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 2022-23 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	445
Proportion (%) of pupil premium eligible pupils	36.8%
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
Date on which it will be reviewed	July 2023
Statement authorised by	Tracey O'KP
Pupil premium lead	Jane Watts
Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,575
Recovery premium funding allocation this academic year	£3888
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	£57,463

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Part A: Pupil premium strategy plan



Statement of intent

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:

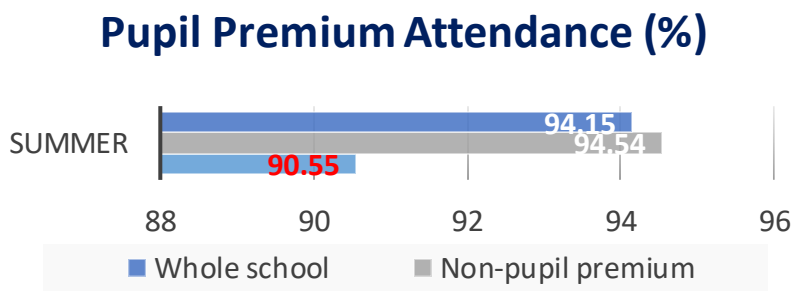
At St. Peter's Droitwich C of E Academy, we endeavour to:

- ✓ 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 ethos of 'Love, Learn, Live'

Challenges

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

Challenge number	Detail of challenge
1	*Persistent absence, absence, and poor punctuality* Persistent absence 44.2% 
2	Due to COVID some pupils are still entering the EY and KS1 with poor language and communication skills. Only 43% of FSM children left the EY last year achieving GLD. This was due to the following challenges: ✓ Lack of time in a nursery (due to COVID) ✓ Poor language and communication skills on entry which significantly impacted upon the pre skills and knowledge needed to access the curriculum. ✓ Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers. ✓ Summer 2022 47% of pupils in EYFS receiving SALT intervention were PP eligible. ✓ September 2022 63% of SALT caseload in years 1 to 4 are PP eligible.

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Academic:

Current gap between PP and Non-PP in attainment

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<tr><th>Progress data (school PP v school non-PP):</th><th>Attainment data (school PP v school non-PP):</th><th>Gaps (school PP v school non-PP):</th></tr>
<tr><td>June 22

Reading: 100 v 95

Writing: 100 v 96

Maths: 97 v 97</td><td>June 22

Reading: 56 v 79

Writing: 45 v 75

Maths: 59 v 79</td><td>

R = - 23%

W = - 30%

M = - 20%</td></tr>
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Phonics:
Pupils' phonics skills are also below national 67% as they leave Year 1.

Not enough PP pupils attained the expected standard in core areas. For example:

- ✓ 40% of PP pupils attained expected at the end of KS1 in maths.
- ✓ 73% of PP pupils attained the expected standard in the Year 1 phonic check.
- ✓ 57% of PP pupils know 80% of their times tables. No PP pupils know all their tables at the end of Year 4.

57% of pupils are at expected in reading at the end of Year 4. This is 43% in writing and maths.

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Emotional well-being of our children

Parents report significant mental health issues impacting upon their ability to be emotionally available to the child, and/or present a barrier to attendance and punctuality = 11/38, 29% of 2021-22 cohort.

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Families/children identified as vulnerable

2021-22: 13, out of 38 DA families, recognised as vulnerable in terms of CIN, CP, FS or previous involvement of social services (within 6 months)

2021-22: = 1 CP, x 4 CIN, x 3 FS

<u>Children with ACEs</u>

45% of PP eligible pupils identified with ACES in 2021-22 includes x 4 pupils who are post CLA.

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Children requiring Early professional involvement and targeted support for SEND

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	2021-22 of 37% of PP eligible pupils identified with SEND, 3 pupils have complex needs requiring an Education, Health and Care Plan.
6	*School data indicates that less PP Children access after school clubs and residential visits* 2021-22: Externally provided: 10/137 = 7% Provided by school: 4/61 = 7% Total: 14/198 = 7% PP 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 By 2025:
1: To reduce persistent absence and improve attendance and punctuality across PP 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) Attainment of GLD for PP eligible pupils is in line with non-PP pupils. 2022-23: Across school, 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.
3: Raise attainment outcomes for PP pupils and close the gap between PP and non-PP, particularly in maths	Gap between PP and non-PP attainment in reading, writing and maths is less than 10% PP eligible pupils PP pupils attained the expected standard in core areas, in 2022-23 these are specifically: Y1 phonics KS1 maths KS2 writing Y4 multiplication test

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4. Pupils with ACES are identified and access appropriate support, demonstrating improved progress and attainment.	All identified pupils have appropriate support systems in place and impact year on year demonstrates this supports an improvement in their achievement.
	All staff complete ACES training. Motional screening (PP cohort) and subsequent data demonstrates individual and cohort progress. Parents/carers attend drop-in sessions and receive support from Lisa Sinclair, FSW. Pupils demonstrate improvement in their achievement following intervention programmes delivered by FSW.
5. Early intervention for PP/SEND to ensure at least expected progress in iASEND English and maths curriculums	Pupils identified as both PP and SEND are tracked across English and maths iASEND curriculums and demonstrate at least expected progress. All learning plans are reviewed 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

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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: £ *[insert amount]*

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Staff training: Motional assessment, intervention and tracking tool	+ 4 months: Social and Emotional Learning	3 4
Staff training: Emotion coaching (EP led)	+ 4 months: Social and Emotional Learning	3 4
Staff training: Trauma informed school UK diploma – Jane Watts	+ 4 months: Social and Emotional Learning	3 4
Staff training: ACES	+ 4 months: Social and Emotional Learning	3 4
Staff training: Designated Senior Health Lead – 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	+ 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

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching (Claire Adams) Small group teaching with designated pupil premium teacher in collaboration with class teachers.	+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
Homework club	+ 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. 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).	3
School led tutoring Pupils receive targeted small group intervention to raise attainment in English and maths.	+ 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
Oral language intervention: All EYFS children are screened on entry using Language Link and	+6 months: Oral language intervention	2

SpeechLink screening tool. PP pupils 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 also with parents to provide coaching in use of strategies and resources provided. PP eligible pupils are prioritised for intervention. Targeted language intervention with pupils in years 1 to 4, including pre-teaching of key vocabulary.	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.	
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 iASEND 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

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast/after school provision enable targeted families to access full school days and support basic routines for punctuality. *£12 per session per child*	**+3 months Extending school time** 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.	1 3
Targeted family support from an independent Family Support Worker. 1x morning per fortnight per year. £3000	**+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
Motional assessment and tracking of PP cohort, with follow up intervention	**+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.	3 4

	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.	
Small group intervention: Yoga Relax Kids Social group	**+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. 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:	3 4

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	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
Dance sessions (professional dancer Grace Rayner) Cooking sessions	+ 3 months Arts participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4
Increased participation in residential visits to Malvern for PP pupils: Meetings with pupils and parents to identify and address barriers. Additional opportunities to engage in outdoor activity prior to the Malvern residential via sessions at Upton Warren Outdoor Centre.	Outdoor adventure learning typically involves outdoor 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 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 self-esteem, motivation, or self-efficacy.	6

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

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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 2020 to 2021 academic year.

Progress data (school PP v school non-PP):	**Attainment data** (school PP v school non-PP):	**Gaps** (school PP v school non-PP):
June 22 Reading: 100 v 95 Writing: 100 v 96 Maths: 97 v 97	**June 22** Reading: 56 v 79 Writing: 45 v 75 Maths: 59 v 79	 R = - 23% W = - 30% M = - 20%

EYFS	**Cohort**	**PP**	**Non-PP**	**Gap**
Combined	73%	33%	76%	-43%

Improved attendance and punctuality for pupils was achieved via provision of Phoenix Childcare breakfast club places. This has had a positive impact on the EYFS/Year 3 pupils, following punctual arrival for morning intervention sessions.

PP teacher has formed positive relationships with parents through providing a point of contact and has impacted upon engagement in children's learning via meetings to update on strategies to support, progress and achievements.

PP teacher formed excellent working relationships with every PP pupil. Some pupils have developed close bonds with the teacher and like to share their worries or concerns which has resulted in improved attitudes and wellbeing. For those who sometimes come into school without having breakfast, fresh fruit juice and pastries are provided which support transition into school and set up pupils for learning.

One EYFS pupil obtained an EHCP through demonstrating impact of interventions, as directed by a multi-agency team.

Pupils have all had access to new laptops, one has taken up option to purchase an ipad at a heavily discounted price and is now using it to complete her homework tasks.

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For those PP pupils who do not get academic support from home, PP Teacher provided allocated sessions to teach reading skills, complete homework tasks and fill in any gaps in learning due to absence. This has impacted significantly upon EYFS pupils in progress towards phonics and speech intervention outcomes.

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
1:1 tuition for year 2 pupils	Kip McGrath

Service pupil premium funding (optional)

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

Measure	Details
	•

Further information (optional)
