



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	Spalding St Paul's Primary School and Nursey
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	(71 Children) 38.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Mrs Selina Ratchford
Governor / Trustee lead	Democrito Cakioa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>PP: £1345 (71 Children) Adopted form care: £2345 (0 Children) LAC: £2345 (0 Children)</i> £95,495
Recovery premium funding allocation this academic year	<i>PP children + £145</i> £10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,790

Part A: Pupil premium strategy plan

Statement of intent

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The Premium is provided in order to support these pupils in reaching their potential.

Provision at Spalding St Paul's School

In order to meet the above requirements, at Spalding St Paul's School we will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6.

The bulk of the pupil premium spend will be on supporting children with accessing the core subjects of Literacy and Numeracy. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities

Below are just some of the processes and strategies employed by staff at Spalding St Paul's School to maximise progress and attainment for pupils eligible for pupil premium.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly. There is strong evidence that "what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Therefore, we are prioritising teaching practice, especially feedback, and further developing our broad, culturally rich, and knowledge-based curriculum.

Staff are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount. They never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.

Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events

Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.

High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible.

Training - make sure that all staff, including support staff, have access to high quality CPD are highly trained and understand their role in helping pupils to achieve.

All staff at Spalding St Paul's School acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally we are looking at the long term picture to ensure that achievement gaps do not widen before the end of a key stage.

Although we have a strong desire for all children to reach age related expectations, on occasion and for some children, this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Challenges

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

Challenge number	Detail of challenge
1	Access to First quality teaching during lockdown
2	Poor Oral Language Skills
3	Low attainment in Phonics
4	Low attainment in reading
5	Wellbeing of children during lockdown
6	Low attendance

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
Teaching and Learning: To ensure high quality teaching and learning in the classroom.	Teaching and learning across the school is good or better. Staff have had access to high quality Professional Development This will be seen through performance management outcomes.
Oracy: Voice 21 Project rolled out across the school. Nuffield early Literacy Intervention to support children off track.	Improve oracy skills with the expectation that this will improve wider academic outcomes. Children will be more effective speakers and listeners and better understand themselves, each other and the world around them.
Phonics: WRI scheme used across the school.	Achieve national average expected standard in PSC
Progress in Reading: Accelerated reading in place across the school. Guided reading implemented across the school.	Achieve national average progress scores in KS2 Reading (0) 50% children achieve age related expectation at the end of KS2
Other: Ensure children have access to high quality wellbeing support through 5 ways to wellbeing, Emotional Literacy Support (ELSA) and Magic Breakfast	Children are able to talk about mental health and wellbeing. ELSA trained Teaching Assistant to support children's emotional needs in school.
Other: Attendance: All children come to school	Improve attendance of disadvantaged pupils to LA average (98.5%)

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: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning To ensure high quality teaching and learning in the classroom.</p> <p>To ensure staff have access to high quality CPD.</p>	<p><i>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</i></p>	1
<p>Oracy Voice 21 Project rolled out across the school.</p>	<p><i>ORACY: Voice 21 project - On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</i></p>	2
<p>Phonics Buy in training and support for all teachers to embed use of WRI phonics scheme.</p>	<p><i>Read Write Inc Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE.</i></p>	3
<p>Reading: (Accelerated Reader) Embed use of Accelerated Reader across all year groups to increase reading for pleasure</p>	<p><i>EEF: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</i></p> <ul style="list-style-type: none"> • <i>targeted reading aloud and book discussion with young children;</i> • <i>explicitly extending pupils' spoken vocabulary;</i> • <i>the use of structured questioning to develop reading comprehension; and</i> 	4
<p>Reading: (Guided Reading) Guided reading Buy books and training for guided reading sessions to ensure all children have access to high quality texts and teaching.</p>	<p><i>the use of purposeful, curriculum-focused, dialogue and interaction.</i></p>	4

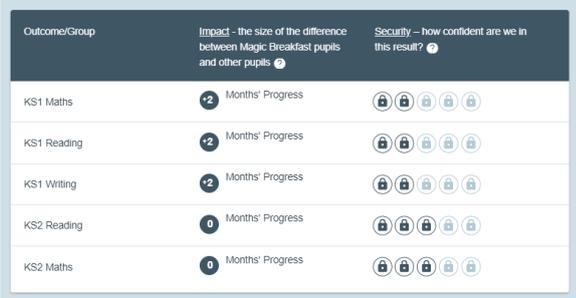
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Nuffield early Literacy Intervention to support children off track.</p>	<p><i>NELI: The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI).</i></p> <p><i>NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</i></p>	2
<p>Phonics Buy in training and support for all teachers to embed use of WRI phonics intervention scheme: Fresh start</p>	<p><i>Read Write Inc Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE.</i></p>	3
<p>Other: Improve children mental health and so they are ready to learn.</p> <p>Ensure children have access to high quality Emotional Literacy Support (ELSA)</p> <p>Having an ELSA trained member of staff to support pupil’s Social emotional mental health.</p>	<p><i>EEF (Social and Emotional Learning): On average, Social and Emotional Learning (SLE) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months’ additional progress on attainment.</i></p> <p><i>Improvements appear to more likely when SLE approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, then implementation of the programme and the degree to which teachers are committed to the approach appears important.</i></p>	5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p>Other: Improve children mental health and wellbeing so they are ready to learn.</p> <p>Ensure children have access to high quality wellbeing support through 5 ways to wellbeing</p>	<p><i>EEF (Social and Emotional Learning): On average, Social and Emotional Learning (SLE) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months' additional progress on attainment.</i></p> <p><i>Improvements appear to more likely when SLE approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, then implementation of the programme and the degree to which teachers are committed to the approach appears important.</i></p>	5																		
<p>Other: Improve children mental health and so they are ready to learn.</p> <p>Creating and embedding a Magic Breakfast club</p>	<p><i>EEF: (Magic Breakfast) Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</i></p> <p>Research Results</p>  <table border="1"> <thead> <tr> <th>Outcome/Group</th> <th>Impact - the size of the difference between Magic Breakfast pupils and other pupils</th> <th>Security - how confident are we in this result?</th> </tr> </thead> <tbody> <tr> <td>KS1 Maths</td> <td>+2 Months' Progress</td> <td>5 icons</td> </tr> <tr> <td>KS1 Reading</td> <td>+2 Months' Progress</td> <td>5 icons</td> </tr> <tr> <td>KS1 Writing</td> <td>+2 Months' Progress</td> <td>5 icons</td> </tr> <tr> <td>KS2 Reading</td> <td>0 Months' Progress</td> <td>5 icons</td> </tr> <tr> <td>KS2 Maths</td> <td>0 Months' Progress</td> <td>5 icons</td> </tr> </tbody> </table>	Outcome/Group	Impact - the size of the difference between Magic Breakfast pupils and other pupils	Security - how confident are we in this result?	KS1 Maths	+2 Months' Progress	5 icons	KS1 Reading	+2 Months' Progress	5 icons	KS1 Writing	+2 Months' Progress	5 icons	KS2 Reading	0 Months' Progress	5 icons	KS2 Maths	0 Months' Progress	5 icons	5
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<p>Attendance – Ensure Inclusion Lead has time to support families with attendance and acute need</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils</p>	<p><i>The Department for Education (DfE) published research in 2016 which found that:</i></p> <ul style="list-style-type: none"> <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i> <p><i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i></p>	6																		

Total budgeted cost: £118,000

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.

Aim	Outcome
Disadvantaged pupils will achieve greater progress in reading, writing and maths – closer to/ in line with other pupils within the district/ national.	Hard to measure progress with COVID lockdown and turbulence in leadership. No formal testing has taken place in 2020/21. Carried out internal assessment in July 2021 as a benchmark to measure progress over next academic year.
The best teachers and support staff will drive and deliver effective pupil intervention and mentoring, focusing on quality feedback and conferencing.	RWI training has taken place but due to children not being in school during lockdown the impact of this has not been significant. This continues to remain a focus on 2021/22 plan.
Ensure high quality day to day teaching and learning and learning experiences.	All curriculum plans have now been put in place to support the delivery of a high-quality curriculum. First quality teaching remains a priority in the 2021/22 plan to ensure curriculum planning is successful and embedded across the school.
Ensure that pupils who require additional support for social, emotional and mental needs receive it in order to re-join their peers as swiftly as possible and be ready to learn.	Inclusion lead has monitored attendance daily to ensure children are in school and ready to learn. Inclusion lead has attended up to date training to support families in a timely manner.

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
None	None

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	0