St Peter's Droitwich C of E Academy Pupil premium strategy statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 academic years) 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 Peter's C of E Academy
Number of pupils in school	442
PP 53/442	12%
PP/SEND x over 13/442	3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year 2022/2025
Date this statement was published	Wednesday 13th July 2022 Updated September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tracey O'KP
Pupil premium lead	Jane Watts
Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,280
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£

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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	£61,280

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Part A: Pupil premium strategy plan



Statement of intent

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MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2022-25.

Aims:

To improve outcomes for all disadvantaged pupils ***so that:***

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT ***so that***

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

SCHOOL INTENT:

At St. Peter's Droitwich C of E Academy, we endeavour to:

build solid working relationships with pupils and their families, to enable the development of a rounded and enriching support network

provide a range of varied and exciting learning opportunities

strive for our children to thrive and achieve accelerated progress and nourish a love of learning

support pupils' emotional and social wellbeing

ensure that teaching and learning is tailored to meet the individual needs of pupils

ensure all disadvantaged pupils reach their full potential

promote our stars values

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Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td></td><td></td></tr>
<tr><td>1</td><td>Persistent absence, absence, and poor punctuality:
There is a greater percentage of persistent absence within our PP eligible group compared with non-PP. Some of our PP eligible pupils have poor attendance.

Attendance:
<table>
<tr><td></td><td>22/23</td><td>23/24</td></tr>
<tr><td>Whole school attendance</td><td>94.95</td><td>95.24</td></tr>
<tr><td>PP attendance</td><td>89.94</td><td>91.21</td></tr>
<tr><td>non-pp attendance</td><td>95.58</td><td>95.77</td></tr>
<tr><td></td><td>22/23</td><td>23/24</td></tr>
<tr><td>Whole school PA</td><td>12</td><td>9.62</td></tr>
<tr><td>PP PA</td><td>36.36</td><td>29.63</td></tr>
<tr><td>non-PP PA</td><td>8.61</td><td>6.87</td></tr>
</table></td></tr>
<tr><td>2</td><td>Pupils are entering the EY and KS1 barriers to language and communication. 18% of PP children left EYFS last year achieving GLD. This was due to the following challenges:

Language and communication skills on entry impacted upon the pre skills and knowledge needed to access the curriculum.
Oral language skills and vocabulary Presentation of SEND needs
<table>
<tr><td>PP (11) attainment compared with non-PP (79)</td><td colspan="2">ARE</td></tr>
<tr><td></td><td>PP</td><td>Non-PP</td></tr>
<tr><td>Comprehension</td><td>67%</td><td>87%</td></tr>
<tr><td>Word Reading</td><td>36%</td><td>87%</td></tr>
<tr><td>Writing</td><td>27%</td><td>82%</td></tr>
<tr><td>Number</td><td>67%</td><td>87%</td></tr>
<tr><td>Numerical Pattern</td><td>36%</td><td>87%</td></tr>
<tr><td>GLD</td><td>18%</td><td>78%</td></tr>
</table></td></tr>
</table>

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Academic:

Current gap between PP and Non-PP in attainment

Despite conversions to ARE, fewer PP pupils attained the expected standard in core areas compared with non-PP. 2022-23:

At least ARE	Reading			Writing			Maths		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Y1	29%	78%	-49%	14%	74%	-60%	43%	84%	-41%
Y2	78%	80%	+2%	90%	75%	+15%	78%	82%	-4%
Y3	60%	66%	-6%	50%	67%	-17%	80%	75%	-5%
Y4	80%	89%	-9%	60%	84%	-24%	60%	89%	-29%

2023-24:

At least ARE	Reading			Writing			Maths		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Y1	44 %	86%	-42%	44%	89%	-45%	56%	88%	-32%
Y2	50 %	85%	-35%	25%	78%	-53%	38%	86%	-48%
Y3	73 %	82%	-9%	73%	77%	-4%	64%	82%	-18%
Y4	80 %	87%	-7%	60%	76%	-16%	80%	84%	-4%

Progress across Key Stage 1

Pupil Premium	ARE+	GD	Children not working at the expected standard Ch on SEND Reg
Reading	2 conversions ([redacted])	1 conversion (EJ)	[redacted] 3/[redacted] 1
Writing	-	1 conversion (EJ)	[redacted] 3/[redacted] 3
Maths	-	1 conversion (EJ)	[redacted] 3[redacted] 2

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	PP Progress across Lower KS2 <table><tr><th>Pupil Premium</th><th>ARE+</th><th>GD</th><th>Children not working at the expected standard Ch on SEND Reg</th></tr><tr><td>Reading</td><td>2 conversions</td><td>2 conversions</td><td>/ 2</td></tr><tr><td>Writing</td><td>1 conversion</td><td>1 conversion</td><td>/ / 3/ 1</td></tr><tr><td>Maths</td><td>-</td><td>2 conversions</td><td>/ 2</td></tr></table> Most PP children working at ARE+. Those working below the expected standard have additional SEND needs. Multiplication check: Average score for Pupil Premium eligible pupils was 21, non-PP eligible was 22. Phonics screening: Percentages of children 'working at' expected standard: All pupils 92.94%, PP eligible was 66.67% non-PP eligible was 96.05%
4	**Emotional well-being of our children** Some of our pupils with disadvantages suffer high anxiety and come from families where there is a history of poor mental well-being that is impacting on their mental health and well-being. 2023-24: 6/43 14% • Children with ACEs: 2023-24: 56% of PP eligible children identified with ACES, Children accessing independent FSW: 2023-24: 18% • Children accessing WCF FSW: 2023-24: 75% • Children accessing Droitwich Wellbeing Hub: 2023-24: 0%PP
5	**Children requiring Early professional involvement and targeted support for SEND** Often pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning. 2023-24: 8 22% PP eligible pupils are SEND/PP x over 2024/25: 13/53 24.5% PP eligible pupils are SEND/PP x over
6	**School data indicates that fewer PP Children access after school clubs and residential visits**

	2022-23: On average, 16% PP eligible pupils accessed after school clubs. This figure is maintained 2023-24.

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 By 2025:
1: To reduce persistent absence and improve attendance and punctuality across PP eligible cohort.	Attendance for PP pupils improves from 90.5% to broadly in line with non-PP pupils nationally over the next three years. PA reduces over the next three years from 44.2% to 15%
2: To raise attainment outcomes for PP eligible pupils in EYFS	As a consequence of early language screening and identification for intervention, EYFS PP eligible pupils attain expected levels in Listening, Attention and Understanding (ELG1) and Speaking (ELG2). All PP eligible pupils identified for NHS SALT caseload receive appropriate intervention to meet targeted outcomes leading to a reduction in number of pupils on caseload. Attainment of GLD for PP eligible pupils is in line with non-PP pupils.
3: Raise attainment outcomes for PP pupils and close the gap between PP and non-PP.	PP eligible pupils attain the expected standard in core areas, these are specifically: Y1 phonics KS1 maths KS2 writing Y4 multiplication test

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4. Underserved pupils and pupils with ACES are identified and access appropriate support, demonstrating good mental health and wellbeing, and impacting positively on pupil outcomes.	All identified pupils have appropriate support systems in place and impact year on year demonstrates this supports an improvement in their achievement. Targeted use of identification strategies and subsequent data demonstrates individual progress. Parents/carers attend drop-in sessions and receive support from Lisa Sinclair, FSW and other support agencies signposted. Pupils demonstrate improvement in their achievement following intervention.
5. Early intervention for PP/SEND to ensure at least expected progress in Rivers small steps English and maths curriculums.	Pupils identified as both PP and SEND are tracked across English and maths curriculums and demonstrate strong progress at (least expected). All SEND learning plans are reviewed termly, and all pupils make good progress towards their targets.
6. % PP pupils accessing clubs and residential visits is in line with % non-PP pupils	Barriers to PP pupils attending clubs identified. Proportion of PP pupils attending clubs increases over the next three years and is at least in line with 36.8%. Communicate regularly with parents to make them aware of homework tasks, reading targets and to encourage pupils' participation in extra-curricular activities. Additional homework club attended.

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: £5000

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Staff training: Trauma informed approaches, pastoral support, SEND	+ 4 months: Social and Emotional Learning	3 4
Staff training: Trauma informed school UK diploma – continued contact sessions Jane Watts	+ 4 months: Social and Emotional Learning	3 4

Staff training: Designated Senior Health Lead – continued CPD Caroline Sims	+ 4 months: Social and Emotional Learning	3 4
Staff training: Precision teaching and delivery of intervention for pupils with SEND (TA) Speech and language Therapy intervention programmes Whole staff oracy project training.	+ 4 months: Small group tuition	2 3
Parenting courses: Lisa Sinclair, Independent family Support Worker to run parenting support sessions based upon needs of parents of school PP cohort.	+ 4 months: Parental engagement	4 6
Plan additional educational experiences and give priority to underserved e.g., Rivers MEE, 'chance to shine' opportunities.		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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Oral language intervention: All EYFS children are screened on entry using Language Link and SpeechLink screening tool. PP eligible pupils are s prioritised for targeted intervention (1:1 and small group) with SALT teacher in addition to targets being incorporated into learning plans. SALT teacher (R Painter) works collaboratively with NHS SALT and with parents/carers to provide coaching in use of strategies and resources provided. Targeted language intervention with pupils in years 1 to 4, including pre-teaching of key vocabulary. Targeted EYFS intervention: Targeted reading support via weekly reading with PP lead/SENDCo. Phonics RAP Physical development intervention: Jimbofun Oracy project: whole school focus led by NP.	**+6 months: Oral language intervention** Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	2

Targeted teaching (Designated PP teacher x 2 days weekly. Small group teaching with designated pupil premium teacher in collaboration with class teachers – targeted reading focus. PP teacher to cover class teachers for completion of 1:1 pupil voice conversations.	**+4 months Small group tuition** *Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	3

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Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress. Additional Teacher/TA support in class Additional individual/small group preteach and feedback sessions. Provision of personalised home learning resources.	**Evidence from school data and pupil progress discussions supports the need for action:** End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for some pupils, especially those pupils who are also SEND or have the potential to attain High Score/GD. Research evidence that supports approach: EEF: Feedback +6	3
Planned retrieval strategies support all pupils, but especially pupils with disadvantages, know more and remember more. AFL criteria reviewed and implemented for every subject so that pupils can be frequently and systematically assessed to move their learning forward or address gaps/ misconceptions. Agreed walkthrough focus areas for each half term for all teachers and TAs to support the Rivers T&L principles: • Say it again better • Modelling • High ambition and scaffolding • Retrieval • Check for understanding • Show me and explain further	Research evidence that supports approach: Tom Sherrington and Oliver Caviglioli – WalkThrus (PD toolkit for T & L) EEF: **+ 7 months Metacognition and self-regulation** approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this	3

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All staff: Walkthru strategies are embedded for all pupils and the quality of teaching is strong.	impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. 2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. 3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	
School led tutoring: Pupils receive targeted small group intervention to raise attainment in English and maths .Additional interventions: reading comprehension phonics/spelling writing structure mathematics Groups for pupils who were not ARE at the end of the previous year. Additional adult input/support to run intervention sessions; release time pre PPA for class cohort teachers to focus on these groups	Research evidence that supports approach: EEF: Reading comprehension strategies +5 + 4 months Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3

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Homework club provision ensures that barriers to completing home learning tasks is minimised. Weekly teacher/HLTA led sessions.	**+ 5 months Homework** 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	3
	3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. 4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).	
Targeted feedback for PP pupils prioritised within lessons (teacher and TA) and also areas for feedback identified for pupil work with PP teacher.	**+6 months Feedback** Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).	3

Early identification of pupils who are PP eligible and have SEND to ensure prompt engagement of professional support. Directed strategies from consultations with professionals to be evident in Learning Plans and impact measured through ADPR cycles and small steps tracking.	PP and pupils with SEND are the focus of discussion within performance management conversations for teachers and teaching assistants. PP and pupils with SEND are a focus within pupil progress meetings. SENDCo and PP teacher attend pupil progress meetings.	5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Weekly attendance checks on all PP pupils; Monthly meetings to monitor Weekly attendance captures Admin team; SLT monthly meetings to monitor. Breakfast/after school provision improves attendance and punctuality for targeted pupils.	In-house data supports the need for action. Research evidence that supports approach: EEF: Parental engagement +4 'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'	1
	+3 months Extending school time	1

Planned additional educational and social experiences: Breakfast/after school place provision. Funded places in holiday club provision (PAL) on site.	In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement. In-house evidence that supports the need for action: We will be providing these pupils with the knowledge and cultural capital to success in life It is the essential knowledge that pupils need to be educated citizens, introducing them to the best	4

	that has been thought and said and helping to engender an appreciation of human creativity and achievement. **Research evidence that supports approach**: EEF: Aspiration interventions; Arts participation +3	
Graduated approach to wellbeing is reviewed and shared with staff team ensuring that responses to the needs of pupils are made promptly and pupils	In-house evidence that supports the need for action as pupils are currently identified as needing additional input re. self-esteem, emotional well-being Research evidence that supports approach: EEF: Metacognition and self-regulation +7 Social and emotional learning +4	4

are well supported. Wellbeing approaches are universally available to pupils across school and embedded in practice.		
Targeted family support from an independent Family Support Worker. 1x afternoon per fortnight per year.	**+4 months Parental engagement** (13 families recognised as vulnerable (CIN,SS, CP, FSW or previous involvement within 6 months). Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1 3 4
Pupil voice conversations (1:1 teacher) Emotional wellbeing conversations Sand tray conversations Big empathy drawing	**+4 months Social and emotional learning** Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which	3 4

(SENDCo) Consultations with EP are prioritised for underserved pupils.	students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	
Small group intervention: Focus teaching groups/1:1 PP children prioritised E.g. Socially Speaking, Enhanced transition support (Year 4)	**+7 months Metacognition and self-regulation** Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as 'learning to learn'; and • motivation – willingness to engage our metacognitive and cognitive skills.	3 4

	Social and emotional learning (SEL) interventions	

	seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. **+4 month Social and emotional learning** SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	
Mentorlink sessions with targeted pupils.	**+ 2 months Mentoring** Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	3 4

Increased participation in residential visits to Malvern for PP pupils: Meetings with pupils and parents to identify and address barriers.	Outdoor adventure learning typically involves out-door experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative	6 4

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Additional opportunities to engage in outdoor activity prior to the Malvern residential via sessions at Upton Warren Outdoor Centre.	learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general selfesteem, motivation, or self-efficacy. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	
nal experiences to support s -esteem and wellbei e (Reading dog), Pigs. Guinea ce conversations enable to respond to individual opportu order to maximise pupils: ities for PP eligible Roles and responsibilities in class, year groups and wider school Ensure all children participate in a teacher led club/independently provided club of their choice.	**+ 3 months Social and emotional learning approaches** have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Year group specific barriers to learning and planned programmes of support in detail 2024-25: Completed following pupil progress meetings Autumn 2024.

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Year group	Barriers to Learning	Planned programmes of support	Intended impact
Year 4			
Year 3			
Year 2			
Year 1			
EYFS			

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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 2023-24 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated:

EYFS **PP – 11 children - each child worth 9%**

Pupil Premium	ARE
Comprehension	7/11
Word Reading	4/11
Writing	3/11
Number	7/11
Numerical Pattern	4/11
GLD	2/11

PP (11) attainment compared with non-PP (79)	ARE	
	PP	Non-PP
Comprehension	67%	87%
Word Reading	36%	87%
Writing	27%	82%
Number	67%	87%
Numerical Pattern	36%	87%
GLD	18%	78%

Progress from Baseline to EOY

Pupil Premium	ARE	Children not working at the expected standard Ch on SEND Reg
Comprehension	4 conversions	MP / MH / BW / AJR
Word Reading	1 conversion	MP / MH / BW / AJR / DC / JC / HL

Writing	0 conversions	MP / MH / BW / AJR / DC / JC / HL / OC
Number	4 conversions	MH / MP / BW / AJR
Numerical Pattern	1 conversion	MP / MH / BW / AJR / OC / JC / HL
GLD	1 conversion	MP / MH / BW / AJR / DC / JC / HL / OC / (JF)

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Year 1 PP – 9 children / each child worth 11%

Pupil Premium	ARE+	GD
Reading	4/9	0
Writing	4/9	0
Maths	5/9	1/9
Phonics	6/9	

PP (9) attainment compared with non-PP (76)	ARE+		D	
	PP	Non-PP	PP	Non-PP
Reading	44%	86%	0	30%
Writing	44%	89%	0	18%
Maths	56%	88%	11%	17%
Phonics	67%	96%		

Progress across Year 1

Pupil Premium	ARE+	GD	Children not working at the expected standard Ch on SEND Reg
Reading	-	-	TSS / CC / RP / JG / ERH
Writing	1 conversion (JW)	-	TSS / CC / RP / JG / ERH
Maths	-	1 conversion (RA)	TSS / CC / RP / ERH

Year 2 PP – 8 children / each child worth 12.5%

Pupil Premium	ARE+	GD
Reading	4/8	1/8
Writing	2/8	1/8
Maths	3/8	1/8
Phonics	6/8	

PP (8) attainment compared with non-PP (79)	A E+		D	
	PP	Non-PP	PP	Non-PP
Reading	50%	85%	25%	27%

Writing	25%	78%	25%	10%
Maths	38%	86%	25%	18%
Phonics	78%	94%		

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Progress across Key Stage 1

Pupil Premium	ARE+	GD	Children not working at the expected standard Ch on SEND Reg
Reading	2 conversions (MML / TMK)	1 conversion (EJ)	LS / SGH / EW / NRO
Writing	-	1 conversion (EJ)	LS / SGH / EW / NRO / MML / TMK
Maths	-	1 conversion (EJ)	LS / SGH / EW / NRO / MML

Year 3 **PP – 11 children / each child worth 9%**

Pupil Premium	ARE+	GD
Reading	8/11	1/11
Writing	8/11	0
Maths	7/11	0

PP (11) attainment compared with non-PP (79)	ARE+		D	
	PP	Non-PP	PP	Non-PP
Reading	73%	82%	9%	28%
Writing	73%	77%	0	14%
Maths	64%	82%	0	22%

Progress across Year 3

Pupil Premium	ARE+	GD	Children not working at the expected standard Ch on SEND Reg
Reading	-	1 conversion (NB)	JG / JH / FD
Writing	-	-	JG / JH / AW
Maths	-	-	JG / JH / FD / AW

Year 4 **PP – 10 children / each child worth 10%**

Pupil Premium	ARE+	GD
Reading	8/10	3/10
Writing	6/10	1/10
Maths	8/10	3/10

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PP (10) attainment compared with non-PP (75)	ARE+		D	
	PP	Non-PP	PP	Non-PP
Reading	80%	87%	30%	29%
Writing	60%	76%	10%	17%
Maths	80%	84%	30%	27%

PP Progress across Lower KS2

Pupil Premium	ARE+	GD	Children not working at the expected standard Ch on SEND Reg
Reading	2 conversions	2 conversions	JA / MM
Writing	1 conversion	1 conversion	JA / MM / AC / AD
Maths	-	2 conversions	JA / AC

Most PP eligible children are working at ARE+. Those working below the expected standard have additional SEND needs. **Headline from data: 'Stronger for longer'. The longer PP children are in school, the more likely they are to be working at ARE+. The majority of children who continue to attain below ARE have identified SEND.**

Phonics Assessment (year 1) Percentages of children 'working at' expected standard: All pupils 92.94%, PP eligible was 66.67% non-PP eligible was 96.05%.

Percentages represent those who are 'working at', calculated from a total of all students with marks for the Phonics Assessment.																			
All	92.94	Boys	88.64	Girls	97.56	SEN	85.71	Not SEN	93.59	EAL	0	Not EAL	92.94	FSM	71.43	Not FSM	94.87	Pupil Premium	66.67	Not Pupil Premium	96.05

Multiplication check (year 4): Average score for Pupil Premium eligible pupils was 21, non-PP eligible was 22.

Average scores are calculated from a total of all students with eligible marks for the MTC (marks of 0-25). 95.0% of eligible students took the check.																			
Average scores are calculated using the year of result, form group, and former students if the "include former students" option is selected.																			
All	21	Boys	22	Girls	21	SEN	18	Not SEN	22	EAL	None	Not EAL	21	FSM	20	Not FSM	21	Pupil Premium	22	Not Pupil Premium	21

Attendance:

	22/23	23/24
Whole school PA	12	9.62
PP PA	36.36	29.63
non-PP PA	8.61	6.87

St Peter's Droitwich C of E Academy Pupil premium strategy statement

	22/23	23/24
Whole school attendance	94.95	95.24
PP attendance	89.94	91.21
non-pp attendance	95.58	95.77

Attendance has improved **Clubs:**

Approximately 25

ificantly for PP children in comparison to non-pp since

of percentages e.g. in progress and attending clubs, both teacher led and externally provic

79 within one year group. f PP eligible pupils compared to non charts, as indicate te significant differences in terms

individual level school ith a group of Pupil progress meetings, and further op

at St Pete p and

nt data for informing action. It is key to summarise tha

All children with are to achieve age related expectations in reading , w

Some improvement in attendance ai ve an identified special educational need which create .

site provider. have received professional agency assessment.

PP intervention has been achieved via provis wrap around care via an on-

impacted upon their impact specifically on the Year 1/Year 4 pupils x 3 targ

achievements. itive relationships with parents through providing a pc and positively

rning via meetings to update on strategies to support,

additional trusted adult to

breakfast, fresh fruit juice and relationships with every PP pupil. Some pupils share t nded to the provision of an

pastries o sometimes come into school without having were pr

ol and set up pupils for learning.

For those PP eligible pupils not rough demonstrating impact of interventions, as direct -agency team.

academic support from home, the PP t vided allocated sessions to teach

receiving sustain ARE. section above asks and fill gaps in learning due to absence. Conseque hildren were more likely to

the performance of our pupils with disadvantages der

strategy p the outcomes we set out to achieve by 2024/25, as st

elivered last academic year indicates that we would hig t

effective/less effective during the previous academic y

use some of our budget this academic year.

St Peter's Droitwich C of E Academy Pupil premium strategy statement

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
	•

Further information (optional)
