching through a focus on developing phonics	<p>Phonics has a positive overall (+5 months) with every extensive evidence and it is an important component in the development of early reading skills, particularly for children from disadvantage backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Releasing 1 trained teacher and 3 teaching assistants to targeted the least disadvantaged 20% within each year group. CPD training for all staff and roll out.</p>	<p>1 to 2</p> <p>£12,974.22</p>
Enhancing the quality of teaching through a focus on using experienced TAs in maths in yr6.	<p>Teaching assistants, (also known as TAs, classroom support assistants or teachers' aids) are adults who support teachers in the classroom. The impact at secondary school age is +4.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Teaching assistants can provide a large possible impact on learner outcomes, however, how they are deployed is key. 6TA x 5 lessons per week.</p>	<p>3</p> <p>£11,102.20</p>
Enhancing the quality of teaching through a focus on developing teaching, planning affective assessment,	<p>The impact of home work can add on average 5 months of learning especially when it is purposeful and linked to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>4 TAs for homework club.</p>	<p>1 to 8</p> <p>£5,476.80</p>

reviewing, and homework.		
Enhancing the quality of teaching through by highering a TA to focus specifically on supporting PP students	<p>Teaching Assistants support the teacher in the general classroom environment, or to provide targeted interventions. They can provide a large positive impact to learner and outcomes, however how they are deployed is the key.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1 to 8</p> <p>£20,000</p>
CPD for subject specialists and middle leaders to support curriculum development	<p>Students have experienced disrupted learning due to school closures. The importance of high quality teaching supported with effective CPD can close the disadvantage gap is highlighted by EEF. The impact of this is still being seen and experienced now.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1 to 5</p> <p>£500</p>
CPD for expanding team of teaching assistants in response to increase in rising numbers of disadvantaged students	<p>The validity of the importance of Teaching Assistants and the positive impact they can have on achievement is clearly highlighted the report Making the Best use of Teaching Assistants in highlighted by the EEF <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course?utm_source=/courses/making-best-use-of-teaching-assistants-online-course&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course?utm_source=/courses/making-best-use-of-teaching-assistants-online-course&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1 to 8</p> <p>£500</p>
Support academic learning through student wellbeing by investing in additional pastoral hours, re-	<p>In light of the current challenges faced by the school and community through the pandemic and evidence, through the use of school data, that disadvantage students are not bouncing back as well as their peers.</p> <p>The EEF emphasises the importance of life skills and enrichment in fostering attitudes, skills and behaviours that are thought to underpin success in schools and beyond</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>6,7,8</p>

establishing pastoral and extra-curricular activities	The current challenges .They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.	£500
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,405.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all students. (access/ attainment)	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <ul style="list-style-type: none"> <li>• <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1 to 8  £1,050
Targeted support through additional intervention in core subjects. Through small groups and 1:1	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality class teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1, 2, 4, 5  £5,476.80
School led tutoring	<ul style="list-style-type: none"> <li>• Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group</li> </ul>	5, 4, 5  £15,405.80

programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Connecting the curriculum through a focus on improving literacy in all subject	<p>Literacy skills are both general and subject specific. Literacy is important for students as they learn new, more complex concepts in all subjects:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <ul style="list-style-type: none"> <li>• Literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</li> <li>• Specifically linked to challenge 1 to 3</li> </ul>	<p>1 to 8</p> <p>£6,473.20</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising practical subjects i.e. Art, DT	Historical evidence: Students have in the past made excuses for not participating in activities where a financial contribution is required.	8 £2,000
Subsidising school trips	Historical experience. Parents/ students may not commit to school trips especially when there are multiple siblings.	8 £2,000
Subsidising school uniforms	Historical experience: Disadvantage students may continue to attend school in damaged clothing or poorly fit clothes	8 £2,000
Subsidising school attendance	Historical evidence: Family illness meant that students could not afford to travel to school.	5,6,7,8 £2,000
Subsidising school equipment	Historical evidence: Disadvantage students, especially those with multiple needs, including SEN, struggle with organisational skills resulting in loss of equipment creating additional financial burdens on the family	5,6,7,8 £2,000
Additional resources	Some disadvantage students with additional barriers to learning have in the past required additional and different, or access to unaffordable resources.	5 £2,000

**Total budgeted cost: £71,459**



## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*