

## St Peters C of E Middle School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	St Peters C of E Middle
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	14% (40 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	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Joan Charles
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,160
Recovery premium funding allocation this academic year	£13,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£91,760

## 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>Data from Insight shows that 23% of PP are working at expected in writing, compared with 46% of non-PP between autumn 1 and 2 2024.</p> <p>30% of PP are working just below expected, compared with 23% of non-PP. The difference between PP and non-PP is 7%.</p> <p>45% of PP are working below expected, compared with 15% of non-PP. The PP working below expected consists of 18 students of which 5 are non-SEN</p>
2 Attainment in reading	<p>Data from Insight show that 33% of PP are working at expected in reading, compared with 44% of non-PP between autumn 1 and 2 2024.</p> <p>18% of PP are working just below expected, compared with 17% of non-PP.</p> <p>45% of PP are working below expected, compared with 17% of non-PP. The PP working below expected consists of 18 students of which 7 are non-SEN</p>
3 Attainment in maths	<p>Data from Insight shows that 23% of PP are working at expected in math, compared with 52% of non-PP between autumn 1 and 2 2024.</p> <p>38% of PP are working just below expected, compared with 23% of non-PP.</p> <p>33% of PP are working below expected, compared with 13% of non-PP. The PP working below expected consists of 13 students of which 4 are non-SEN</p>
4 Barriers to learning	<p>Multiple barriers to learning. Some disadvantage students also have a SEND, or P/LAC or CIN/CP need.</p>
5 Attendance/ persistent absence	<p>Autumn 2024 whole school attendance 92.2%. PP attendance is 83.1%, lower than 93.6% non-PP.</p>
6 Wellbeing, mental health & safeguarding concerns	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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 using Insight data. The aim is to increase by 10%.
To improve attainment in reading amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using Insight data. The aim is to increase by 12%
Improved attainment in maths amongst disadvantage students (attainment)	Narrowing of the gap in the % of students at on track or higher using Insight data. The aim is to increase by 8%
To achieve sustained improved wellbeing for all students, including those who are disadvantage (inclusion)	Sustained high levels of wellbeing 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 2024 to 25 demonstrated by <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 92.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6%.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and learning by focusing on the teaching and learning framework	Using systematic teaching to help teachers to build knowledge teachers to build knowledge of teaching practices, step by step.  <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a> Rosenshine's Principals of Instruction	1 to 6  £10,000
Enhancing the quality of teaching through direct support	Drawing on the expertise of senior teacher to teach and lead on the strategy	1 to 6  £10,000
CPD for the subject specialists and middle leaders to support curriculum development	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. <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>	1 to 5  £3,000
CPD for team of teaching assistants	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>	1 to 6  £4000
Support academic learning through student wellbeing by investing in additional pastoral	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 <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	4,6

hours, re-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.	£4000
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing meta-cognitive 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 6  £3,000
Targeted support through additional intervention in core subjects. Through small groups and 1:1	The evidence indicates that small group and one to one intervention 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  £5,000
Connecting the curriculum through a focus on improving literacy in all subject	Literacy skills are both general and subject specific. Literacy is important for students as they learn new, more complex concepts in all subjects: <a href="#">Improving Literacy in Secondary Schools</a> <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>	1 to 7  £6,000
To deliver and design high quality learning through maths	Research tells us that high quality teaching can narrow the disadvantage gap <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-</a>	

	<a href="https://educationevidence.org/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">professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	£6,000
Investing in programmes that reduce challenging behaviour within school	Establishing behaviour interventions to improve attainment by reducing challenging behaviours. Interventions aimed at reducing a variety of behaviours from low level to anti-social.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5,6  £10,000

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

Budgeted cost: £25,760

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.	6 £4,000
Subsidising school trips	Historical experience. Parents/ students may not commit to school trips especially when there are multiple siblings.	6 £4,000
Subsidising school uniforms	Historical experience: Disadvantage students may continue to attend school in damaged clothing or poorly fit clothes	6 £2,000
Subsidising school attendance	Historical evidence: There have been instances in the past when attendance has been significantly impacted due to familial circumstances including funding transportation.	5,6,7 £4,000
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 £8,000
Additional resources	Some disadvantage students with additional barriers to learning have in the past required additional and different, or access to unaffordable resources.	5 £3,760

**Total budgeted cost: £91,760**

## 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 2023 to 2024 academic year.

<b>Teaching (for example, CPD, recruitment and retention)</b>	
Enhancing the quality of teaching by focusing on developing phonics	Phonics organised at the end of the day for students in key stage 2.  There was evidence of progress for all student's apart form one (SEN). This maybe because this student has difficulties with speech and language
Enhancing the quality of teaching by focusing on developing teaching, planning affective assessment, reviewing, and homework.	Homework clubs were formed. There is a SEN homework club and homework club for the other students. PP were targeted in pupil profile meetings and then encouraged to go to the homework sessions
Enhancing the quality of teaching by hiring a TA to focus specifically on supporting PP students	The TA team was expanded and Tas deployed to support SEN and PP students
CPD for the subject specialists and middle leaders to support curriculum development	Middle leaders and subject specialist were encouraged to go on courses to enhance their subjects.
CPD for expanding team of teaching assistants in response to increase in rising numbers of disadvantaged students	TAs were targeted for courses and records kept. The EP also came into school to run courses for TAs.  During the January INSET and ASD course was presented to whole school.
Support academic learning through student wellbeing by investing in additional pastoral hours, re-establishing pastoral and extra-curricular activities	The way pastoral support within the school has been evaluated and changed. An additional teacher has been employed to support behaviour in the newly formed HUB.
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	
Developing metacognitive and self-regulation skills in all students.  (access/ attainment)	The EP was in school to launch training on metacognition. Teachers were overserved through the year using the strategies. Metacognition needs to be revisited because not all teachers use the strategy.



Targeted support through additional intervention in core subjects.  Through small groups and 1:1	After school small groups were created for students who needed additional support. PP were identified through pupil profile meetings.
An academic mentor	This was targeted for students at the end of the school day and during the school hours when teachers had free time.
Connecting the curriculum through a focus on improving literacy in all subject specifically on supporting PP students	The English teacher gave a talk at the beginning of the school year about literacy through subjects. Reading time at the start of every lesson has been introduced. Students are expected to have a reading book.  Core Skills lessons have been introduced with a focus on developing key literacy skills in grammar, vocabulary and spelling.
<b>Wider strategies</b>	
Subsidising practical subjects i.e. Art, DT	PP students and needy students are provided with resources and equipment
Subsidising school trips	Parents pay 50%. Sometimes all the money is given for the school trip through the Headteacher discretion.
Subsidising school uniforms	Uniform and subsidies on uniforms are provided
Subsidising school attendance	Taxi have been used for students who have difficulty getting to school
Subsidising school equipment	Pencils and school equipment is given out throughout the academic year
Additional resources	Things are sometimes purchased for students in need

### 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