



PUPIL PREMIUM STRATEGY STATEMENT 2021 - 2022

School overview

Metric	Data
School name	The St. Peter and St. Paul CE Primary School, Burgh-le-Marsh
Pupils in school	206
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£69,905
Academic year or years covered by statement	2021-2022
Publish date	27 th September 2021
Review date	19 th October 2022
Statement authorised by	Mr. D. Hurdman
Pupil premium lead(s)	Mr. E. Anderson, supported by Miss E. Millman and Miss D. Leetham
Governor lead	Colin Bowden & Chantelle Bowmar

Disadvantaged pupil progress scores for last academic year (2020-2021)

Measure	Score
Reading	84% (taken from internal data)
Writing	77% (taken from internal data)
Maths	73% (taken from internal data)

Disadvantaged pupil attainment overview for the last academic year (2020-2021)

Measure	Score
Reading	61% (taken from internal data)
Writing	43% (taken from internal data)
Maths	57% (taken from internal data)



Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Progress and attainment of PuP children improves to be in line with national average/expectation.
Priority 2	Emotional, behavioural and attendance needs of PuP children are addressed in a timely and effective manner.
Barriers to learning these priorities address	Improved tracking and monitoring of PuP children's progress and attainment facilitates the use of timely intervention to address, for example, lack of fluency in Reading and difficulties embedding key concepts in Mathematics. Social and emotional issues are less of a barrier to learning – children are ready to learn.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2022
Phonics	To achieve at least the national average expected standard in the Phonics Screening Check.	July 2022
Other	To achieve attainment outcomes in line with the national average in Reading, Writing and Maths combined.	July 2022

Measure	Activity
Priority 1	Quality First Teaching within the classroom meets the needs of all children, including PuP children.
Priority 2	CPD, training and teaching approaches are evidence-based and lead to long-term sustainable improvement.
Barriers to learning these priorities address	Training and CPD is linked to our school's performance data. There is an accurate awareness of the issues pertaining to our school so that the most appropriate strategies can be put in place to 'narrow the gaps' that exist. Time is set aside to allow staff to develop their professional practice.
Projected spending	£5,042



Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group evidence-based maths interventions for disadvantaged children falling behind age-related expectations.
Priority 2	Evaluate effectiveness of existing small group targeted intervention for reading across the school (e.g. Rapid Reading) and implement additional evidence-based programmes and resources if necessary.
Priority 3	Improve progress for high attaining children through small group evidence-based interventions in Maths and English.
Priority 4	Improving the learning environment for intervention work by investing in two outdoor pods and additional furniture for space around the school.
Priority 5	To improve the ICT learning resources for home learning and within the school by buying additional Chromebooks.
Barriers to learning these priorities address	Catch-up in mathematics is an identified area to develop. Further development of reading and language skills with increased access to the rest of the curriculum. Targeted small-group adult support in lessons supports children in the implementation of learning acquired outside lessons.
Projected spending	£55,118

Wider strategies for current academic year

Measure	Activity
Priority 1	Create and 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.
Priority 2	Engage as necessary with outside agencies (e.g. Lighthouse Counselling, Education Welfare Officer) to support families with acute needs and attendance issues.
Priority 3	To engage all children in activities at break times by providing a play coordinator.
Priority 4	Providing cultural capital experiences, through financial school trips, keyboard lessons and out of school activities.
Barriers to learning these priorities address	Improved readiness to learn and support at home and, in some cases, improved attendance.



Projected spending	£26,262
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and priority is given over to all for staff professional development, including sharing CPD and outcomes from implementation.	Effective and efficient use of INSET days, cover either arranged in-house or with supply, efficient use of core subject leader/SENDCo release time.
Targeted support	Ensuring the right children are targeted for additional support and that programmes are tailored to their needs. Ensuring effective of intervention is rigorously evaluated.	Maths and English leads and SENDCo monitor the impact of intervention. Pupil progress meetings and assessment schedule focus on impact of interventions and children requiring further support.
Wider strategies	Engaging the children (and their families) facing the most challenges and with the most emotional needs.	Dedicated point of contact in school is already building excellent links with vulnerable families and is increasingly recognised as the point of contact regarding emotional support.

Review: last year's aims and outcomes

Aim	Outcome
PuP children narrow the gap to their peers by making accelerated progress in Reading, Writing and Maths.	In 2020-2021 Y1-Y6 assessments showed that a greater number of PuP children made at least expected progress than non- PuP in reading. However, non-PuP in maths and writing made greater progress, which highlights a need.
Attainment of PuP children is in line with non-PuP peers.	<p>PuP children attained at a lower rate in the 2020-2021 academic year, with 61% attaining age expectation in reading compared to non-PuP at 70%. Also, in maths 57% of PuP children are attaining the required standard compared to 79% of non-Pup. Lastly, writing has had the biggest knockback with only 43% of PuP children hitting the age expectation compared with 53% of non-PuP.</p> <p>As targeted interventions become embedded and refined, we are looking to see these gaps diminish, particularly if accelerated progress of PuP children is maintained or improves further. Furthermore, with the increased time children will now have in</p>



	school, this will allow the school to be efficient in targeting the gaps.
Other – Social, emotional, behavioural	Trends and patterns are noted and monitoring needs are also highlighted. Staff are using the ELSA more appropriately – some issues can be resolved at class teacher/class adult level. ELSA role to be developed further by equipping her with the knowledge and skills to be a designated safeguarding lead. Lunchtime remains the time of day with most incidents. Further work required, through training and equipping our lunchtime play coordinator. All children are able to engage in activities such as the PGL residential.