St Peter's Droitwich C of E Academy 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 eligible 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 Droitwich c of E Academy
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracey O'Keeffe-Pullan
Pupil premium lead	Jane Watts
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,765
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£52,765

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 2021-22.

- ✓ 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
- ✓ To improve attendance for all disadvantaged pupils across the MAT ***so that*** attendance figures compare favourably to non-disadvantaged pupils

SCHOOL INTENT:

- ✓ At St. Peter's C of E Academy Droitwich we endeavour to build solid working relationships with pupils and their families, to enable the development of a rounded and enriching support network.
- ✓ By providing a range of varied and exciting learning support opportunities we strive for our children to thrive and achieve accelerated progress and nourish a love of learning.
- ✓ Pupils' emotional and social wellbeing is supported by the Pupil Premium Support teacher.
- ✓ Staff liaise regularly to ensure that teaching and learning is tailored to meet the individual needs of pupils.
- ✓ Ultimately, we want our children to reach their full potential.
- ✓ This echoes our ethos of 'Love, Learn, Live'.

Challenges

This details the key challenges to achievement that we have identified among our eligible pupils at St Peter's..

Challenge number	Detail of challenge

1	14/38, 37% of 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.
2	Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures, despite home learning provision.
3	Some of our parents of our Pupil Premium eligible pupils are harder to engage in their child's learning, impacting upon the support pupils receive at home.
4	Some of our Pupil Premium pupils have poor attendance
5	Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of challenging life experiences compared to other pupils in school.
6	Pupils can lack the stamina and resilience required to do well in statutory assessments
7	Some of our pupils suffer high anxiety and for some pupils the well-being of a parent is impacting upon them

Year Group Specific Barriers to Learning 2021-22

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. All of the additional interventions are personalised.

The percentage of pupils entitled to Pupil Premium at St Peter's is currently 9% so caution must be exercised when comparing data to the national figures whether they be for disadvantaged pupils or non-disadvantaged pupils. (According to Government National Statistics data Sept 2020, 17.3% of pupils nationally are known to be eligible for free school meals.)

Year Group	Demographic and characteristics of year group	Barriers to Learning	Focused Action
Year 4	7/89 3/7 SEND Sept. 2021 Baseline: below in reading below in writing below in maths pupils attendance below 97% (Jan)	Lower parental capacity to support at home i.e. homework, additional learning - previous parent support.	Pupils targeted through QFT in R, W and M Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA Targeted work with PP teacher
Year 3	8/84 3/8 SEND Sept. 2021 Baseline: below in reading below in writing below in number pupils attendance below 97% (Jan)	Lower parental capacity to support at home i.e. homework, additional learning Speech and language difficulties, medical needs previously impacting upon attendance)	Pupils targeted through QFT in R, W and M Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA Targeted work with PP teacher NHS SALT directed intervention with RP

Year 2	9/90 4/9 SEND 1 x EHCP Sept. 2021 Baseline: below in reading below in writing below in number pupils attendance below 97% (October)	Lower parental capacity to support at home i.e. homework, additional learning PLAC pupils also SEND Speech and language difficulties, MLD, attention and listening, SEMH (selective talking)	Pupils targeted through QFT in R, W and M Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA Targeted work with PP teacher Afternoon TA hours secured funding to provide targeted intervention for pupil PLAC Motional tracking and intervention EHCP 1:1 Provision
Year 1	9/90 2/9 SEND 1 x EHCP Sept. 2021 Baseline: are below ARE below in reading below in writing below in number pupils attendance below 97%	Lower parental capacity to support at home reported i.e. homework, additional learning due to parental circumstances (work, mental wellbeing, family circumstances) Pupils with SEND have speech/communication difficulties which impact on phonological skills for reading/writing – NHS caseload Pupil with SEND/EHCP- complex needs impacting on speech & language, cognition and motor skills Pupil PLAC Pupil with medical needs requires periods of absence	EHCP 1:1 provision Continued NHS directed SALT intervention – RP SALT TA/ML 1:1 TA Targeted conversations Motional tracking and intervention Targeted work with PP teacher
EYFS	5/90 2/5 SEND Sept 2021 baseline: are below ARE below in reading below in writing below in number pupils attendance below 97%	SEND – Communication and interaction, impacting on phonological skills for reading/writing or and listening/attention. Pupils with high level of absence from entry (1 x medical)	NHS Speech and language therapy: enhanced support for EYFS. Kat Patey, SALT, to attend setting 1 day per fortnight for Autumn 1 to plan and deliver bespoke group interventions based on needs identified through Language Link assessment or NHS assessment. Additional adult support: x1 apprentice level 3 teaching assistants, full time

			Liaising with professional teams to support medical needs and staff training to support administration of meds

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
Outcomes in RWM Combined	The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures The percentage of pupils who attain ARE+ (High Score/GD) RWM at the end of KS1 is above national disadvantaged and closer to national non-disadvantaged figures
Outcomes in Reading	The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in Reading is above national Progress measures between KS1 and KS2 in Reading are above national for disadvantaged pupils
Outcomes in Writing	The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in Writing is above national Progress measures between KS1 and Year 4 in Writing are above national for disadvantaged pupils
Outcomes in Mathematics	The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in Mathematics is above national Progress measures between KS1 and Year 4 in Mathematics are above national for disadvantaged pupils
Outcomes in EYFS	High proportions of disadvantaged pupils in EYFS achieve GLD
Outcomes in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures
Attendance of disadvantaged pupils	Attendance of disadvantaged pupils is <96% and the gap between all pupils and disadvantaged pupils is no <1%
Pupils are engaging in home learning in line with peers	100% of PP eligible pupils access weekly home learning opportunities

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: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	**In-house evidence that 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 GLD/High Score/GD **Research evidence that supports approach:** EEF: Feedback	1 2 6
Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil progress towards targeted outcomes in reading, writing and maths (Birmingham Continuum Toolkit)	**In-house evidence that 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 GLD/High Score/GD **Research evidence that supports approach:** EEF: Feedback	1 2
All year groups to plan Retrieval process strategies into weekly timetable to support all pupils but especially disadvantaged pupils know more and remember more	**In-house evidence that supports the need for action:** Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas **Research evidence that supports approach:** Tom Sherrington and Oliver Caviglioli – WalkThurs (PD toolkit for T & L)	1 6

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

Budgeted cost: £ 14,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Pupil Premium Teacher will provide targeted teaching and learning opportunities for PP pupils in reading, writing and maths in order to accelerate progress	**In-house evidence that 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 GLD/High Score/GD **Research evidence that supports approach:** EEF: Feedback, 1:1 and small group tuition	1 2 5 6 Emma Andrews hours
EYFS team, Becky Painter (SALT TA) and Kat Patey, (NHS Speech and Language Therapist) will provide bespoke speech and language intervention programmes following screening. Becky Painter will provide targeted support groups across years 1-4 (includes social communication group)	**In-house evidence that supports the need for action:** All pupils identified with language and/or speech developmental delay need to be able to access quality intervention; all pupils need to reach a good level of development in Communication and Language so that they can access the entire wider curriculum. (All PP eligible EYFS pupils) **Research evidence that supports approach:** EEF: 1:1 and small group tuition	1 2 7 TA weekly Small group support – Becky P hours
Timely and appropriate consultation with support agency professionals for pupils who are multi-disadvantaged (SEND/PP/PCLA)	**In-house evidence that 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 x 14 pupils (one quarter of pupils with SEND are PP cross over) **Research evidence that supports approach:**	1 2

	Specialist advice and strategies implemented ensure provision is effective and progress is maximised.	x14 pupils to access agency assessment – EP/LST/CCN
Pupils provided with tablets as required and access weekly home learning provision via Seesaw	**In-house evidence that supports the need for action:** All pupils need to be able to access home learning provision. Staff monitor and intervene in order to ensure home learning expectations are met by all pupils. Meeting with parents to identify barriers and find solutions. **Research evidence that supports approach:** EEF: Homework	2 3 5 6
Engage Literacy ebooks/targeted reading and access to Engage Literacy comprehension resources provided by PP teacher/class teacher	**In-house evidence that supports the need for action:** All pupils need to be able to access quality reading material; all pupils need to be at least ARE in reading or better so that they can access the entire wider curriculum. Increased reading will impact positively on reading and writing outcomes. **Research evidence that supports approach:** Bold Beginnings – importance of reading The Power of Reading EEF: Homework +5 Reading comprehension strategies +5 Phonics +5	1 2 3
Dynamo Maths intervention programme	**In-house evidence that 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 GLD/High Score/GD **Research evidence that supports approach:** EEF: Feedback, 1:1 and small group tuition, homework	1 2 3 £500 plus weekly SENDCO

		time per group
Nessy Reading and spelling programme	**In-house evidence that 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 GLD/High Score/GD **Research evidence that supports approach:** EEF: Feedback, 1:1 and small group tuition, homework	1 2 3 £300 plus weekly SENDCo time per group

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Motional intervention programme/directed TA support (1:1 for x 2 pupils with EHCP, 1:3 for other CPLA and x 1 medical – post surgery) Ben Stacey Madeleine Lee Vicky Goulding Ali King	**In-house evidence that supports the need for action:** Multi-disadvantaged pupils (X6) are children post-looked after and/or have experienced a number of ACES. We identify those who have experienced ACEs, and respond using trauma-informed approaches in order to create the conditions for optimal progress, health and wellbeing. **Research evidence that supports approach:** 1:1/small group tuition, individualised instruction, social and emotional learning	5 6 7 £400 plus weekly TA time - Ben Stacey hours 1 x pm hours per week for additional TAs
Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to	**In-house evidence that supports the need for action:** Significant percentage of pupils with attendance below 97%	4

plan. Monthly meetings to monitor Funded breakfast club places to raise	**Research evidence that supports approach:** EEF: Parental engagement, extending school time	Breakfast club cost x TBC
Target pupils who are lacking confidence, have low self-esteem or have limited life experience to take part in additional small group outdoor adventure session	**In-house evidence that supports the need for action:** PP eligible pupils identified as needing additional input for self-esteem and emotional wellbeing. **Research evidence that supports approach:** Outdoor adventure learning, previous qualitative assessment of pupils who have attended outdoor learning sessions at Upton Warren are confident to attend Malvern residential trip.	4 5 6 7 Discount for Malvern applied x 7 pupils (yr 4) X 24 funded places at Upton Warren (yr 2-4)
Pupils who are lacking confidence, have low self-esteem or have limited life experience to have part funded access to after school clubs and off-site visits	**In-house evidence that supports the need for action:** Families supported to access winter grant and food banks in 2020-21. Indicators suggest some families require support to access wider opportunities. **Research evidence that supports approach:** Physical activity (after school sports clubs), outdoor adventure learning (Malvern)	5 TBC
Families of pupils who need school uniform are able to access funding to purchase items.	**In-house evidence that supports the need for action:** Families supported to access winter grant and food banks in 2020-21. Indicators suggest some families require support to provide basic items to prepare pupils for school/school life. **Research evidence that supports approach:** School uniform	5 TBC

Total budgeted cost: £ 52,765

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Target % Working at ARE and ARE+:

Year group	reading	writing	maths	RWM
Year 2 target End of year	3/7 43% 1/7 14%	1/7 14% 1/7 14%	3/7 43% 2/7 29%	1/7 14% 1/7 14%
EYFS target End of year	7/9 78% 5/9 66%	7/9 78% 5/9 66%	7/9 78% 5/9 66%	7/9 78% 5/9 66%

Target % Working at Greater Depth

Year group	reading	writing	maths	RWM
Year 2 target End of year	0/7 0% 0	0/7 0% 0	0/7 0% 0	0/7 0% 0
EYFS target End of year	1/9 11% 0	0/9 0% 0	1/9 11% 1/9 11%	0/9 % 0/9 %

Year 3 targeted group:

Year 3	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Children				8			8		
GD				o	0	0	0	0	1 13%
ARE+				5 63%	2 25%	4 50%	6 75%	5 63%	5 63%

EYFS	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Children				5			9		

GD				-	-	1 11%	0	0	1 11%
ARE+				4 44%	4 44%	4 44%	5 66%	5 66%	5 66%

Year 1	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Children				10			10		
GD				1 10%	-	-	1 10%	-	1 10%
ARE+				5 50%	5 50%	7 70%	5 50%	5 50%	7 70%

Year 2	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Children				7			7		
GD				-	-	-	-	-	-
ARE+				0	0	0	1 14%	1 14%	2 29%

Year 3	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Children				8			8		
GD				o	0	0	0	0	1 13%
ARE+				5 63%	2 25%	4 50%	6 75%	5 63%	5 63%

Year 4	Predictions			Mid-point			End of Year		
	R	W	M	R	W	M	R	W	M
No. of Ch.				14			14		
GD				0	1 7%	1 7%	1 7%	1 7%	1 7%
ARE+				6 43%	6 43%	5 36%	7 50%	7 50%	8 57%

Reading

School Name:			St Peters
ATTAINMENT	ARE	December	23/48 48%
		April	20/48 42%
		July	24/48 50%
	ARE+ GD	December	3/48 6%
		April	1/48 2%
		July	2/48 4%
PROGRESS	EXPECTED PROGRESS	December	
		April	41/48 85%
		July	32/48 67%

	BETTER THAN EXPECTED PROGRESS	December	
		April	0/48
		July	5/48 10%

The majority of pupils made at least expected progress in reading. Half of the cohort of pupils eligible for PP attained age expected levels in reading.

Pupils were given access to Engage ebooks to facilitate continued reading as part of home learning.

Packs containing reading books were delivered to home addresses on request.

Targeted reading and monitoring by PP teaching assistant and teacher whilst in setting.

Engage reading comprehension resources used with targeted pupils.

Home reading diaries shared with staff via Teams to promote continued home reading.

Monitoring of home learning offer across all subjects for pupils eligible for pp carried out by SLT. Feedback was given to year group teams accordingly.

Tablets to support access to home learning were provided to families on request following a survey to ascertain need during school closure

Writing

School Name:			**St Peters**
ATTAINMENT	ARE	December	17/48 35%
		April	18/48 38%
		July	23/48 48%
	ARE+ GD	December	4/48 8%
		April	1/48 2%
		July	1/48 2%
PROGRESS	EXPECTED PROGRESS	December	
		April	41/48 85%
		July	32/48 67%
	BETTER THAN EXPECTED PROGRESS	December	
		April	1/48 2%
		July	7/48 15%

Just under half of the cohort attained age expected levels in writing. The majority of pupils made expected progress.

Impact of targeted work with PP teacher evident for Y3 cohort.

Differentiated work provided via Seesaw to support acquisition of basic skills for writing e.g. phonics, based on Birmingham Continuum targets.

Maths

School Name:			St Peters
ATTAINMENT	ARE	December	25/48 52%
		April	21/48 44%
		July	27/48% 56%
	ARE+	December	4/48 8%
		April	1/48 2%
		July	4/48 8%
PROGRESS	EXPECTED PROGRESS	December	
		April	40/48 83%
		July	33/48 69%
	BETTER THAN EXPECTED PROGRESS	December	
		April	2/48 2%
		July	8/48 17%

Over half of the cohort attained ARE in maths and the majority of pupils made expected progress.

Differentiated work provided via Seesaw to support acquisition of basic skills, based on Birmingham Continuum targets where appropriate.

Continued access to professional agency support during school closure including educational psychology and complex communication needs team to support pupil progress and engagement. Commitment to engaging with professional agency support following wider opening of school e.g. learning support team scheduled assessments were a focus for Summer 2, especially for year 4 pupils, in order to support transition.

- 9 PP pupils on NHS SALT caseload received intervention with PP S&L teacher
- X 4 LST assessment
- X 1 CCN team assessment
- X 1 EP involvement
- X2 EHCPs obtained (1PP pupil)

Attendance

School Name:			St Peters
ATTENDANCE	Autumn term	Non-Dis	97.54
		Dis	91.97
	March 8th-April 1ST	Non-Dis	98.53
		Dis	93.94
	April 19th- July 2nd	Non-Dis	97.41
		Dis	93.56
PERSISTENT ABSENCE	Autumn term	Non-Dis	2.28 (85) 4.81 (90)
		Dis	18.37 22.45

	March 8th-April 1ST	Non-Dis	2.28 5.58
		Dis	12.77 19.15
	April 19th-July 2nd	Non-Dis	7.81
		Dis	31.25

Attendance of pp eligible cohort is below that of non-disadvantaged, persistent absence being 4 x greater.

Vulnerable pupils offered places within key worker hub - follow up support for any pupils continuing home learning e.g. regular check in calls from teachers, home learning packs delivered to home addresses, flexible attendance in hub.

Home visits for most vulnerable families to check in on wellbeing and to ensure an appropriate level of support.

Breakfast club funded places offered to PP eligible pupils on wider opening of school. X 4 places secured for children with persistent absence. Improved punctuality as early start facilitated drop off to suit work schedules of parent, 1 parent able to continue working whilst pupil recovered from surgery. Pupils reportedly engaged and settled to leaning from the start of the school day.

Professional footballer invited into school, summer 2, to provide enhanced opportunities. x1 pp eligible pupil with persistent absence attended in response to the offer.

Winter Grant was used to purchase white goods for families on request, following a survey to PP eligible families. School continued to liaise with Here2Help in order to facilitate access to food banks.

MAT Pupil premium Review Headlines Feb 2021:

How well is pupil premium funding used to: ▪ Ensure quality first teaching and above expected progress? ▪ Support effective interventions? ▪ Widen opportunity?	
STRENGTHS	**AREAS FOR DEVELOPMENT**
• 3s (pupils working at greater depth) identified across data in Reading, Writing and Maths. • Link to high expectations • Individualised approaches and provision • Clear picture of needs of individuals and next steps	• How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions? Spring & Summer 2021 continue to assess how far teachers are evaluating the needs of PP pupil and planning accordingly. • Planning references differentiated teaching and evidence within books, and demonstrates match to planning, appropriate pitch and intervention during the lesson to move learning forward. • Spring & Summer 2021: PP pupil tracking using the Birmingham Continuum Toolkit: evidence of tasks provided via Seesaw/Evidence Me which are specifically to support Continuum outcomes. Continued evaluation via SLT monitoring – current, to look at individual profiles on Seesaw. • Celebrating their achievement and successes not linked to core subjects.