

Pupil premium strategy statement - St Peter's Elwick Church of England Primary School

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
Number of pupils in school	100 (85 excluding nursery)
Proportion (%) of pupil premium eligible pupils	12%
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)	2024/25 (single year plans better reflective of small numbers and individual needs)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£15,865.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£15,865.83

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 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.

At St Peter’s Elwick Church of England Primary School, strong and consistent phonics teaching results in high academic achievement for all pupils, including those with SEND and those in receipt of pupil premium funding. With their phonic knowledge secured, some pupils are now working to develop their reading fluency, including some pupils in receipt of pupil premium funding. ‘Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.’ (Reading Fluency, EEF). Securing reading fluency for our pupils will provide secure foundations to further develop reading comprehension and a love of reading that has a direct impact on later academic success and the ability to experience ‘fullness of life’ by being open to the new worlds, characters and emotions that good literature provides.

Research tells us that ‘It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition’ and that ‘If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription.’ (EEF ‘Improving Literacy in Key Stage 2’). For a small number of pupils in receipt of pupil premium, efficiency and/or accuracy of transcription has been identified as a

challenge. Bespoke intervention, supported by evidence-based principles, is therefore a key feature of our school's pupil premium strategy spend this academic year.

We know that there are many reasons why a child may have gaps in their early development that impact upon their ability to experience a full sense of self and belonging and have the skills to recognise and regulate their emotions. In line with our school vision, St Peter's Elwick CofE Primary School is called to do everything it can to support the social and emotional health and wellbeing for all of its pupils and this can be seen in our pupil premium strategy this year.

A very small number of pupils in receipt of pupil premium need support to improve their punctuality and attendance. Continuing to make every effort to maintain effective relationships and provide timely, bespoke support will ensure that every child's attendance is the best that it can possibly be.

Challenges

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

NB: specific details surrounding challenge areas, proportion affected 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

Challenge number	Detail of challenge
1	Some pupils need to build on their secure phonics knowledge to develop their reading fluency.
2	Some pupils need to develop their transcription skills in order to develop greater automaticity in their writing and reduce cognitive load associated with written communication.
3	Some pupils have specific gaps in their social and emotional development.
4	A very small number of pupils need to improve their punctuality and/or attendance.

Intended outcomes

NB: specific details surrounding challenge areas, proportion affected 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 along with detail of provision.

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
All pupils meet age-related expectations for reading fluency.	<p>100% of pupils meet the expected number of words per minute and % accuracy for their age by the end of the academic year (key internal check points throughout the year show that pupils are making at least expected progress towards this outcome).</p> <p>All staff involved in the delivery of the Little Wandle Fluency Programme do so with fidelity and confidence.</p>
<p>Transcription is fluent for all pupils to reduce cognitive load for the writing process itself.</p> <p>Transcription is not a barrier to efficient communication for pupils.</p>	<p>100% of pupils are working at age related expectations for their handwriting*</p> <p>*For pupils who also have an associated SEND need, there is clear progress from starting points and pupils meet individual targets.</p> <p>Refined handwriting mapping and expectations supports quality first teaching and consistent expectations across school.</p> <p>Provision mapping demonstrates the use of targeted and bespoke interventions to support fine motor skills and early handwriting skills. Book looks and My Books demonstrate that this is having an impact on pupils' transcription skills.</p> <p>Timetabling, learning walks, book looks and pupil voice demonstrate that pupils are given sufficient and regular time to practise and apply these skills.</p>

<p>Pupils who have gaps in their social and emotional development make strong progress from their starting points to enable them to be effective and regulated learners with a clear sense of belonging and self.</p>	<p>100% of pupils who have a Thrive profile, including those in receipt of pupil premium funding, make good progress from their initial baseline profiles.</p> <p>Classroom and social time observations demonstrate a tangible impact on each child's lived experience at school.</p> <p>Pupil voice indicates that pupils are safe and happy in school.</p> <p>Behaviour logs and My Books demonstrate pupils' ability to use effective self regulation (or co-regulation) strategies where relevant.</p>
<p>Attendance and punctuality of disadvantaged pupils is the best that it can be to maximise learning.</p>	<p>Effective school systems identify where the attendance and punctuality of all pupils, including those who are disadvantaged, could be improved.</p> <p>Targeted support that build on our secure relationships with families ensure clear improvement in attendance for individuals where it needs to be improved.</p> <p>Whole school attendance and attendance of vulnerable groups remain above local and national figures.</p> <p>There is no significant gap between the attendance of pupils in receipt of pupil premium and whole school attendance.</p>

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.

NB: specific details surrounding actions may not have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils and their families. A more detailed rationale is held in school along with detail of provision.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £7,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and planning of implementation of Little Wandle Fluency Programme	Evidence base for programme can be found here: https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/	1
<i>Training for teaching and support staff on delivery of Little Wandle Fluency Programme</i>	NLLT EY Stronger Practice Hub EEF 'Reading Fluency' EEF 'Improving Literacy in Key Stage One'	1
<i>Bespoke follow up CPD as a result of monitoring to maintain progress towards intended outcome.</i>	EEF 'Improving Literacy in Key Stage Two'	
<i>Designated time for reading lead to monitor and support implementation of Little Wandle Fluency programme (feeds into bespoke CPD)</i>	EEF 'A School's Guide To Implementation'	1
<i>Refine handwriting mapping to ensure clear, small step progression is in place with clear exemplification that supports both teaching and assessment.</i>	EEF 'Improving Literacy in Key Stage One' EEF 'Improving Literacy in Key Stage Two'	2
<i>Designated time for writing lead to monitor and support implementation of transcription offer and ensure impact for whole classes, groups and targeted individuals.</i>	EEF 'A School's Guide To Implementation'	2

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 funding will be spent on these actions but have allocated a contribution of £3,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Personalised catch up intervention where necessary to address gaps in fluency to support pupils in achieving the expected standard</i>	Evidence base for programme can be found here: https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ NLLT EY Stronger Practice Hub EEF 'Reading Fluency' EEF 'Improving Literacy in Key Stage One' EEF 'Improving Literacy in Key Stage Two'	1
<i>Purchase of more reading materials to match individual reading level (fluency and decoding) to provide further practice from fluency groups.</i>	EEF 'A School's Guide To Implementation'	1
<i>Training on Thera putty for staff new to school to support fine motor skills</i>	Evidence base can be found in the following papers: https://www.jetir.org/papers/JETIR2301185.pdf NHS backed, evidence based programme recommended by Occupational Therapists and Physiotherapists	2
<i>Bespoke adaptations and intervention in place for individuals (more details held in school to avoid identification of individuals in this document) to support accurate and efficient transcription.</i>	EEF 'Improving Literacy in Key Stage One' EEF 'Improving Literacy in Key Stage Two' EEF 'A School's Guide To Implementation'	2
<i>One to one Thrive intervention at scheduled times each week to support pupils' social and emotional development (further information held in school to avoid identification of individuals in this report due to small numbers)</i>	Evidence base can be found here: https://www.thriveapproach.com/impact-and-research/research-behind-thrive	3

<i>Small group Thrive intervention for pupils with similar baseline profile needs and who would benefit from a small group session each week (further information held in school to avoid identification of individuals in this report due to small numbers)</i>	Evidence base can be found here: https://www.thriveapproach.com/impact-and-research/research-behind-thrive	3
--	---	---

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £3,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for class teachers on 'right-time' Thrive work that is suitable for whole classes to support positive social, emotional and mental health.</i>	Evidence base can be found here: https://www.thriveapproach.com/impact-and-research/research-behind-thrive	3
<i>Release time for targeted attendance work alongside vulnerable families.</i>	DfE 'Working Together To Improve School Attendance' EEF 'supporting School Attendance' Action Research and experiential evidence that exists within school (case studies)	4

Total budgeted cost: £ 15,865

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

In the academic year 2023-24:

- The percentage of pupils meeting the expected standard at the end of key stage 2 was above national in all areas. 85% met the expected standard in reading, 100% met the expected standard in writing, 92% met the expected standard in maths and 85% met the expected standard in spelling, punctuation and grammar.
- 100% of pupils passed the KS1 phonics screening check
- Results for the Multiplication Tables Check in Year 4 were significantly above national with 73% of children scoring 25/25 and a mean score of 24.6, demonstrating impact of our focus on this in school, including through support of pupil premium funding.

Please note that more detailed progress and attainment information is held in school. Due to small numbers of pupils in receipt of pupil premium and single cohorts within

school, this information is information is not contained within this report in order to protect the identities of individuals and groups of pupils.

Externally provided programmes

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

Programme	Provider
Times Table Fluency Programme	Number Sense
Early Skills For Life	