

Pupil premium strategy statement – St Peter's CE School, Alvescot

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 23-24

Detail	Data
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	5%
Proportion (%) of pupil premium plus eligible pupils	2%
Proportion (%) Service pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22 to 24-25
Date this statement was published	Dec 23
Date on which it will be reviewed	Nov 24
Statement authorised by	Diane Axford
Pupil premium lead	Diane Axford
Governor / Trustee lead	Sue Read

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (incl. PP+ and service premium)	£22,720 (7610+5060+10,050)
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 <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>	£24,720

Part A: Pupil premium strategy plan

Statement of intent (from 21-22 3 yr plan)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is 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 pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 pupils 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 (21-22 3 yr plan)
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers (particularly with spelling).

3	Assessments indicate that rates of progress and attainment in mathematics among disadvantaged pupils is below that of non-disadvantaged pupils.
4.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5.	5 Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6.	6 Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes – from 21-22 3 yr plan

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in all year groups show that the progress and attainment of disadvantaged pupils is in line with that of non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Mathematics outcomes in all year groups show that the progress and attainment of disadvantaged pupils is in line with that of nondisadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
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Activity in this academic year – 2023-24

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
develop vocabulary through reading across curriculum through promoting reading displays, book swaps and class story times	EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net) EEF Blog: Reading aloud with your class – what does the... EEF (educationendowmentfoundation.org.uk)	1,3
Implement standardised assessments for reading and maths and dyslexia screening tool.	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	1,3,4
Train an EVC lead who will have oversight of trips and pupil voice about learning to ensure curriculum trips enhance learning and encourage high attendance.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5,6
Curriculum Lead role created to continue to develop and improve our curriculum to ensure high quality teaching and progression of learning robust	 (PDF) Principled curriculum design (researchgate.net) (Dylan Wiliam)	1,2,3,4
Training for new SENDCo to continue to roll out the EEF 5 a day approach to Quality First Teaching in the classrooms to meet the needs of all.	EEF blog: ‘Five-a-day’ to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 sessions for pupils focused on their individual pupil profile needs, including maths, reading, spelling and SEMH.	One to one tuition EEF (educationendowmentfoundation.org.uk) Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5 +SPP
ELSA training and deliver of sessions to targeted pupils.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)	5 +SPP
Extra TA hours to provide targeted small group tuition esp for reading, writing, maths.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3 +SPP
Purchase of Spelling Shed, White Rose Maths and Times table rock stars subscriptions for small group/year group focus work.	case studies – Times Tables Rock Stars (trockstars.com) Workload review EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Sports partnership buy in to provide opportunities to experience wider sporting experiences, improve physical and mental wellbeing, encourage attendance, practice social skills and support onward transition to secondary school.	PE & School Sport: The Annual Report 2022 - Youth Sport Trust	4,5,6 +SPP
Trips and Visitors to support the understanding of service families in our school and develop whole school sense of belonging (school value)	CC A4 HEADER (childrenscommissioner.gov.uk) Home - Armed Forces Covenant	5 (SPP)
Training for staff on understanding needs of service families	Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)	5 (SPP)
Subsidised costs of after school clubs	RAF-FF-Childcare-Survey-Report-2021.pdf Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	5 (incl SPP)
School Council set up and given roles to provide a stronger pupil voice	What does Ofsted say about school councils? The Smart School Council approach — Smart School Councils	5(incl SPP)
Set aside pot for PP families in need of financial help	We have identified from our previous experiences and from speaking to families, that there is a need to set some money aside to support with trips/uniform.	5

Total budgeted cost: £ 25,500

Part B: Review of the previous academic year – 22-23

Outcomes for disadvantaged pupils

81% of Y1 pupils passed their phonics screening. Y2 PP pupil passed phonics screening.

Attendance last year was excellent overall and was also excellent for PP pupils.

ELSA sessions benefitted a small group of pp pupils.

Almost 100% of pupils attended after school clubs incl. all PP pupils.

Trips and visits and fruit/milk supplied and attended by all PP pupils.

Year 2 Attainment 2023 Achieved expected standard (1s)		Reading (school)	Writing (school)	Mathematics (school)
Year 2 (1 child)	Pupil Premium	100% (1 child)	100% (1 child)	100% (1 child)
	Non Pupil Premium	58% (children)	50% (children)	75% (children)
	Difference	+42%	+50%	+25%

Year 4 Attainment 2023 Achieved expected standard (4s)		Reading (school)	Writing (school)	Mathematics (school)
Year 4 (2 children)	Pupil Premium	100%	100%	100%
	Non Pupil Premium	83%	67%	67%
	Difference	+17%	+33%	+33%

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
Bug Club phonics	Pearson
Jigsaw PSHCE	Jigsaw

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year (22-23)</i>
£11,520
The impact of that spending on service pupil premium eligible pupils
<p>Extra TA support across all 4 classrooms has led to development of strong and trusting relationships between pupils and staff. This allows worries/stories from home/changing family circumstances to be shared and supported in a timely way.</p> <p>A new phonics scheme was implemented to support pupils who had come from different countries with little English.</p> <p>1:1 Intensive language and reading support was put in place for pupils who required it to make accelerated progress and access wider curriculum.</p> <p>A new PSHCE programme and associated training was established to help support pupil's feelings and emotions around transition/deployment times.</p> <p>The overall aim is that the academic and/or social skills of children from service families are not detrimentally affected by the transition in and out of our school, or during times of parental deployment</p>

