

St Paul's Cray CE Primary School

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	St Paul's Cray CE Primary School
Number of pupils in school	223 (Primary)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	APAT Central Team
Pupil premium lead	Liz Bennett
Governor / Trustee lead	Jane Winter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,280.42
Recovery premium funding allocation this academic year	£12,071.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£126,351.67

Part A: Pupil premium strategy plan

Statement of intent

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.

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, whilst also benefitting the non-disadvantaged pupils in our school.

Our strategy is also fundamental to wider school plans for 'education recovery' and targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils

Our approach will be personalised to the individual needs of pupils, rooted in robust assessment, not assumptions about the impact of disadvantage. Our chosen approaches complement each other to help pupils excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils make good levels of progress
- Ensure disadvantaged pupils are challenged in the work that they're set
- Understand the specific needs of all our disadvantaged pupils by carrying out detailed and accurate assessment
- Early intervention to address specific needs as part of quality first teaching, as well as in bespoke interventions and additional teaching
- Ensure good social and emotional health for all children
- Focus on the impact of disadvantage as soon as children start school, by addressing inequalities in vocabulary and language comprehension
- Ensure equality of opportunity, as far as is possible in our role as educators, to enhance the 'cultural capital' of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
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 and observations disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 92.3% and 93.9% - 4% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">Oracy Lead and Champions in school to drive Oracy in school, delivering CPD through Voice 21 support.

	<ul style="list-style-type: none"> • Speech and language and social communication difficulties are developed and supported through vocabulary rich learning environments, as well as quality first teaching/interventions. • Children are able to express themselves more confidently. • Children speak with increased accuracy and vocabulary choices, which positively impacts on reading and writing. • Assessments and observations show improved oral language and this is evident when triangulated with other sources of evidence - speech and language report, weekly individual feedback, lesson observations, book scrutiny and formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Staff are confident in using approaches/methods as part of their daily practice, as well as targeted interventions when supporting children with their self-regulation and emotional wellbeing. • Children are confident with using self regulation strategies when dealing with their emotions. • Strategies to improve self-regulation impact positively on behaviour for learning. • Children are more able to access vocabulary to support their understanding of their own emotions, specifically around self-regulation strategies personal to them. • Children and families have timely access to early intervention and parents feel involved with the whole school approach • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>Increased life experiences and opportunities support personal development, aid inclusion and health and well-being</p>	<ul style="list-style-type: none"> • Wellbeing of families and children in receipt of PPG. • Children have ease of access to wider experiences within the curriculum and in addition to the curriculum. • Cultural capital experiences provided at school strengthen the accumulation of knowledge, behaviours and skills that the children can draw upon to support being successful in society and future lifelong learning.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.

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: £12,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children are clearly identified on plans and staff know who they are (no cost)	Link to EEF : Section 1 – page 13 Section 2 – page 14	1,2,3,4,5,6
CPD for all school staff	<ul style="list-style-type: none"> • EEF Guide to PP - 3 tiered approach to PP spending • Ofsted Effective Strategies Checklist – Metacognition and self-regulation (+8 months progress) • Whole school approach to CPD • Thinking Matters research on impact of metacognition on pupil progress Addressing Educational Disadvantage in Schools and Colleges The Essex Way 	1,2,3,4
Ensure all relevant staff have received training to deliver the phonics scheme effectively (£1,500)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Work with the Math/English Lead to embed Teaching for Calculation and Mastery across all year groups in	Link to EEF : Section 4 – page 16 Section 5 – page 19 Section 6 – page 20	1,2,3,4

Maths and phonics in Reading (Externally Funded)		
To close gaps in Speech and Language targeted at our PP Pupils through a targeted programme 6 hours a week for 12 days each term (£41 per hr) (£8,856) Voice 21 (2,500)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,5

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

Budgeted cost: £59,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure use of PIXL in Autumn Term Week 2 in order to assess gaps effectively and focus support / class teaching to whole class gaps. (no cost)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4
Ensure use of targeted intervention to match gaps alongside Recovery Curriculum, with additional use of TA / HLTA to meet gaps for PP Pupils. (£57,469)	EEF Guide to PP - 3 tiered approach to PP spending Ofsted Effective Strategies Checklist – Reading and comprehension strategies (+5 months progress) Addressing Educational Disadvantage in Schools and Colleges The Essex Way DfE guidance on systematic and synthetic phonics The Reading Framework 2021	2,3,4
Ensuring monitoring through raising standards lead of	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each	1,2,3,4

wider staff to ensure use evidence-based whole- class teaching interventions, carefully alongside external intervention, monitoring the impact.	pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48, 582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker P/T and EWO to work to support families with attendance and acute need. FSW (36 HOURS) AND EWO (£37,199)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5,6
To support pupils access to the wider curriculum through funded educational visits for PP Pupils. (£4000)	<ul style="list-style-type: none"> • EEF Guide to PP - 3 tiered approach to PP spending – wider strategies • The Health and Safety Executive (HSE) fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. 	5
Further embed AIR programme, bringing high quality texts into the homes and hands of PP Pupils via purchasing individual copies, especially in the light of Covid-19 period.	Based around research for PP children to close the reading/vocab gap: <ul style="list-style-type: none"> • Reading reconsidered • Closing the vocabulary gap 	1,4

(£2383)		
To support pupils wellbeing and sense of community in the school through provision of PP uniform. (£4,000)	https://www.gov.uk/government/publications/school-uniform/school-uniforms https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms	5,6
To raise the aspirations of PP parents through open coffee mornings and teaching and learning sessions - supporting parents with resources needed (£1000)	https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf	5,6

Total budgeted cost: £120,515

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.

Pupil Premium children at St Paul's Cray CE Primary School have benefited from the additional support the funding has provided. However, this year with ongoing national school closures related to the pandemic children again had a significant period of time away from school. We have worked extremely hard and creatively to look at different ways to support our children's personal and academic progress. We have supported the children throughout the closures through regular teacher communication by daily teaching zooms, as well as a balance of practical and online learning opportunities which were communicated through Google Classroom.

Regular dialogue between class teachers and senior leaders took place to ensure children were supported in their learning and provided with additional support if needed. In addition, parents were called by the SENCo if they needed additional support or any guidance.

Whilst children were not able to have a free school meal in school each day, we worked closely with APAT/DFE to ensure vouchers were sent weekly to our children in receipt of free school meals. This was followed up with individual phone calls if parents were not accessing the vouchers or having any difficulties in doing so.

Pupil Progress Review meetings took place half-termly to discuss learning, targets and interventions. The following information identifies and highlights the key successes, despite the year being a much shorter one.

- High impact of support packages for vulnerable and disadvantaged children who began the year with challenging behaviour. This included social, emotional and behavioural support strategies and interventions.
- Targeted interventions ensured children made strong and very strong progress from their starting points and had improved resilience to learning.
- Improvements in attitudes to learning as seen in lesson observations
- Despite children not physically being able to attend school for significant periods throughout the year, support for both wellbeing and learning remained a priority and our children and families were contacted and supported throughout.

Internal assessments showed:	
Aim	Outcome
Year 6 outcomes for Mathematics (PP)	48% at EXS (59% all) 11% at GDS (10% all)
Year 2 outcomes for Mathematics (PP)	44% at EXS (53% all) 0% at GDS (8% all)
Year 6 outcomes for Reading (PP)	81% at EXS (79% all) 29% GDS (33% all)
Year 2 outcomes for Reading (PP)	44% at EXS (58% all) 6% at GDS (19% all)
Year 6 progress in Mathematics (PP)	48% of PP made expected progress 11% of PP made accelerated progress -0.66 terms behind
Year 2 progress in Mathematics (PP)	89% of PP made expected progress 0% of PP made accelerated progress -2 terms behind
Year 6 progress in Reading (PP)	95% of PP made expected progress 29% of PP made accelerated progress -1.66 term behind
Year 2 progress in Reading (PP)	94% of PP made expected progress 11% of PP made accelerated progress -1.66 terms behind
Year 1 Phonics	Attainment in Phonics was on track at the last Assessment Stage in June 2021 for 81% to have met the expected standard. Official test in AUT 1 2021.
All PP pupils attendance	Attendance had been improving through regular monitoring in Autumn and Spring Terms, however was significantly impacted by COVID-19. This will need continued monitoring Autumn Term 2022.

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
PIXL	PIXL
Read, Write Inc Phonics	Oxford
Voice 21	Voice 21
Purple Mash	2 Simple