



Pupil premium strategy statement for the St. Peter and St. Paul CE Primary School, Burgh-Le-Marsh

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was first published	November 2022
Next date on which it will be reviewed	September 2024
Statement authorised by	Mr. D. Hurdman
Pupil premium lead	Mr. D. Hurdman
Governor / Trustee lead	Colin Bowden, Chantelle Stanbra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,145
Recovery premium funding allocation this academic year	£4,241
Pupil premium funding carried forward from previous years	£48,021
Total budget for this academic year	£142,407



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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach to supporting disadvantaged children is underpinned by our Mission Statement (Striving for excellence together in a caring Christian community), our values (Respect, Compassion, Courage) and our theologically rooted Christian Vision.

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

"I came to give life—life in all its fullness." John 10:10



Challenges

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

Challenge number	Detail of challenge
1	EYFS data for 2021-2022 indicated that only 33% of disadvantaged children met the standard, while 81% of non-disadvantaged met the required standard.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2021-2022, 58% of disadvantaged children met the standard, while 78% of non-disadvantaged met the required standard.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2021-2022, 41.4% of disadvantaged children were working at age-related expectations in maths ability, compared to 55.8% of non-disadvantaged.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2021-2022, 42.5% of disadvantaged children were working at the age-expected level in writing compared to 53.3% of non-disadvantaged.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. In 2021-2022, 14% of our disadvantaged pupils are accessing ELSA support, compared to 8% of non-disadvantaged pupils.
6	Our attendance data for 2021-2022 indicates that attendance among disadvantaged pupils is only 89.2% and is 2.7% lower than non-disadvantaged pupils at our school. Unauthorised absence in 2021-2022 for disadvantaged children was 2.3%, which is in line with non-disadvantaged children. 26% of disadvantaged pupils were 'persistently absent' compared to 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.



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
PuP children to narrow the gap to their peers by making accelerated progress in Reading, Writing and Maths.	Attainment of PuP children is in line with non-PuP peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1% the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1% or less.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



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: £ 20,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching within the classroom meets the needs of all children, including disadvantaged children.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment (EEF 2022).	1,2,3,4
CPD, training and teaching approaches are evidence-based and lead to long-term sustainable improvement.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF 2021)	1,2,3,4

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

Budgeted cost: £ 61,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group evidence based maths interventions for disadvantaged children falling behind age-related expectations.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Evaluate effectiveness of existing small group targeted intervention for reading across the school and implement additional evidence based programmes and resources if necessary.	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. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve progress for high attaining children through small group evidence-based	Small group tuition has an average impact of four months additional progress over the course of a year. EEF 2021	3,4



interventions in Maths and English.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the role of the ELSA (Emotional Literacy Support Assistant) to support children and their families with emotional and social issues that may have a negative impact on 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. EEF 2021	5,6
Engage as necessary with outside agencies (e.g. Lighthouse Counselling, Education Welfare Officer) to support families with acute needs and attendance issues.	Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF 2021	5,6
To engage all children in activities at break times by providing a play coordinator.	Children at our school have increased their confidence due to having access to a play coordinator at lunchtimes. Pupil voice indicates that some children look forward to spending time with the play coordinator.	5
Providing cultural capital experiences, through financial school trips, keyboard lessons and out of school activities.	Ofsted has outlined that cultural capital should be "a golden thread, woven through everything you do to teach children well" The Key	1,2,3,4

Total budgeted cost: £ 122,409



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 2022-2023 ASSESSMENT MEASURES

ASSESSMENT MEASURE	DISADVANTAGED	NON-DISADVANTAGED
EYFS GLD	50% (3/6)	79%
Y1 phonics	56% (5/9)	94%
Y2 phonics	100% (3/3)	100% (4/4)
End of KS1 Reading	50%	80%
End of KS1 Writing	50%	60%
End of KS1 Maths	60%	80%
Y1-Y6 Reading (internal)	59%	72%
Y1-Y6 Writing (internal)	54%	73%
Y1-Y6 Maths (internal)	59%	75%
End of KS2 Reading	75% (6/8)	52%
End of KS2 Writing	75% (6/8)	58%
End of KS2 Maths	75% (8/8)	68%

Disadvantaged outperformed non-disadvantaged in the end-of-KS2 assessments in 2022-2023. For context, at the time of this review, 6 disadvantaged children also have EHCPs. A further 12 are also on the SEND register at time of review. This does impact on the % attainment of this group.

- ATTENDANCE (taken from final monitoring of the academic year)

Disadvantaged

2022/23 Academic year

Overall attendance	Overall absence	Authorised absence	Unauthorised absence
92.2%	7.8%	5.0%	2.7%

Non-disadvantaged

2022/23 Academic year

Overall attendance	Overall absence	Authorised absence	Unauthorised absence
94.8%	5.2%	3.6%	1.6%

Both groups have significantly improved attendance in 2022-2023. Unauthorised absence (significantly arrival after registers close) impacts disadvantaged attendance figures.

Externally provided programmes

Programme	Provider
Targeted maths intervention in KS2	Third Space Learning