

Pupil premium strategy statement – St Peter’s Elwick Church of England Primary School

This statement details our school’s use of pupil premium (and recovery 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
Number of pupils in school	98 pupils 89 excluding Nursery
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Vikki Wilson (Head of School)
Pupil premium lead	Vikki Wilson (Head of School)
Governor / Trustee lead	Colin Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,898
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£13,898

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
--	--

Part A: Pupil premium strategy plan

Statement of intent

‘To give all children the opportunity to be who God created them to be and have fullness of life.’ At St Peter’s Elwick, we strive to ensure that all children are given the knowledge, skills and support to experience fullness of life. Our ultimate aim for disadvantaged pupils is that they will not be prevented from achieving fullness of life, that is to have their options limited, by their circumstances. We believe in the transformative power of education to bring about meaningful change and give all our pupils the options and opportunities to identify, develop and use the unique gifts they have been given by God.

We know that high quality teaching has the greatest impact on pupil attainment and so our Pupil Premium strategy is focused on the development of high-quality teaching and learning practices that benefit all pupils, including those who are disadvantaged. There is a strong evidence base to suggest that the explicit teaching of metacognitive strategies can increase pupil progress (some studies suggest +7 months progress). Rather than being taught in isolation, research makes it clear that these skills should be taught alongside specific subject content. Teachers will develop their skills in explicitly modelling their thinking and the use of carefully chosen worked examples and non-examples to support pupils’ understanding

In addition, research emphasises the importance of reading fluently early on to later academic success. To this end, school have identified a small number of individuals, including some disadvantaged pupils, who are working below age-related expectations in reading. This group of pupils will remain a key focus for our Pupil Premium Strategy this year, building on the successful implementation of our whole school validated synthetic phonics programme last year which formed a key part of our previous Pupil Premium Strategy, and will be supported through timely, specific and targeted ‘keep up’ and ‘catch up’ interventions. ‘Keep up’ interventions happen on the same day wherever possible and are designed to address misconceptions or provide extra practice to increase fluency quickly to ensure that a child is building on secure foundations in the next lesson. These sessions also take the form of pre-teach work to ensure that pupils are well prepared for the learning the next day. ‘Catch-up’ interventions may take place over several sessions are bespoke interventions designed to enable pupils to catch up with their peers in key concepts. Prompt recognition of areas in which children require keep up and early intervention are extremely important.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils do not make conscious metacognitive choices to plan for and to improve their written work.
2	All pupils need to have internal models of number that support fluency and efficient calculation strategies. Programme introduced in 2021-22 that evidence shows is having a positive impact needs embedding.
3	A small number of individual pupils who are working below age related expectations in reading.
4	Disadvantaged pupils are well prepared for transition

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.

NB: specific details surrounding challenge areas and their identification have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils. A more detailed rationale is held in school.

Intended outcome	Success criteria
Pupils are able to independently select and apply their metacognitive skills when planning and reviewing their writing to ensure that it meets the intended criteria.	<ul style="list-style-type: none"> - 100% of disadvantaged pupils are working at ARE in writing with a greater proportion of pupils working at greater depth. - Staff are utilising metacognition PD in practice. Staff voice reveals an increase in confidence and application of metacognitive strategies is observed during lesson visits, including intra-trust triangulation visits. - Pupil voice demonstrates that pupils are making explicit use of modelled metacognitive strategies.
Identified disadvantaged pupils make above expected progress to secure age-related expectations in reading	<ul style="list-style-type: none"> - Book looks, in-house assessments and progress in standardised testing demonstrate pupils are working at age-related expectations or meeting individual targets where relevant.

	<ul style="list-style-type: none"> - Identified children no longer require additional support/intervention in these specific areas.
<p>Number Sense programme to secure number fluency is embedded from Reception to Y3.</p>	<ul style="list-style-type: none"> - 100% of pupils make at least expected progress towards number sense targets - Pupils have internalised models of number that support fluency and efficient calculation strategies, including ensuring that pupils have rapid recall of the assigned multiplication tables for their year group. - All pupils can answer multiplication table questions (from age-related multiplication tables) within - Application of number fluency seen in progress in in-house assessments and standardised testing.
<p>Disadvantaged pupils are well prepared for transition so that they social and academic progress can be sustained in a new and different environment.</p>	<ul style="list-style-type: none"> - Pupils are familiar with key routines and strategies they can use to carry out these independently and how to seek support where needed. Routines for self-regulation and organisation are transferred to secondary where applicable. - Identified pupils can name their emotions around transitions and know steps that they can take to self-regulate. Receiving secondary school has a good awareness of individual pupil emotions towards transition and the strategies that are effective in independent and supported regulation. Pupils know who can support them. - Where needed, safety plans ensure that vulnerable pupils remain safe and that their wellbeing needs continue to be catered for in their new schools. - Pupils begin to establish reciprocal relationships with new staff and peers before transition to secondary through enhanced provision.

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: We recognise that more than the allotted contribution from Pupil Premium and Recovery Premium funding will be spent on these actions but have allocated a contribution of £6,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school metacognition CPD	Beringer et al (2002) Simple View of Writing EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Metacognition and Self-regulated Learning	1,2
Metacognition lead identified to receive further training* and support the continued development of staff. *CPD from Newcastle Research School, Trust working party, joint observations in school and cross-school, Metacognition Snippets.	Beringer et al (2002) Simple View of Writing EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Metacognition and Self-regulated Learning	1
Bespoke, follow-up CPD to maintain progress towards target. Release time for metacognition lead.	Beringer et al (2002) Simple View of Writing EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Metacognition and Self-regulated Learning	1
Number Sense training for new staff or staff new to delivery	<i>ASKEW, M, BIBBY, T & BROWN, M 2001, Raising attainment in primary number sense: from counting to strategy. BEAM Education, London.</i> <i>ELLEMOR-COLLINS, D. & WRIGHT, R., 2009, Structuring Numbers 1 to 20: Developing Facile Addition and Subtraction Math Ed Res J 21: 50.</i>	2
Bespoke follow-up CPD to ensure sustained fidelity and impact of	<i>ASKEW, M, BIBBY, T & BROWN, M 2001, Raising attainment in primary</i>	2

Number Sense programme	<i>number sense: from counting to strategy. BEAM Education, London. ELLEMOR-COLLINS, D. & WRIGHT, R., 2009, Structuring Numbers 1 to 20: Developing Facile Addition and Subtraction Math Ed Res J 21: 50.</i>	
------------------------	---	--

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium and Recovery Premium funding will be spent on these actions but have allocated a contribution of £4,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised intervention to address reading gaps and enable pupils to reach the expected standard in reading.	One to One Tuition (EEF) Small Group Tuition (EEF Toolkit) Improving Literacy in Key Stage One (EEF 2021)	3
Training of staff to deliver Little Wandle Rapid Catch-Up and SEND interventions	One to One Tuition (EEF) Small Group Tuition (EEF Toolkit) Improving Literacy in Key Stage One (EEF 2021)	3
Bespoke catch up and keep up through the National Tutoring Programme	National Tutoring Programme (DfE)	2,3

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium and Recovery Premium funding will be spent on these actions but have allocated a contribution of £3,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENDCo and class teacher to support enhanced transition for	Bharara, G (2020) EEF School Transitions Tool	4

vulnerable pupils transitioning to secondary school and across key stages.		
<p>Thrive training for staff, including enhanced training for 2 members of staff to support provision for SEMH needs and support transition for vulnerable pupils.</p> <ul style="list-style-type: none"> - <i>Independence and routines</i> - <i>Naming and modelling emotions around transition</i> - <i>Reciprocal relationships.</i> 	<p>Van Rens et al. (2018) Facilitating a Successful Transition to Secondary School: (How) Does it Work? A Systematic Literature Review EEF School Transitions Tool Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. (2008) What makes a successful transition from primary to secondary school? Effective Pre-school, Primary and Secondary Education 3–14 Project (EPPSE 3–14) London England: Department for Children, Schools & Families.</p>	4

Total budgeted cost: Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium and Recovery Premium funding will be spent on these actions but have allocated a contribution of £2,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The implementations of the validated systematic synthetic phonics programme was successful as evidenced by 100% of pupils in Y2 reaching the expected standard in the phonics screening (COVID) and 93% 14/15 pupils reached the expected standard in the Y1 phonics screening. 100% of disadvantaged pupils were assessed as fluent readers using the Rasinski fluency rubric and termly assessments demonstrated at least expected progress for all pupils towards end of year targets (personalised for individual pupils with SEND where appropriate). These results were obtained as a result of effective whole school staff CPD (including bespoke training where necessary), consistently demonstrated fidelity to the scheme from teachers and teaching assistants, well matched texts and targeted and timely keep up and catch up provision.

In spite of local COVID levels higher than the National average, 100% of Y6 pupils achieved the expected standard in mathematics in the KS2 SATs and results were higher than National for both KS1 SATs and MTC results. This is as a result of high quality teaching and effective keep up and catch up as well as high quality remote learning provision.

Disadvantaged pupils were well represented in school leadership teams. Several disadvantaged pupils held key roles on our Junior Leadership Team, School Council and Big Fish group and impressed our SIAMS inspector in March 2022 with a confident and enthusiastic tour of our school. 100% of disadvantaged pupils said that they felt that they made a positive difference to school and all could identify at least one example, although the vast majority of pupils could give several examples, of where they had made a positive contribution to school life and taken on a leadership role. All disadvantaged pupils attended our residential in Upper KS2 and parent voice on the impact of this was very positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
SSP	Little Wandle
Number Sense	Number Sense Maths