

## 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	St Paul's Way Trust School - Primary
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Clare Lynam
Pupil premium lead	Clare Lynam
Governor / Trustee lead	Chris Hyams

**Funding Overview**

Detail	Amount
Pupil premium funding allocation this academic year	£223,270.00
Recovery premium funding allocation this academic year	£24,070.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(Pupil Premium) £295.74 (Covid Catch Up) £11,898.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£259,533.74</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

St Paul's Way Foundation School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged pupils to improve their academic outcomes. 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.

This document details the planned spend of the Pupil Premium Grant 2021-22 and the challenges we seek to overcome in planning this spending. The strategies employed are based largely on our 2018-19 strategies (the last full academic year pre-Covid 19) as the impact of these strategies was a significant success, in particular around Reading, Writing and Maths attainment. Measures have been 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	<b>Attendance</b> of children in receipt of Pupil Premium, at 94.1%, is below the national average of 96%, and 1.7% below non-pupil premium children in the school.
2	<b>Reading Attainment</b> of children in receipt of Pupil Premium is currently below that of their peers (based on internal end of year data – Summer 2021) in: Y2, Y3, Y5, Y6 (N.B. 2021-22 cohorts – Y3,4 & 6) Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of <b>Covid-19</b> . <a href="#">Fair Education Alliance Report Card 2021</a> <i>Impact Goal 1</i>
3	<b>Writing Attainment</b> of children in receipt of Pupil Premium is currently below that of their peers (based on internal end of year data – Summer 2021) in: Y2, Y3, Y5, Y6 (N.B. 2021-22 cohorts – Y3,4 & 6)

	Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of <b>Covid-19</b> . <a href="#">Fair Education Alliance Report Card 2021</a> <i>Impact Goal 1</i>															
4	<p><b>Maths Attainment</b> of children in receipt of Pupil Premium is currently below that of their peers (based on internal end of year data – Summer 2021) in: Y2, Y3, Y5, Y6 (N.B. 2021-22 cohorts – Y3,4 &amp; 6)</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 <b>Covid-19</b>. <a href="#">Fair Education Alliance Report Card 2021</a> <i>Impact Goal 1</i></p>															
5	<p><b>Communication and Language</b> skills are a weakness and staff report increased concerns about this post Covid 19.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Language Assessment</th> <th>% PP Children Below ARE</th> </tr> </thead> <tbody> <tr> <td>YN</td> <td>Talking Time</td> <td><i>Awaiting external results</i></td> </tr> <tr> <td>YR</td> <td>NELI</td> <td><i>Awaiting internal results</i></td> </tr> <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>	Year Group	Language Assessment	% PP Children Below ARE	YN	Talking Time	<i>Awaiting external results</i>	YR	NELI	<i>Awaiting internal results</i>	Y1	NELI	28%	Y4	Language for Comprehension	43%
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6.	High numbers of referrals to THEWs and CAMHS indicate a reduction in <b>Pupil Wellbeing</b> , particularly in the wake of Covid 19 <a href="#">Fair Education Alliance Report Card 2021</a> <i>Impact Goal 3</i>															

## 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"> <li>Pupil premium attendance is &gt;96%</li> </ul>
The gap between pupil premium children and their peers is substantially narrowed for Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>Gap between pupil premium children and their peers is &lt;10% (as a measure of pupils meeting EXS)</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>Programme specific assessments demonstrate that all pupils have made progress</li> <li>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.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Pupil report high levels of well-being through pupil survey</li> <li>Pupil focus groups demonstrate that pupils are aware of where to seek support</li> <li>Pupils identified as needing additional external support have referrals made to CAMHS and THEWS rapidly (within 2 weeks)</li> </ul>

## 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: £ 105,965.61

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"> <li>• Y2 Maths and Literacy</li> <li>• Y3 Maths, Literacy and Reading (Aut 1 only)</li> <li>• Y4 English (Aut 1 only)</li> <li>• Y5 Maths</li> <li>• Y6 Maths, Literacy and Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Reducing Class size</a> +2 months progress</li> </ul>	<p>2, 3 &amp; 4</p>
<p>Use of Read Write Inc programmes across the school including:</p> <ul style="list-style-type: none"> <li>• Termly Development Days with an RWI consultant</li> <li>• Access to RWI's online training videos</li> <li>• Access to online teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics</a> +5 months progress</li> <li>• <a href="#">Ofsted's 2010 report 'Reading by Six'</a> <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</i></li> </ul>	<p>2 &amp; 3</p>

<ul style="list-style-type: none"> <li>• Purchase of additional teaching resources</li> <li>• LSA time to enable small, ability focussed teaching groups, as per the programme guidance</li> </ul>	<p><i>quality and expert teaching that follows are carefully planned and tightly structured approach.'</i></p> <ul style="list-style-type: none"> <li>• <a href="#">RWI published document linking to external research and their own case studies</a></li> </ul>	
Use of Power Maths teaching Resources to support the delivery of Maths Mastery teaching in Y1-6.	<ul style="list-style-type: none"> <li>• <a href="#">Education Endowment Fund - Improving Maths in Key Stages 2 &amp; 3</a></li> <li>• <a href="#">Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1</a></li> </ul>	4

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

Budgeted cost: £106,239.35

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Read Write Inc. Tutoring	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics</a> +5 months progress</li> <li>• <a href="#">Ofsted's 2010 report 'Reading by Six'</a> <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></li> <li>• <a href="#">RWI published document linking to external research and their own case studies</a></li> </ul>	2 & 3
Power Maths Interventions	<ul style="list-style-type: none"> <li>• <a href="#">Education Endowment Fund - Improving Maths in Key Stages 2 &amp; 3</a></li> </ul>	4



	<ul style="list-style-type: none"> <li>• <a href="#">Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1</a></li> </ul>	
Pearson Tutoring (English)	<ul style="list-style-type: none"> <li>• <a href="#">Pearson Tutoring Impact Document</a></li> <li>• <a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Extending the School Day +3 months</a></li> </ul>	2 & 3
Third Space Learning Tutoring (Maths)	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Extending the School Day +3 months</a></li> <li>• <a href="#">Rising Stars study into Third Space Learning Intervention Programme +7months in 14 weeks</a></li> <li>• <a href="#">What Works in Education for Children Who Have Had Social Workers? Summary Report (whatworks-csc.org.uk)</a> <i>N.B. Referred to as 'Affordable Maths Tuition' in this report.</i></li> </ul>	4
<p>Speech and Language Interventions:</p> <ul style="list-style-type: none"> <li>• Talking Time (YN)</li> <li>• NELI (YR &amp; Y1)</li> <li>• Language for Comprehension (Y4)</li> <li>• SALT time (1.5 days per week)</li> <li>• SALT designed and monitored interventions</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Fund Teaching and Learning Toolkit - Oral Language Intervention +6 months progress</a></li> <li>• <a href="#">Language as a child wellbeing indicator   Early Intervention Foundation (eif.org.uk)</a> 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</li> </ul>	5
<p>Additional LSA support for vulnerable pupils in KS1 and in KS2, including</p> <ul style="list-style-type: none"> <li>• Y1 and Y2 support for maths and RWI</li> <li>• Y1 NELI (see above Speech and Language)</li> <li>• Y3, 4 &amp; 5 bottom 20% readers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Education Endowment Fund Teaching and Learning Toolkit - Teaching Assistant Interventions +4 months</a></li> </ul>	2, 3, 4 & 5



## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121,180.04

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

<p>Enrichment Activities</p> <ul style="list-style-type: none"> <li>• After school extra-curricular clubs (N.B. sports clubs paid for through Sport Premium Funding)</li> <li>• Educational visits</li> <li>• Visitors into school for curriculum enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Education Endowment Fund Teaching and Learning Toolkit - Arts Participation</a> +3 months</li> <li>• <a href="#">Language as a child wellbeing indicator   Early Intervention Foundation (eif.org.uk)</a> Recommendation 3 – <i>Enriched educational activities continued through school life</i></li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>
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**Total budgeted cost: £333,385.00\***

*\*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 2020 to 2021 academic year.

Evaluation Criteria were:

- Pupils eligible for Pupil Premium Grant continue to achieve above PPG children nationally, including at Greater Depth Standard.
- Pupils eligible for Pupil Premium Grant continue to achieve in line with or above all children nationally, including at Greater Depth Standard.

Due to the Covid-19 pandemic there were no national assessments during 2020-21. However, the school closures and bubble closures throughout the school year have had a substantial impact on our children, with children in receipt of pupil premium not currently outperforming their peers (as had been the case historically) – see 'Challenges' section above.

The use of Pupil Premium funding for 2021-22, along with the Covid Recovery Grant, will be carefully planned to ensure our Pupil Premium children receive high quality support during the year to mitigate the impact of the last 18 months as quickly as possible. The historic success of our Pupil Premium strategies alongside the availability of additional funding gives us every confidence that we will be able to narrow the gap substantially and quickly.

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

