

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	196
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 2021
Interim review	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Elizabeth Duffell
Pupil premium lead	Elizabeth Duffell
Governor / Trustee lead	Tessa Durham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,617
Recovery premium funding allocation this academic year	£4,277.50
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	£48,894.50

Part A: Pupil premium strategy plan

Statement of intent

Our values and ethos are:

To love, to live, to learn -we are proud of who we are, respectful of one another and aspirational for all.

'And let us consider how we may spur another on toward love and good deeds'

Hebrews:10.24

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 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. These are vital aims for all children as we continue to work with the challenges brought by the Covid-19 pandemic.

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	Less well- developed language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary).
2	Attendance that falls below our school target of 97%
3	Less well developed reading skills in Years 2, 3 and 4 (poorer decoding ability 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 – using skills of inference and deduction, understanding of tier 2 and 3 vocabulary).
5	Fewer strategies for planning, monitoring, and evaluating their own learning (metacognition, executive functioning).
6	Lower resilience to cope with everyday challenges (manifest through excessive need for adult support, poor relationships with peers, low level behaviour, withdrawal).

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>80% 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>
Attendance meets the school target	90% of pupils entitled to pupil premium meet the school target of 96%
All pupils entitled to PP in Year 2, 3 and 4 have the skills needed to read fluently.	<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, 80% of pupils entitled to PP achieved expected + in reading.</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.	<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>
Pupils entitled to PP are able to plan, monitor and evaluate their own learning and have the confidence to develop as independent learners.	Pupils entitled to PP can confidently articulate the mental process involved in knowing understanding and learning (as appropriate for their age).
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>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: £ 10,000

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>EEF Guidance Reports: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p> <p>EEF Toolkit- Phonics Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Toolkit: Reading Comprehension 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>DfE Reading Framework</p>	1, 2, 3
<p>CPD Review teaching of writing across the school focussing on the EEF Improving Literacy Reports and support from SNMAT consultant.</p>	<p>Ofsted Research Review Series: English</p> <p>EEF Guidance Reports: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	1, 2, 3
<p>CPD Developing assessment using for learning strategies using teaching Walkthus to improve outcomes for all pupils, especially those who are higher performing (feedback, peer and self-assessment, etc).</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</p>	1, 2, 3

	<p>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</p>	
<p>CPD Train all staff on development of metacognition skills using the EEF guidance reports on Metacognition and self-regulation.</p>	<p>EEF Toolkit: Metacognition and self – regulation 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>	4, 5

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: £28,894.50

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, (NELI, Talkboost, Voice 21).</p>	<p>Nuffield research evidence indicates NELI’s positive impact on pupils’ speech and language skills.</p> <p>EEF Toolkit: Oral Language Interventions 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>	1, 2, 3

Implement and evaluate the impact of phonics interventions for pupils entitled to PP, (taken from Success for All).	Success for All Phonics scheme Evidence for Impact indicates positive impact on pupil progress. DfE evaluated scheme.	2, 3
Implement and evaluate the impact of Lexplore, Precision Teaching and Switch on Reading for pupils entitled to PP.	Switch on Reading- Greg Brooks A small scale randomised control group developer led research project in 8 Nottingham City schools showed Switch-On Reading to have a useful positive impact. DfE 2021 Reading Framework	2, 3

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

Budgeted cost: £10,000

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.	Attend Toolkit Brighton and Hove City Council EEF Attendance Toolkit	2
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 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.	4
Implement and evaluate the impact of ELSA support/nurture groups on the well-being on pupils entitled to PP.	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.	5

	The Nurture Group Association impact evidence.	
Increase opportunities for pupils entitled to PP to access a wide range of cultural opportunities, including clubs, visits, sporting opportunities and visitors into school.	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).	5

Total budgeted cost: £48,894.50

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Data from tests and assessments suggest that, despite good progress from starting points, attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

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.

Absence among disadvantaged pupils was slightly higher than their peers in 2021/22, however has been raised as a concern across the school. Persistent absence was 4.5% higher than non-pupil premium. We recognise this gap 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

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 2

Progress from EYFS was as follows:

Good progress	Reading Progress	Writing Progress	Maths Progress
Year 2 pupils in receipt of PP	8/9	7/9	8/9

As stated above, gaps in attainment for age related expectations are much wider and being monitored closely.

KS2

Good progress	Reading Progress	Writing Progress	Maths Progress
Year 6 pupils in receipt of PP	5.55	-3.21	5.2
Year 6 non PP	4.38	0.33	2.20

Progress in reading and maths was higher than for non-pupil premium pupils.

Writing progress was lower than expected and attributed to the effects of Covid, as our analysis had shown that families – both adults and children, of pupils in receipt of pupil premium found remote learning for writing much more challenging.