

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	94 (84 excluding nursery)
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	V. Wilson (Head of School)
Pupil premium lead	V. Wilson (Head of School)
Governor / Trustee lead	C. Reid (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8835
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£10,835

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.

We have identified some key challenges faced by our small group of pupils in receipt of pupil premium. Pupil premium spending is therefore targeted at addressing these areas and in supporting the development of knowledgeable staff and evidence-based systems to ensure these areas are developed for all children, including vulnerable children. It is important to note that we recognise each child as an individual and thus each child will also receive bespoke support as needed in order to address any areas for development that lie outside of these core identified areas.

Research tells us that children develop stronger mathematical attainment when they are equipped with ‘a rich network of mathematical knowledge.’ (EEF Improving Mathematics in KS2 and 3 guidance, 2017) and we also know that being able to recall facts quickly reduces cognitive load to enable pupils to apply knowledge to problem solve, for example, without adding to the number of calculations needed. We know that some children need further support to develop their number fact fluency, particularly around the recall of times table facts (and their associated divisions). We have researched evidence-based programmes to support with this and were particularly keen to ensure that the models and images used in any programme selected would complement the existing images children develop in mathematics at St Peter’s and would therefore further add to children’s ‘rich mathematical knowledge’ by emphasising ‘the many connections between mathematical facts, procedures and concepts’ (EEF, 2017) that research tells us is so important.

Effective social and emotional learning is key in enabling ‘decision making, interaction with others and their self-management of emotions’ (EEF, 2019). Research tells us that developments in this area can also have a positive impact on preparing pupils for learning and on academic attainment. This would be of particular benefit in the early years where learning these fundamental skills really starts. For this reason, we have

decided to focus our attention here to support a particular group of pupils (some of whom are in receipt of pupil premium) as well as the wider cohort and future cohorts through the development of increased expertise and implementation of a carefully researched, evidence-based programme.

Challenges

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

Challenge number	Detail of challenge
1	Some vulnerable pupils need to develop greater times table fact fluency
2	Personal, social and emotional development in the early years
3	A small number of pupils are not at age related expectations in maths
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
All year 4 pupils demonstrate fluent times table fact recall (25/25 on the MTC)	<ul style="list-style-type: none"> -100% of Y4 pupils demonstrate fluent recall on MTC, including those in receipt of pupil premium. -Pupils have internalised models of multiplication that show computational understanding (pupil voice, application of understanding to solve problems, maths journals) -Number Sense Times Table Fluency Programme followed with fidelity by teaching staff (where relevant).
All pupils in EYFS make progress towards their personal targets under the PSED area of learning. Pupils are able to manage their feelings and behaviour, show age-appropriate confidence and self awareness and can	<ul style="list-style-type: none"> -100% of disadvantaged pupils make at least expected progress towards meeting their ELG (PSED). -Staff are trained and confident to deliver the evidence-based 'Early Skills for Life' programme

manage relationships in an age-appropriate way.	- Check in support from EEF partners identify that programme is being delivered with fidelity.
Disadvantaged pupils working below ARE in maths secure key concepts identified from teacher assessment and question level analysis	-The gap between the assessment scores of identified disadvantaged pupils and their peers is narrowed through effective intervention -Pupils meet age related expectations in identified key areas through bespoke and timely intervention.
Disadvantaged pupils are well prepared for transition so that they social and academic progress can be sustained in a new and different environment.	<ul style="list-style-type: none"> - Enhanced transition arrangements for vulnerable pupils ensure a smooth transition to their allocated secondary school. - Secondary school are fully briefed on bespoke plans, including safety plans, and provision that have effectively supported pupils during primary. - Identified pupils have key identified staff members that they can seek support from in their new school - Pupils begin to establish reciprocal relationships with new staff and peers before transition to secondary through enhanced provision. - Routines for self-regulation and organisation are transferred to secondary where applicable. - Safety plans in place where needed to support vulnerable individuals

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 £5,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research and purchase evidence-based times tables fluency fact programme	<ul style="list-style-type: none"> - Research principles underpinning the programme and evidence base can be found here: https://numbersensemaths.com/research-principles - EEF implementation guidance followed to implement this programme. - EEF Improving Maths in Key Stages 2 and 3 	1, 3
Staff CPD for new programmes (Early Skills and Number Sense Times Table Fluency) *CPD for Early Skills provided by EEF and Partnership for Children through NLLT EY Stronger Practice Hub	<ul style="list-style-type: none"> -EEF Improving Social and Emotional Learning -EEF EY Toolkit - NLLT EY Stronger Practice Hub - Research principles underpinning the programme and evidence base can be found here: https://numbersensemaths.com/research-principles - EEF implementation guidance followed to implement this programme. 	1, 2, 3
Bespoke follow-up CPD to maintain progress towards target. Designated time for EY Lead and Maths Lead to monitor and support implementation	<ul style="list-style-type: none"> - EEF Improving Maths in Key Stages 2 and 3 	

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 £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised intervention to address maths gaps and enable pupils to reach the expected standard in maths	<p>One to One Tuition (EEF) Small Group Tuition (EEF Toolkit)</p> <p>Improving Maths in KS1 and EYFS (EEF, 2020)</p> <p>Improving Maths in KS2 and KS3 (EEF, 2017)</p>	1, 3, 4
Bespoke catch up and keep up through the National Tutoring Programme	National Tutoring Programme (DfE)	1,3

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 £2419

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Professional collaboration with secondary schools, families and involved outside agencies (where relevant) through adoption of a person-centred planning approach	NDTI (2020) Person centred planning: background and approach; 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., SirajBlatchford, 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.	4
- Enhanced transition opportunities for pupils to familiarise themselves with secondary and key people to support them.	Bharara, G (2020) EEF School Transitions Tool	4
Release time for SENDCo and class teacher to support enhanced transition for vulnerable pupils transitioning to secondary school and across key stages.	Bharara, G (2020) EEF School Transitions Tool	4

Total budgeted cost: £ 10,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2022-23:

- 100% of pupils met the expected standard in reading, writing, maths, science and spelling punctuation and grammar at the end of Key Stage 2. The proportion of pupils working at greater depth within the expected standard was also above local and National levels.

-93% of pupils in KS1 achieved the expected standard in reading, writing and maths. 21% achieved the greater depth standard. Both of these figures are above National.

100% of Y1 pupils passed the phonics screening check.

Ofsted (March 2023) identified strong application of metacognitive practices. They identified behaviour and attitudes as 'outstanding' and commented that behaviour is 'exemplary' and that 'The leadership of early reading is strong. Staff are trained in how to teach phonics. They check that each pupil is keeping up. Pupils who need extra support receive the help that they need. Pupils at an early stage of learning to read have books that are closely matched to the sounds that they know. More experienced pupils are supported effectively to read an increasingly wide range of books. As a result, pupils achieve well.'

Effective transition was in place that meant that pupils were well prepared for their next stage in learning (either within primary or from primary to secondary). Ongoing transition support has been provided where needed and has had a positive impact in identifying and securing the right provision to enable pupils to make progress academically and socially.

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
Thrive	Thrive