

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St. Peter's Cross Keys C of E Academy
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Matthew Tomlinson
Governor / Trustee lead	Jamie Pitts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,350
Recovery premium funding allocation this academic year	£5,800
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	£66,150

Part A: Pupil premium strategy plan

Statement of intent

Our values and ethos are:

‘Rooted in love we flourish and grow.’

The Parables of the Mustard Seed and the Yeast

³¹ He told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. ³² Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

Matthew 13:31-33

Community Hope Wisdom Peace Dignity Joy

Providing an engaging educational environment that prepares children for life, with the hope and ambition to achieve their best. Working with the whole school community to build respect and understanding for one another. Encouraging all our talents, to flourish and grow with confidence and be successful members of society.

At St Peter’s Cross Keys Church of England Primary School, we aim to provide all our pupils and especially those entitled to Pupil Premium, with the relevant skills and knowledge to develop into responsible, respectful and confident life-long learners. We are committed to developing the whole child – academically, socially, morally and spiritually so that they have an ambition to always achieve their best.

Our inclusive curriculum values diversity and integrates multi-ethnic and global themes across the curriculum areas. This ethos equips pupils with the personal and social skills to flourish in a multi-cultural modern society.

Alongside the curriculum, we aim to equip all our pupils with the skills required to become life-long learners and future leaders. Our emphasis on developing them as leaders supports children to play a significant part in school and their local community. We believe these opportunities are important for all pupils and especially those entitled to Pupil Premium and will serve to enhance our pupils' social and emotional development, promote British Values and allow all our pupils to realise that they can impact positively on the world around them.

We understand the importance and benefits of working closely with our parents and pride ourselves on the number of opportunities they have to be involved in their child’s learning.

Working towards overcoming challenges and ensuring equality of opportunity we aim to:

- Educate our pupils with the relevant skills, knowledge and wisdom to develop into responsible, respectful and confident life-long learners
- Build on our core Christian values that underpin every aspect of education in our school and community.
- Provide our pupils with the skills required for future leaders

- Promote British Values and allow our children to realise that they can impact positively on the world around them.
- Equip pupils with the personal and social skills to flourish in a multi-cultural modern society valuing diversity, and global themes.
- Empower our pupils to build their self –esteem and confidence, developing their self-motivation and sense of curiosity
- Commit to developing the whole child – academically, socially, morally and spiritually so that they have an ambition to always achieve their best

Specifically we intend to:

- Ensure quality first teaching for all children, with a focus on continuing professional development for all staff.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Ensure all pupils have full access to all wider opportunities and monitor this carefully.

Challenges

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

Challenge number	Detail of challenge				
1	Speech and Language skills continue to be low on entry to F2. This slows pupil progress in many areas of learning including reading and writing into KS1 and beyond.				
2	Pupil Premium attendance has improved, although not yet in line with whole school attendance. Persistent Absentees have increased and are now almost double whole school figures (emotional challenges).				
		Whole school	Pupil Premium	Whole school PA	Pupil Premium PA
	2021-22	94.36%	94.02%	17.61%	4.28%
	2022-23	96.06%	95.36%	6.76%	13.33%
3	Less well developed reading skills in KS2 (poorer comprehension skills combined with a lack of knowledge and understanding of a broader vocabulary).				
4	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils across the school (especially in reading – understanding of tier 2 and 3 vocabulary in KS1 and 2 and comprehension skills of inference and deduction in KS2).				

5	Pupils require support to develop their organisational skills, resilience and determination (metacognition, executive functioning).
6	Lower resilience to cope with everyday challenges manifest through excessive need for adult support, and reduction in learning hours due to emotional challenges.

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
Improved oral language skills and vocabulary for all pupils entitled to PP, so that they are able to fully access the curriculum in all key stages.	<p>70% of pupils entitled to PP to achieve expected + in CL (end of Foundation Stage) and in Speaking and Listening (end of Key Stage 1).</p> <p>66% of pupils entitled to PP to achieve expected + in reading (at the end of Key Stage 2).</p> <p>Pupils of all ages speak confidently and use ambitious vocabulary appropriately.</p> <p>Pupils make good attempts at understanding complex texts.</p>
<p>Attendance meets the target of 95.6%</p> <p>In 2022-23, 74% of pupils are meeting 95%+</p> <p>Pupils with attendance lower than 90% are supported to improve attendance to 95%.</p>	<p>90% of pupils entitled to pupil premium meet the target of 95.6+%</p>
<p>All pupils entitled to PP in Year 2, 3 and 4 have the skills needed to read fluently.</p> <p>2022-23</p> <p>Pupils in Y1 all met the phonic screen standard in summer 2023.</p> <p>Pupils Y2 all met the phonic screen standard in summer 2023.</p> <p>Pupils in Y3, 4/7 pupils met the phonic screen standard in summer 2023.</p> <p>Analysis for the three pupils who did not meet the standard showed further</p>	<p>Year 3 pupils entitled to PP who did not meet the phonics screen standard in Y2 successfully achieve it by the end of Year 3.</p> <p>Vocabulary is systematically taught throughout the school so that pupils entitled to PP can engage with meaning in more complex texts.</p> <p>By the end of Year 4, 71% of pupils entitled to PP achieve expected + in reading.</p>

<p>consolidation of phase 5 needed. All three pupils scored 25+.</p> <p>Targeted support through 'Success for All' intervention Lightning Squad and Support for Spelling is in place for 2023-24.</p>	
<p>More pupils entitled to PP achieve GDS in reading at all Key Stages as a result of quality first teaching, systematic phonics and consistent teaching of vocabulary and comprehension skills.</p> <p>1/5 achieved GDS in reading in summer 2023.</p>	<p>25% of Key Stage 1 pupils entitled to PP achieve GDS in reading.</p> <p>27% of Key Stage 2 pupils entitled to PP achieve GDS in reading.</p> <p>Pupils entitled to PP say that they enjoy reading and choose to read for pleasure.</p>
<p>Pupils entitled to PP are able to plan, monitor and evaluate their own learning and have the confidence to develop as independent learners.</p>	<p>Pupils entitled to PP can confidently articulate the mental process involved in knowing, understanding and learning (as appropriate for their age).</p>
<p>Pupils entitled to pupil premium have more resilience to cope with everyday setbacks as a result of improved decision making, interactions with others and self-management of emotions.</p>	<p>Reduced incidences of low level behaviour among pupils entitled to PP.</p> <p>Pupil engagement in all aspects of school life is positive.</p> <p>Pupils entitled to PP demonstrate improved problem solving ability and willingness to have a go.</p>

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Review teaching of reading across the school focussing on the recommendations of the DfE Reading Framework (with particular reference to the teaching of phonics, language comprehension and reading comprehension.</p> <p>The SNMAT English Consultant has worked with the English Lead, Phonics and Early Reading Lead and HT to further develop staff training in the teaching of reading comprehension. Further training has been undertaken by two ECTs on a specific framework for teaching reading in Key Stage 2.</p> <p>Assessment is in place using the FFT RAP and used for all pupils in FS/KS1 and pupils accessing phonic and spelling support in KS2 (Spelling with the Jungle Club).</p> <p>FFT Reciprocal Reading training for 2 further TAs.</p>	<p>DfE Reading Framework Success for All Phonics – DfE accredited. EEF Guidance Reports: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>eef guidance reports – Google Search</p> <p>The reading framework publishing.service.gov.uk</p>	1, 2, 3,4
<p>CPD Review teaching of writing across the school focussing on the EEF Improving Literacy Reports and support from SNMAT consultant. SNMAT English consultant has worked with SLT and staff</p>	<p>Ofsted Research Review Series: English EEF Guidance Reports: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 eef guidance reports – Google Search</p>	1, 2, 3,4

<p>to support development of a framework for teaching and learning in non-fiction and fiction writing using a 'reading into writing' approach.</p>		
<p>CPD Developing assessment using for learning strategies using teaching Walkthrus to improve outcomes for all pupils, especially those who are higher performing (feedback, peer and self-assessment, etc).</p> <p>Planned for Inset Day 09/02/24</p>	<p>EEF Toolkit: Feedback There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF Guidance Report Teacher Feedback to Improve Pupil Learning eef teacher feedback to improve pupil learning – Google Search</p>	<p>1, 2, 3,4</p>
<p>CPD Train all staff on development of metacognition skills using the EEF guidance reports on Metacognition and self-regulation.</p> <p>Planned for Inset Day 09/02/24</p>	<p>EEF Toolkit: Metacognition and self – regulation evidence/guidance-reports/metacognition</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>eef metacognition and self regulation – Google Search</p>	<p>4, 5, 6</p>

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

Teaching Assistant Support for one-to one support and structured interventions

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and evaluate the impact of speech and language interventions for pupils entitled to PP. FS/KS1</p> <p>Using bespoke speech and language activities to target speech difficulties and gaps in children’s language. This is assessed through weekly formative assessment.</p>	<p>Nuffield research evidence indicates NELI’s positive impact on pupils’ speech and language skills.</p> <p>EEF Toolkit: Oral Language Interventions</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>eef oral language interventions – Google Search</p>	<p>1, 2, 3, 4</p>
<p>Further embed phonic reading lesson and interventions for pupils entitled to PP, (taken from Success for All).</p>	<p>Success for All Phonics scheme</p> <p>Evidence for Impact indicates positive impact on pupil progress. DfE evaluated scheme.</p> <p>Lightening Squad Spelling programme</p> <p>success for all phonics – Google Search</p>	<p>2, 3</p>
<p>Word detectives</p> <p>KS2- focus on teaching morphemes for depth of understanding of vocab and spelling. Supports pupils to use and apply this knowledge to unknown words.</p> <p>CPD 2023/24</p>	<p>https://www.amazon.co.uk/Science-Teaching-Primary-Reading-Corwin/dp/1529764165</p> <p>https://tipsforteachers.co.uk/etymology-morphology/ Chris Such</p> <p>KS2 spelling appendix (National Curriculum)</p>	<p>3, 4</p>
<p>Reading framework</p> <p>Audits in the first editions were used to inform the school improvement plan (2022/3).</p> <p>Audits from the revised Reading Framework have</p>	<p>The reading framework (publishing.service.gov.uk)</p>	<p>3, 4, 5</p>

been selected with the Trust literacy Consultant for this academic year (2023/24).		
Reciprocal reading CPD 2022-23 2023/24	FFT Reciprocal reading FFT Reciprocal Reading (2023/24 trial) EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Reading Plus	Case Studies Reading Solutions (readingsolutionsuk.co.uk)	1, 2, 3, 4
Implement and evaluate the impact of Book Clubs on reading for enjoyment in KS2 for pupils entitled to PP. CPD 2023/24 High quality texts which focus on equality, diversity and inclusion have been purchased to add to book club texts.	DfE Reading Framework The reading framework (publishing.service.gov.uk)	1, 2, 3, 4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and evaluate attendance toolkit to support improved attendance for pupils entitled to pupil premium with Persistent absence.	Attend Toolkit Brighton and Hove City Council EEF Attendance Toolkit Working together to improve school attendance (publishing.service.gov.uk)	2, 6
Implement and evaluate the impact of learning mentors in supporting pupils entitled to PP to learning more effectively.	EEF Toolkit: Mentors On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of	1, 2, 3, 4, 5, 6

<p>Ensure that learning mentors support application of strategies taught as interventions into confidence in independent learning.</p>	<p>individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	
<p>Social and Emotional development is supported through nurture activities for pupils entitled to PP.</p>	<p>EEF Toolkit: Social and Emotional Learning The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>2, 5, 6</p>
<p>Increase opportunities for pupils entitled to PP to access a wide range of cultural opportunities, including clubs, visits, sporting opportunities and visitors into school.</p>	<p>Children from disadvantaged families benefit most from extra-curricular activities but are much less likely to have access to sport, arts or cultural pursuits (according to Australian researchers). Research by academics from Flinders University, released as part of Anti-Poverty Week, found 34% of children from lower socio-economic communities missed out on extra-curricular activities, compared with 13% from wealthier areas (October 2021).</p>	<p>2, 5, 6</p>

Total budgeted cost: £66,150

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite good progress from starting points, attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

	Whole school	Pupil Premium	Whole school PA	Pupil Premium PA
2021-22	94.36%	94.02%	17.61%	4.28%
2022-23	96.06%	95.36%	6.76%	13.33%

Absence among disadvantaged pupils was lower than their peers in 2022/23, with persistent absence raised as a concern across the school. We recognise that this gap for PA is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil engagement with learning improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year

section above. Staff release time to plan and deliver effective CPD has been prioritised and will be monitored for implementation and impact.

EYFS

1/3 pupils achieved a good level of development.

Of the pupils who did not achieve a good level of development, one achieved all prime goals and specific goals of maths, however not literacy.

One pupil achieved the prime goal of PSE only.

Language development was a priority for pupils in receipt of pupil premium, with NELI assessments and small group teaching. The phonics programme Success for All was implemented in the Spring Term and assessments have shown good progress from starting points.

KS1

Year 1 phonics

100% of pupils in receipt of pupil premium achieved the pass mark of 32, achieving better than non- pupil premium pupils. The average mark was 36.6. National was 66.8%.

Year 2

Y2 phonics retake

100% of pupils in receipt of pupil premium achieved the pass mark of 32, achieving better than non-pupil premium pupils. The average mark was 34. National was 81%

Y2 SATs

Progress from EYFS was as follows:

Year 2 pupils in receipt of PP SEND – 1 pupil	Reading Progress	Writing Progress	Maths Progress
Expected progress	8/8	7/8	8/8
	1/8 better than expected progress	2/8 better than expected progress	1/8 better than expected progress
Year 2 pupils in receipt of PP	Reading	Writing	Maths

SEND – 1 pupil			
Age related attainment	1/8	1/8	2/8

Good progress has been made from starting points, however the gap in attainment has widened. Measure to enable rapid progress in Y3 have been put in place.

KS2

Good progress	Reading Progress	Writing Progress	Maths Progress
Year 6 pupils in receipt of PP	0.85	0.05	4.03
Year 6 non PP	1.0	-0.9	2.2

	SPAG	Reading	Writing	Maths	Combined R, W, M
Age related expectations	4/5 or 80% 1/5 GDS	3/5 or 60% 1/5 GDS National 60.3%	4/5 or 80% National 58.3%	4/5 or 80% 1/5 GDS National 59%	2/5 or 40% National 44.1%
Scaled Score average	103.6	103 National 105		104.8 National 104	
Non PP	105	105.5		105.5	

Reading progress and attainment was less than predicted. Both pupils who did not achieve a scaled score of 100+ were predicted to achieve the national standard. One pupil achieved a scaled score of 99 and the other pupil did not achieve their predicted score due to unforeseen circumstances.

Wider strategies

Pupils in receipt of pupil premium are supported to attend both day visits and residential with costs reduced by half for parents and carers. Additional funding was sourced from local organisations to further reduce the cost for pupils in KS2 to ensure that they were able to attend a residential.

A whole school approach supports pupils and families with additional notifications to ensure that key dates on the school calendar have full participation.