



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul's Way Primary School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	47.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Imogen Ali
Pupil premium lead	Imogen Ali
Governor / Trustee lead	Chris Hyams



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,990.00
Recovery premium funding allocation this academic year	£52,567.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,945.00
Total budget for this academic year	£301,502.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

St Paul's Way Primary School is committed to ensuring all children reach their potential and achieve well across the curriculum. Our belief is that our disadvantaged pupils should achieve in line with all our pupils and that disadvantage should not be a barrier to our children's success; all children should benefit from a transformational education at our school. We are therefore committed to providing effective support and the resources necessary to ensure our disadvantaged pupils achieve well.

This document details the planned spend of the Pupil Premium Grant 2022-23, forming part of a wider strategy over the three years between 2021-24, and the challenges we seek to overcome in planning this spending. Through careful tracking and monitoring of Pupil's Progress, the strategies we select have had high impact in previous years and will be continually assessed to ensure child are making good progress and achieving strong outcomes. Measures continue to be adapted to take into account the specific impact of Covid 19 on our pupils, in particular the impact on attainment in specific year groups, wellbeing and communication and language.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of children in receipt of Pupil Premium in 2020-21 was 94.1%, is below the national average of 96%, and 1.7% below non-pupil premium children in the school. The gap between PP vs Non-PP attendance reduced in 21/22 (1.3%) in comparison to 20/21 (1.7%).



2	<p>Reading Attainment of children in receipt of Pupil Premium is currently below that of their peers (based on end of year data – Summer 2022) in Years 2-5</p> <p>Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2021 <i>Impact Goal 1</i></p>									
3	<p>Writing Attainment of children in receipt of Pupil Premium is currently below that of their peers (based on end of year data – Summer 2021) in Years 1, 2, 3 and 5</p> <p>Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2021 <i>Impact Goal 1</i></p>									
4	<p>Maths Attainment of children in receipt of Pupil Premium is currently below that of their peers (based on end of year data – Summer 2021) in Years 2, 3 and 5</p> <p>Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2021 <i>Impact Goal 1</i></p>									
5	<p>Communication and Language skills are a weakness and staff report increased concerns about this post Covid 19.</p> <p>Data from 2021-22 (Start of Strategy):</p> <table border="1" data-bbox="472 879 1368 1042"> <thead> <tr> <th>Year Group</th> <th>Language Assessment</th> <th>% PP Children Below ARE</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>NELI</td> <td>28%</td> </tr> <tr> <td>Y4</td> <td>Language for Comprehension</td> <td>43%</td> </tr> </tbody> </table> <p>The majority of our pupils join our school in the Early Years working below age-related expectations in Communication and Language.</p>	Year Group	Language Assessment	% PP Children Below ARE	Y1	NELI	28%	Y4	Language for Comprehension	43%
Year Group	Language Assessment	% PP Children Below ARE								
Y1	NELI	28%								
Y4	Language for Comprehension	43%								
6.	<p>High numbers of referrals to THEWs and CAMHS indicate a reduction in Pupil Wellbeing, particularly in the wake of Covid 19</p> <p>Fair Education Alliance Report Card 2021 <i>Impact Goal 3</i></p>									



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
Attendance of pupil premium children improves and is in line with national average	<ul style="list-style-type: none">• Pupil premium attendance is >96%
The gap between pupil premium children and their peers is substantially narrowed for Reading, Writing and Maths.	<ul style="list-style-type: none">• Gap between pupil premium children and their peers is <10% (as a measure of pupils meeting Age-Related Expectations or Expected Standard - EXS)
Communication and Language	<ul style="list-style-type: none">• Programme specific assessments demonstrate that all pupils have made progress• All pupils identified as having a speech and language need (informal identification or formal diagnosis) access speech and language support within 6 weeks of identification.
Wellbeing	<ul style="list-style-type: none">• Pupil report high levels of well-being through pupil survey• Pupil focus groups demonstrate that pupils are aware of where to seek support• Pupils identified as needing additional external support have referrals made to CAMHS and THEWS rapidly (within 2 weeks)



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: £ 104,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers delivering English and / or Maths teaching in key year groups, substantially reducing teaching group sizes. The most vulnerable learners will be taught in small groups.</p> <ul style="list-style-type: none"> • Y2 Phonics, Literacy and Maths • Y5 Maths and Literacy (from January 2020 onwards) • Y6 Maths, Literacy and Reading 	<ul style="list-style-type: none"> • The Education Endowment Foundation's Teaching and Learning Toolkit - Reducing Class size +2 months progress 	<p>2, 3 & 4</p>
<p>Use of Read Write Inc programmes across the school including:</p> <ul style="list-style-type: none"> • Termly Development Days with an RWI consultant • Access to RWI's online training videos • Access to online teaching resources, which can also be used by pupil's at home • Purchase of additional teaching resources • LSA time to enable small, ability focussed teaching groups, as per the programme guidance 	<ul style="list-style-type: none"> • The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics +5 months progress • Ofsted's 2010 report 'Reading by Six' <i>'This diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows are carefully planned and tightly structured approach.'</i> 	<p>2 & 3</p>



<ul style="list-style-type: none"> Cover time to release our RWI Lead Teacher daily to coach and support teachers and LSAs and complete regular assessments and tracking of pupil's progress 	<ul style="list-style-type: none"> RWI published document linking to external research and their own case studies 	
Use of Power Maths teaching Resources to support the delivery of Maths Mastery teaching in Y1-6.	<ul style="list-style-type: none"> Education Endowment Fund - Improving Maths in Key Stages 2 & 3 Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1 	4
Providing additional release times for teachers to observe colleagues and engage in regular Instructional Coaching (two-weekly cycle) to develop practice	<ul style="list-style-type: none"> Education Endowment Fund - Effective Professional Development 	2, 3 & 4

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

Budgeted cost: £108,210.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased provision for Read Write Inc. Tutoring	<ul style="list-style-type: none"> The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics +5 months progress Ofsted's 2010 report 'Reading by Six' <i>'This diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows are carefully planned and tightly structured approach.'</i> 	2 & 3



	<ul style="list-style-type: none"> • RWI published document linking to external research and their own case studies 	
Power Maths Interventions	<ul style="list-style-type: none"> • Education Endowment Fund - Improving Maths in Key Stages 2 & 3 • Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1 	4
Third Space Learning Tutoring (Maths)	<ul style="list-style-type: none"> • The Education Endowment Foundation's Teaching and Learning Toolkit - Extending the School Day +3 months • Rising Stars study into Third Space Learning Intervention Programme +7months in 14 weeks • What Works in Education for Children Who Have Had Social Workers? Summary Report (whatworks-csc.org.uk) N.B. Referred to as 'Affordable Maths Tuition' in this report. 	4
<p>Speech and Language Interventions:</p> <ul style="list-style-type: none"> • NELI (YR & Y1) • Language for Comprehension (Y4) • SALT time (1.5 days per week) • SALT designed and monitored interventions 	<ul style="list-style-type: none"> • The Education Endowment Fund Teaching and Learning Toolkit - Oral Language Intervention +6 months progress • Language as a child wellbeing indicator Early Intervention Foundation (eif.org.uk) Recommendation 1 – Schools optimised to support language learning. Recommendation 2 – monitoring of children's language development up to age 5. Recommendation 9 – Schools as commissioners for SLCN 	5
Children's Literacy Charity – Reading Lab Tutoring Groups	<ul style="list-style-type: none"> • https://thechildrensliteracycharity.org/our-impact/ (One month of tuition = 4.5 months of progress on average) 	2
<p>Additional LSA support for vulnerable pupils in KS1 and in KS2, including</p> <ul style="list-style-type: none"> • Y1 and Y2 support for maths and literacy • Y1 NELI (see above Speech and Language) • KS1 RWI Tutoring (see above RWI Tutoring) 	<ul style="list-style-type: none"> • Education Endowment Fund Teaching and Learning Toolkit - Teaching Assistant Interventions +4 months 	2, 3, 4 & 5



<ul style="list-style-type: none"> Y3, 4 & 5 bottom 20% readers 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £125,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to increase pupil attendance: <ul style="list-style-type: none"> SLA for 1 day per week of AWA support Leadership time focussed on improving attendance (AHT Pastoral) Pastoral Co-ordinator time focussed on increasing attendance Resources to provide celebration of excellent attendance 	<ul style="list-style-type: none"> DfE Research Report on The Link Between Absence and Attainment in KS2 and KS4 DfE Improving Attendance at School 	1
Parental Engagement Activities: <ul style="list-style-type: none"> Leadership time focussed on parental engagement (AHT Pastoral) Family and Wellbeing Officer time working with families Access to free places in Breakfast and Teatime Club for vulnerable families 	<ul style="list-style-type: none"> The Education Endowment Fund Teaching and Learning Toolkit - Parental Engagement +4 months Education Endowment Fund Guidance Report Working with Parents to Support Children's Learning Fair Education Alliance Report Card 2021 Recommendation 8 'Engaging Parents and Communities' 	1, 2, 3, 4, 5 & 6
Wellbeing Support <ul style="list-style-type: none"> Family and Wellbeing Officer time working with children Membership of THEWS Senior Leadership Forum 	<ul style="list-style-type: none"> The Education Endowment Foundation Teaching and Learning Toolkit - Social and Emotional Learning +4 months 	6



	<ul style="list-style-type: none"> • Fair Education Alliance Report Card 2021 Recommendations 3&4 'Develops the whole child including wellbeing, skills and attainment' 	
<p>Enrichment Activities</p> <ul style="list-style-type: none"> • After school extra-curricular clubs (N.B. sports clubs paid for through Sport Premium Funding) • Educational visits and trips • Visitors into school for curriculum enrichment 	<ul style="list-style-type: none"> • The Education Endowment Fund Teaching and Learning Toolkit - Arts Participation +3 months • Language as a child wellbeing indicator Early Intervention Foundation (eif.org.uk) Recommendation 3 – Enriched educational activities continued through school life 	1, 2, 3, 4, 5 & 6

Total budgeted cost: £338,060.00

**This amount exceeds the Pupil Premium budget and the additional funds will come from the main school budget.*



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 2021-22 academic year.

The following intended outcomes are to be worked towards between 2021-24:

- Pupil premium attendance is above 96%
- Gap between pupil premium children and their peers is <10% (as a measure of pupils meeting Age-Related Expectations/Expected Standard – EXS)
- Programme specific assessments demonstrate that all pupils have made progress in Communication and Language
- All pupils identified as having a speech and language need (informal identification or formal diagnosis) access speech and language support within 6 weeks of identification
- Pupils report high levels of well-being through pupil survey
- Pupils focus groups demonstrate that pupils are aware of where to seek support
- Pupils identified as needing additional external support have referrals made to CAMHS and THEWS rapidly (within 2 weeks)

Progress in relation to these outcomes within the 2021-22 academic year:

- The attendance of Pupil Premium pupils increased from 94.1% in 2020-21 to 94.6% in 2021-22.
- This is still below the attendance of non-Pupil-Premium pupils, but the gap between Pupil Premium vs Non-Pupil Premium attendance reduced in 21/22 (1.3%) in comparison to 20/21 (1.7%).
- The gap between pupil premium children and their peers is decreasing in some year groups and subjects. For example:
 - o In Year 4 and Year 6, Pupil Premium children are performing well against end of year expectations.



- At the end of Year 6, Pupil Premium pupils in our 2021-22 cohort outperformed Non-Pupil-Premium pupils in reading and maths (Reading: 94% compared to 89%, Maths: 94% compared to 89%) and achieved in line for writing. The results achieved by pupils in Reading and Maths were significantly above local and national averages.
- In Year 1 reading, the gap between Pupil Premium children and Non-Pupil Premium children reduced from 12.8% to 1.9%
- In some subjects and year groups, the gap is not yet sufficiently closing. This is most prominent in Years 2 and 3, which were cohorts most impacted by the COVID-19 pandemic, with school closures affecting their early schooling in Reception and Year 1.
- Programme specific assessments demonstrate that pupils have made progress due to attending specific interventions. This was particularly evident in the Year 4 Oral Language Intervention, where all pupils involved saw score increases of around 20%+ compared to the start of the intervention.
- During a recent Ofsted Inspection, over 90% of pupils answered positively to the pupil survey, including questions including wellbeing at school. Personal Development was graded as 'Outstanding'.
- There is ongoing work with pupils to ensure they know how to seek support – this will be monitored in the Spring Term with further focus groups and questionnaires/surveys with pupils.
- We continue to engage with THEWs after being a trailblazer school involved in the pilot of their school projects, and continue to now be a member of their School's Steering Group. These strong links ensure children continue to access the support available to them.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths tutoring	Third Space Learning



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NELI (Speech and Language)	
Read Write Inc.	
English tutoring	Pearson
Power Maths	