

Pupil premium strategy statement - St. Peter's C of E Junior School

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	213
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	Sept 2023 – Sept 2025
Date this statement was published	December 2023
Date on which it will be reviewed	Dec 2024 and July 2025
Statement authorised by	Carmella Reece
Pupil premium lead	Diane Martin
Governor lead	Katy Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54105
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56280

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Church of England Junior School, we believe passionately that every child should be able to 'Learn and Live - Life in all its Fullness', as inspired by John 10:10. We are proud of our warm family feel and our nurturing environment - a place where every child is known and valued.

We strive to nurture, support and challenge all children to know and achieve their full potential. Rooted in our aspiration for all children, we are fully committed to identifying and addressing the individual needs of every child, striving to ensure equity for all, including our most disadvantaged children. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We believe that every child should be enabled to flourish in life, learning and work. Therefore, we aim to provide all children with rich and fulfilling experiences, instilling a sense of self-belief and pride through the taught curriculum and wider character building. We want every child to feel a strong sense of belonging within our school community, aiming to remove any barriers in their way of success.

The principles of High-Quality Inclusive Teaching are at the heart of our strategy 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. Underpinned by these principles, we are committed to delivering a fully inclusive curriculum with high aspirations for every child. Supported by our vision of 'life in all fullness', our ultimate objectives for all pupils are:

- To improve language development for all children at the earliest stages of learning to read.
- To work in partnership with parents and other agencies to raise aspirations and improve outcomes.
- To raise attainment and achievement in every subject, for every child.
- To support good mental health and wellbeing.

Through a broad, memorable and ambitious curriculum, our intention is that all children, regardless of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, with high aspirations in relation to their starting points.

In considering the challenges faced by our vulnerable children and families, our statement takes into account our hope for every child to feel a sense of belonging within a fully inclusive, nurturing environment. Underpinned by our vision of 'life in all fullness' for all members of our community, the activity outlined in this statement demonstrates our commitment towards this goal.

Underpinned by our vision and values, we will continue to engage in self-reflection and research, maintaining open hearts and minds as we strive to respond to the ever-changing needs of our community. We believe in the value of listening to our learners and reflecting on our own practices as educators, rooted in professional learning and development.

We have ensured that the aims of our strategy build effectively on work undertaken in previous years, all in line with our school development priorities. To ensure that our pupil premium strategy is implemented effectively, we have an Inclusion Champion, held by a member of the SLT, and a designated Pupil Premium Governor.

Challenges

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

Challenge number	Detail of challenge
1a	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among our disadvantaged pupils, resulting in greater difficulties with reading and writing than their peers do. (Handwriting, word gap, spellings, oral language).
1b	Internal and external assessments suggest that writing among disadvantaged pupils is significantly below age-related expectations. On entry to KS2 between 46% and 72% our disadvantaged pupils arrive below age-related, expectations compared to 42% of other pupils.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for pupils, notably due to self-esteem, independence, perseverance and lack of enrichment opportunities. Teacher referrals for support remain relatively high. 20 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs.
3	Internal and external assessments suggest that attainment for disadvantaged pupils with SEN perform significantly less well in reading, writing and maths compared to that of their peers.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 and 5% lower than that of non-disadvantaged pupils. 2% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations show 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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupil conferencing and lesson observations demonstrate that through questioning in focused reading groups and individual reading to an adult, children's understanding of vocabulary is improving. They are using inference in its basic

	<p>form to look for clues in the text to support their understanding of unknown words.</p> <p>Adults are correcting and modelling standard English, this has been observed across the school.</p> <p>RWI - Phonic interventions: 12 children began the year. EOY - 9 children (75%) made progress and are now off the intervention.</p> <p>Y6 KS2 reading data for 2023/2024 shows that 50% of the children achieved EXS or higher. Whole school data shows an improving trend.</p> <p>RWI - Phonic interventions: 12 children began the year. EOY - 9 children (75%) made progress and are now off the intervention.</p> <p>Y6 KS2 reading data for 2024/2025 shows that 50% of the children achieved EXS or higher.</p> <p>Whole school reading data shows an improving trend within the select and retrieve and word meaning domains.</p> <p>Planning has been adapted to include key vocabulary stickers, word wizard maps to support children with SEN to learn and understand new vocabulary and the use of retrieval tasks in foundation subjects are evident which support retrieval.</p> <p>All staff have been trained in; Word aware training and Language for Thinking to support children in class or as an intervention. We have a dedicated support staff member who is the Language Link leader.</p> <p>One PP child has been supported through the Language Link programme and this has highlighted the need for further support by SaLT.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2024/25 show that our aim of 60% of disadvantaged pupils are on track to achieve the expected standard.</p> <p>KS2 writing data for 2023/2024 show that 50% of children reached expected standard in writing.</p> <p>KS2 writing data for 2024/2025 show that 50% of children reached expected standard in writing.</p> <p>Year 6 teachers have received support and training focused on raising attainment and have constantly been reviewing the planning to ensure adaptations are made linking to the needs of the children.</p>

	<p>A review of some writing journeys across the school has ensured the learning is suited to the cohort and therefore a more focused approach to ensuring successful writing outcomes has been achieved.</p>
<p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>Teacher feedback regarding support available for children in school (TALA, wellbeing lunchtime club, ELSA provision, MHST, emotional regulation, TLG and Humphrey) report that children are modelling an increasing awareness in how to manage their feelings and their behaviour, and reach out for help where necessary.</p> <p>The RHE curriculum (JIGSAW) has been amended to begin each journey with a picture book. This provides opportunities for all children to develop empathy, social-emotional skills, understand different perspectives and helps to foster tolerance and understanding. These books have created a richer learning experience making concepts more accessible and enabled children to use their oracy skills to support their understanding.</p> <p>An adapted curriculum and provision for a small group of children has ensured they are able to access school life and continue to feel like they belong within our school community.</p> <p>The provision within the school has increased with varying levels of support available. This is closely monitored and adapted if the need arises.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Children are invited and encouraged to attend sporting events to represent the school. After school clubs run by a member of staff are free to join and offered to all children. All pupils are able to access and attend class educational trips and support is offered to ensure residential stays are not out of reach.</p> <p>An increase in support for families with items of school uniform, food, school trip and residential activities, ensuring children are not excluded from the same 'life in all fullness' curriculum and vision of our school, ensuring equity amongst all our children.</p>

<p>Improved outcomes for disadvantaged pupils with SEN.</p>	<p>Effective feedback moves learning on and targets specific learning gaps for every child.</p> <p>Staff training and monitoring of feedback in books is improving with focused targeted feedback to ensure each child knows how to improve. Pupil conferencing demonstrates that children are able to share a piece of work they are 'proud of' and increasingly able to show where they have responded to feedback.</p> <p>All children on the SEN register have small step targets set in collaboration with their class teacher to ensure small steps targets are focussed on meeting end of year expectations or in line with EHCP targets.</p> <p>Robust diagnostic assessment informs small group interventions aimed at improving outcomes and success.</p> <p>Provision mapping and focused analysis of data is in place. This informs targeted interventions which show clear expectations. Entry data and outcomes are recorded to show impact and informs next steps.</p> <p>HQIT training / CPD has been focused around how to ensure inclusivity in classrooms, adapting work and resources to support learning.</p> <p>Internal data shows that progress is being made but at a slower pace. Analysis of data shows that writing is the weaker area and so adaptations to planning and text drivers have been sourced.</p> <p>Across the school a real focus has been on small step targets, ensuring parents are aware each half term where they can support at home to support the school and their child.</p> <p>Across the school there are 27 children with SEN (6 of whom have an EHCP) Children achieving the EXS standard: R – 22%, W – 19%, M – 19%</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce the % of pupils who are persistently absent.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>In line with or above national average for the school year.</p> <p>Overall absence data shows a reduction in unauthorised absence.</p> <p>Non-disadvantaged – 0.5% Disadvantaged pupils – 0.6%</p>

	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers. <p>Where a child has been identified as persistently absent, the attendance policy has been adhered to and DfE / Hampshire Inclusion recommendations followed.</p> <p>While data shows a significant difference (14%) between these pupils and their peers, this is closely monitored and actions / provision is in place e.g., Children's Services and Attendance Action Plans.</p> <p>The persistently absent data shows a reduction of disadvantaged pupils, compared to non - disadvantaged pupils.</p>
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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: £ 25076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teachers prioritise pre-teaching in writing for most disadvantaged pupils (vocabulary checks, gathering ideas, plans for writing)</i>	<p><i>How Schools are closing the Word Gap</i></p> <p>https://www.besa.org.uk/wp-content/uploads/2021/11/How-Schools-are-Closing-the-Word-Gap-Oxford-Language-Report-2021-22.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> 	1a, 1b
<i>Support embedding challenge/closing the gap and explanation feedback for target children. Class LSA immediate intervention (same day) is the key focus.</i>	<p><i>Teacher feedback to improve pupil learning</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699938138</p> 	1a,1b,2,3
<i>Focused teachers are working with identified children in all year groups to increase % of children</i>	<p><i>Improving Literacy in KS2</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699945269</p>	1a,1b,2,3,4

<p>achieving ARE; ensuring children make at least expected progress and have closed the gap to national standard for PP children. 1 to 1 and small group.</p>		
<p>Understanding needs; a positive and proactive approach to behaviour, led by Educational Psychologist for all staff.</p> <p>Parental engagement.</p> <p>High Quality Inclusive Teaching (HQIT) – adaptation of tasks and small step targets.</p>	<p><i>Special Educational Needs in Mainstream Schools</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special Educational Needs in Mainstream Schools_Guidance_Report.pdf?v=1699946229</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>2,3,4</p>
<p>Inclusion lead developing and supporting teachers through weekly monitoring to improve outcomes.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p> <p>https://assets.publishing.service.gov.uk/media/5a80bcd2e6d915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1a,1b,4</p>

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

Budgeted cost: £ 22670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target children having intervention work with an HLTA to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly (at least each phase).</p>	<p><i>Making best use of teaching assistants.</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1699928180</p>	<p>1a,1b,2,3</p>
<p>Focused phonics tutoring -Read, write Inc</p>	<p><i>Structured interventions</i> https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions</p>	<p>1a,1b</p>

	https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	
Strengthen the quality of collaboration with SENCOs and leaders of SEND Develop a strategic plan for SEND at your school	Impact of interventions including SEND/FSM https://wholeeducation.org/send	3

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

Budgeted cost: £8534Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration partnership meetings	Working with Parents to support children's learning. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1699944979 	1a,1b,2,3,4
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant), TALA (Therapeutic Active Listening Assistant) and Emotional regulation programmes, personalised intervention, to promote children's social skills, wellbeing, and confidence. % requiring support has increased following C19.	Improving social and emotional learning in Primary schools. Programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1699919890 Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> 	1a,1b,2,4
Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs, trips and residential visits.	All Pupil Premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	2,4

<p>Attendance lead offers guidance and support to families. Attendance Action Plans put in place quickly where needed for pupil premium children.</p> <p>Parent Support advisor- who supports parents and their children through programs and early support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1b, 2,3,4
<p>Wider support from outside agencies to support behaviour, language barriers and SEMH. e.g. EMTAS and PBS</p>	<p>https://www.hants.gov.uk/educationandlearning/emtas</p> <p>https://pbs.hants.gov.uk/</p>	1a,1b,2,4

Total budgeted cost: £56280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our Service pupils outperformed FSM pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling).

The data demonstrates that disadvantaged pupils across the school, with SEN performed weakly both in attainment and in progress.

Based on the information above, the progress of our disadvantaged pupils across the school has improved, however a closer focus on writing will need to be included in the next strategy.

Our evaluation of the approaches delivered last academic year indicate that the school's high profile of reading has resulted in improved outcomes, demonstrated by phonic assessments and scaled scores. Supported by 'talk for writing' strategies, oracy skills are improving.

Work with the Local Authority on improving outcomes in Year 6 made an impact and this will continue next year alongside being disseminated across the school.

Observations used to assess wider issues impacting our disadvantaged pupils' performance, including attendance, behaviour and wellbeing show that small group interventions and adapted timetables have enhanced pupil wellbeing, confidence and readiness to learn.