



Ireleth St Peter's C of E Primary School

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 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	Ireleth St Peter's CofE Primary School (ISP)
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachael McFarlane Headteacher Ellie Saunders SENDCo
Pupil premium lead	Rachael McFarlane Headteacher
Governor / Trustee lead	Susan Orrell Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,104 (including £4690 CLA)
Recovery premium funding allocation this academic year	£5,200
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	£19,304

Part A: Pupil premium strategy plan

Statement of intent

At Ireleth St Peter's Primary School (ISP), we have exceptionally high standards. Our intent is for all pupils to realise their full potential despite any challenges and disadvantages they may face. Pupil wellbeing is paramount and we nurture this as a pathway to success. Our child centred approach will enable all pupils to make good progress, achieving across all areas of school life including high attainment and attendance.

The focus of **this** strategy is to support disadvantaged pupils to achieve these goals. This will include pupils with a range of abilities including Special Educational Needs and Disabilities (SEND) children and those who are high attainers. We will ensure that vulnerable pupils such as current and previous Children Looked After (CLA) are supported whether they are presently disadvantaged or not.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. Teaching and supporting disadvantaged pupils is therefore a whole school responsibility requiring a whole school response. High quality teaching is the core of our approach, proven to have the most effective impact on closing the attainment gap whilst also being of great benefit to non-disadvantaged pupils. Whilst this document focuses on how our school supports disadvantaged pupils, it is our commitment that non-disadvantaged pupils will also continue to be supported to achieve their full potential.

Our Pupil Premium Strategy is integral to our wider school plans for post pandemic recovery, becoming a crucial component in supporting education for pupils who have been worst impacted including non-disadvantaged pupils.

As a school, we identify and respond to whole school challenges and individual needs of pupils based on the rigorous assessments in place to identify children's needs and plan for this. To ensure our robust approaches are effective and complement each other, we will:

- Our high expectations across school ensure that disadvantaged pupils are set challenging work.
- Our ethos outlined above, supports an approach where all staff are responsible for the outcomes of all pupils.
- Act through assessment and additional intervention support programme to intervene swiftly where need is identified.

Challenges

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

Challenge number	Detail of challenge
1	There is a high instance of children with SEND appearing on the Pupil Premium Register with a wide range of SEND needs. 6 out of 7 Pupil Premium children appear on either the SEND register or Register of Concern (ROC). Our rigorous assessments indicate the areas of where we need to invest in a range of SEND interventions across all year groups.
2	Observations, discussions with pupils and families and assessment (both academic and wellbeing) have highlighted social, emotional and mental health issues (SEMH) across school. Increasingly, we have observed underdeveloped social and communication skills due to a lack of enrichment opportunities during school closures. Many of our disadvantaged pupils have been particularly impacted by this. Regular teacher reviews have led to an increase in the number of pupils requiring additional support/group interventions for SEMH and communication needs – 85% of disadvantaged pupils have required this support since returning after school closures.
3	Assessments and observations have highlighted that disadvantaged children have greater difficulties in phonics than their peers. This has led to low performance and slow progress.
4	Attendance data shows that attendance for disadvantaged pupils is on average 4% lower than non-disadvantaged pupils. 42% of our disadvantaged pupils are either persistent absentees or on the borderline of becoming so. This is in comparison to 6.3% of their peers over the same period. This data supports assessment and observations that attainment and progress over time for disadvantaged pupils is lower due to repeated absences.
5	Summative assessments reflect teacher observations, indicating that writing attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils.
6	Within our school, we offer a variety of opportunities for parental engagement both with regards to supporting their child’s learning and also being a part of our school community. We have observed a lack of engagement from disadvantaged families, particularly with outreach focused on supporting children’s learning e.g. educational workshops and support offered by school. This observation correlates with assessment data that indicates these disadvantaged children are making slowest progress towards age related expectations.

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
To achieve and sustain progress and attainment for all SEND pupils in school, particularly those who are disadvantaged.	Attainment and progress of disadvantaged SEND pupils will show consistent progress from baseline assessment in line with progress made by non-disadvantaged peers.
To achieve and then sustain improved wellbeing and communication skills across school, particularly for disadvantaged pupils.	Continued higher levels of wellbeing and communication by 2023-2024 demonstrated by: -Qualitative data including pupil conferences, staff observations and parent/carer surveys -Engagement in extra-curricular activities is high and equal to that of non-disadvantaged peers. -Engagement with enrichment activities within Nurture group.
To improve reading attainment for disadvantaged pupils throughout school.	Summative assessment data throughout school for the end of 2023-2024 shows attainment equal to that of non-disadvantaged peers within their year group.
To achieve and sustain improved attendance in disadvantaged pupils.	Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils and is demonstrated by: -Reducing overall absence rates by 50% from 94% to 96% for disadvantaged pupils. -Persistent absences amongst disadvantaged are no greater than their peers.
Improved writing attainment for disadvantaged pupils across school.	Writing data throughout school for disadvantaged pupils has increased and in line with the outcomes of their non-disadvantaged peers.
To achieve and sustain engagement with families of all pupils to support children with their learning, particularly families of our disadvantaged pupils.	Reviews highlight that parent/carers of disadvantaged pupils engage with school communication platforms and attend and increasing number of outreach sessions. Teacher has observed engagement with home learning tasks. Disadvantaged children have made progress towards age related expectations in assessment.

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

Budgeted cost: £10,607.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities for staff linking with all challenges	<p>There is extensive evidence to show that high quality teaching is one of the key components to narrowing the disadvantage gap.</p> <p>The EEF Effective professional development guidance states: <i>“promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this”</i></p> <p>EEF Effective Professional Development Guidance</p>	1 2 3 5
SENCO to undertake NASENCO qualification	<p>SENCO will be qualified and equipped with training and knowledge to implement guidance outlined by EEF successfully.</p> <p>EEF SEND Guidance Report</p>	1 6
Purchasing of DFE validated systematic synthetic phonics programme	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 3 5
Purchasing of standardised diagnostic assessments in reading	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support</p>	3

	<p>through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Enhancement of our teaching of writing and curriculum planning in line with DFE guidance. Funding teacher release time to embed key elements of Talk 4 Writing.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF Literacy Key Stage 1 Guidance Report EEF Literacy Key Stage 2 Guidance Report</p>	5
<p>Investment in PSHE scheme – SCARF Teacher release time for training and planning.</p>	<p>The recommendations in this guidance report provide a starting point for school leaders to critically review how they support children’s social and emotional development. This could include auditing their current approach to PSHE or Relationships and Health education and how it links to classroom teaching, their behaviour management or anti-bullying policies, or their training and support for staff. If schools have bought a SEL programme, it might prompt them to consider if it is as promising as hoped, and how it might be implemented more effectively— or replaced</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2 4
<p>Wellbeing Champion staff to attend CPD training.</p>	<p>EEF guidance recommends that planning, support and monitoring of Social and emotional learning (SEL) should be prioritised. This includes providing training opportunities for all staff.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2

Targeted academic support

Budgeted cost: £4,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and embed a school nurture group as part of targeted intervention programme.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils:</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1 2 3 5
Investment in new intervention programmes and training linked to areas of need identified in class provision maps with a focus on areas of need identified in English- phonics, handwriting, and spelling.	<p>EEF recommendations across Primary key stages recommends:</p> <p><i>“Use high-quality structured interventions to help pupils who are struggling with their literacy”</i></p> <p>- recommendation 8</p> <p>EEF Literacy Key Stage 1 Guidance Report EEF Literacy Key Stage 2 Guidance Report</p>	1 3 5
1:1 support provided throughout school week for CLA in form of designated TA and individualised time table and curriculum. (Funded by CLA LA)	<p>According to EEF Individualised instruction:</p> <p><i>“is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.”</i></p> <p>Individualised Instruction Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3 5
Programme of targeted, structured	There is evidence of Teaching assistant led interventions having a positive impact	1 2

SEND intervention sessions run in the afternoon by qualified HLTA	<p>on pupil outcomes. <i>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key... Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact”</i></p> <p>Teaching Assistant Intervention Toolkit Strand Education Endowment Foundation EEF</p>	3 5
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Wider strategies

Budgeted cost: £3,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Growth Therapy session for CLA	<p>EEF Life Skills and Enrichment Guidance states:</p> <p><i>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</i></p> <p>EEF Life Skills and Enrichment Guidance for Teachers</p>	1 2 3 5
Fully funded term of sessions for yoga and swimming for disadvantaged children in our school.	<p>There is evidence to show a small positive impact on academic outcomes through physical activity interventions additionally:</p> <p><i>“There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.”</i></p> <p>Physical Activity Toolkit Strand Education Endowment Foundation EEF</p>	2 4
Fully funded extra-curricular activities such as after school clubs,	Evidence indicates that Arts Participation leads to a positive effect on academic outcomes across the	2

<p>guitar lessons and school trips for disadvantaged children in school.</p>	<p>curriculum as well as positive attitudes to learning and increased wellbeing.</p> <p>This can be particularly impactful for disadvantaged pupils as it removes a financial barrier.</p> <p>Arts Participation Toolkit Strand Educational Endowment Foundation EEF</p> <p>EEF Life Skills and Enrichment Guidance states:</p> <p><i>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</i></p> <p>EEF Life Skills and Enrichment Guidance for Teachers</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve consultation with local attendance officer for strategies to boost attendance and embedding this practice throughout school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3 4 5</p>
<p>Investment in weekly whole school wellbeing sessions with parental link</p>	<p>There is evidence to show that SEL can have a positive impact on both attainment and emotional wellbeing. The EEF recommends:</p> <p><i>“most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</i></p>	<p>2 6</p>

	<p>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p> <p>The involvement of parents can also have a positive impact: <i>“most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</i></p> <p>Working With Parents to Support Children’s Learning Toolkit Strand Educational Endowment Foundation EEF</p>	
Investment in tapestry to record EYFS learning and open a dialogue to communicate learning with families both in school and at home	<p>There is strong evidence to suggest that parental engagement has a positive impact on all learning at a low cost, with this being even greater for children who are disadvantaged.</p> <p>This is most impactful when children are very young, therefore investment in this at the EYFS stage is most beneficial.</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £19,304

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.

Our internal assessment data during 2020-2021 highlighted that all disadvantaged pupils were working below the expected level in reading and writing. Results are lower than performances measured for the last cohort to undertake statutory assessments (2018/29). This has prevented us from fully achieving the targets from our previous strategy.

We have identified the negative impact of COVID19 as the reason for this disruption in our assessment outcomes. Our disadvantaged children were most affected by the impact of school closures as seen Nationally. Whilst disadvantaged children were invited and made use of attending school during COVID19 restrictions, they were not able to benefit to the same degree from pupil premium funded strategies usually in place in school such as targeted interventions. As a school, we supplemented this with regular close monitoring of vulnerable or disadvantaged pupils during partial school closures and continued to deliver a high-quality curriculum.

Not only was our attendance higher than the national average, it was the highest recorded since 2016. We believe this is partly due to developing positive relationships with families and strategies that were put in place at the recommendation of a consulting Attendance Officer. This demonstrates a positive initial impact regarding our target to improve attendance in school for all groups.

Through targeted interventions and whole school strategies, behaviour is very good. Pupil premium funds were used for enrichment activities including Yoga, trips and outdoor pursuits all of which have impacted positively on the wellbeing of disadvantaged pupils. Additional wellbeing support was provided using pupil premium funding – we have further invested pupil premium funds in this approach this academic year (21-22) introducing specific and targeted support linked to behaviour and wellbeing, already observing positive results.

Our 2021-2022 Pupil Premium Strategy reflects the needs we have identified when analysing the previous year's assessment data and observations.

Externally Provided Programmes

Programme	Provider
Read Write Inc systematic, synthetic phonics programme.	Read Write Inc/ Oxford University Press
SCARF PSHE	Coram Life Education
My Happy Mind	My Happy Mind -Partnered with Ronald McDonald House -Backed by the NHS