

Pupil premium strategy statement

This statement details our school's use of pupil 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 Peter's CE Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Gordon Nunn
Pupil premium lead	Mr Gordon Nunn
Governor / Trustee lead	Mrs Kadija Sankoh-Forde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46380
Recovery premium funding allocation this academic year	£4350
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	£50730

Part A: Pupil premium strategy plan

Statement of intent

St. Peter's Academy is an average sized primary school (7 classes with 185 pupils) serving the community on the west side of Chippenham. We have high aspirations and ambitions for all of our pupils and are determined to overcome barriers to realise their potential. We aim to use the Pupil Premium funding to have maximum impact on pupils' wellbeing, progress and attainment.

The progress and wellbeing of our Pupil Premium children are discussed regularly in Pupil Progress meetings, attended by class teachers, a member of SLT and the SENCo. Our Pupil Premium Lead and ELSA meet regularly to further discuss and analyse provision.

As a school we believe that Pupil Premium funding should be spent to benefit as many pupils as possible and many of our initiatives are planned to support this aim. Individual needs of children in receipt of specific funding are considered differently and can be allocated on a case by case basis in discussion with parents and carers.

Objectives/Guiding Principles

Pupil Premium spending has been planned strategically to have maximum impact on pupil progress and attainment.

- To ensure that spending is directly linked to raising attainment and rates of progress and closing gaps where they exist.
- To promote and invest in high quality support for St Peter's families in all aspects of life
- To invest in quality first teaching for all pupils, ensuring all pupils enjoy good and effective teaching from the time they join the school until the time they leave.
- To ensure all pupils have equal access, opportunities and status and are included in all aspects of school life.
- To invest in high quality CPD for all levels of staff to facilitate high quality provision for pupils.
- To enhance provision for all St Peter's pupils giving them access to a wide range of rich and diverse curriculum opportunities and experiences.
- To provide effective keep-up and catch-up academic interventions to prevent children falling behind.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language and communication skills, impacting on levels of attainment in reading and writing.
2	Limited experiences of a broad range of social and cultural experiences and opportunities.
3	Lower levels of self-regulation and self-esteem impacting on engagement and resilience in learning.
4	Increased social, emotional and mental health needs as a result of traumatic childhood experiences.
5	Limited capacity to support learning at home including lower levels of parental engagement in home learning.
6	Limited attention span and ability to work collaboratively with others.
7	Impact of SEND on PP children.
8	A number of PP pupils are low or middle attaining so need quality first teaching and specific interventions.

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
Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged is negligible.	Pupil outcomes demonstrate that children who qualify for Pupil Premium funding perform at least in line with national averages.
For all St Peter's children to have a secure start to their reading and writing development allowing them full access to the curriculum.	End of KS1 and phonics screening check data shows that PP perform in line with national averages. All St Peter's children have access to high quality, engaging texts. The library is fully used by all classes and children develop a love of reading and learning.
For disadvantaged pupils to be well supported in order to fulfil their full potential.	Teachers will be well supported by the SENCO and ELSA.

	<p>Disadvantaged pupils demonstrate positive learning behaviours within lessons.</p>
<p>For pupils with SEND to be well supported in order to fulfil their full potential.</p>	<p>Parents / Carers of pupils with SEND will feel well informed and supported by the school.</p> <p>Pupils with SEND will make at least expected progress from their starting points.</p> <p>Teachers will be well supported by the SENCO.</p> <p>Individual and group interventions will be closely monitored to ensure that they are having the intended impact on pupils.</p> <p>Internal and external monitoring will identify high quality provision that meets individual needs.</p> <p>Pupils who have SEND and qualify for Pupil Premium will be monitored and supported closely to ensure the best possible outcomes.</p>
<p>For all St Peter's families, including those who qualify for Pupil Premium funding, to have access to high quality pastoral support.</p>	<p>A Parent Support Adviser is available to all St Peter's families.</p> <p>Teachers and Senior Leaders understand individual circumstances for pupils and their families and are able to offer appropriate support.</p> <p>Individual barriers are identified and supported at the earliest possible opportunity.</p> <p>St Peter's families feel well supported by the school.</p>
<p>For all St Peter's pupils, including those who qualify for Pupil Premium funding, to have access to highly skilled support staff including ELSA practitioners to help them overcome barriers to learning.</p>	<p>Pupils who need support with emotional development and/or mental health are well supported.</p> <p>ELSA sessions have a positive impact on pupil wellbeing and outcomes.</p> <p>Pupils who need support with emotional development and/or mental health make at least expected progress.</p> <p>Specific action plans for individual pupils inform and drive provision.</p>
<p>For St Peter's pupils to have access to Mental Health professionals to help them overcome barriers to learning.</p>	<p>The Wiltshire Mental Health Support Team is used and has a positive impact on pupil wellbeing and outcomes.</p>

<p>For all St Peter's pupils to have access to enrichment opportunities including trips, residential visits and clubs.</p>	<p>Pupils eligible for Pupil Premium funding are supported financially and emotionally so that they attend the residential visit in Year 6.</p> <p>All St Peter's pupils have opportunities to attend extra curricular clubs and opportunities throughout the school year.</p>
<p>For Quality First Teaching to be prioritised for all St Peter's pupils in terms of staff CPD and whole school monitoring so that all pupils are able to make at least expected progress across the curriculum.</p>	<p>Instructional coaching model (Sherrington) is embedded and is supported by walkthrus as appropriate.</p> <p>Staff/CPD meeting are planned strategically to ensure that quality first teaching across the curriculum is the focus of all internal CPD.</p> <p>Regular opportunities for staff to plan collaboratively.</p> <p>Regular, high quality CPD for support staff.</p> <p>Regular, robust monitoring of all subjects by leaders to identify and address any inconsistencies as soon as they arise.</p> <p>All monitoring is timely and feedback drives standards and provision for pupils.</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: £2011

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – NFER tests (£1112)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 8</p>

<p>Develop school practice and training for staff using Beacon Training package</p> <p>(£499)</p> <p>Additional training for staff from Oxford Mental Health Support Team.</p> <p>(£400)</p>	<p>'On average, social emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment' (EEF teaching and Learning Toolkit).</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	<p>4, 6</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------

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

Budgeted cost: £25667

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the teaching of phonics and early reading – Lexia reading programme (£1167)</p> <p>It is run by an HLTA.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF states that:</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 5, 8</p>
<p>For all St Peter's pupils, prioritising those who qualify for Pupil Premium funding, to have access to highly skilled support staff including an ELSA to help them overcome</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists. Grahamslaw (2010) conducted a review of the impact of the ELSA project and concluded that the ELSA project was found to have a positive impact on support assistants' and children's self efficacy beliefs. Support assistants which were found to have the greatest impact on children's emotional self-efficacy beliefs had: completed the ELSA training, protected time to plan their</p>	<p>3, 4, 6, 7, 8</p>

<p>barriers to learning. Teaching Assistants support individual children in class and have use of Thrive materials. (£10370 ELSA, £13750 TA provision) (ELSA supervision £380)</p>	<p>ELSA work and protected time to attend refresher training events.</p> <p>A DfE 2018 review of published policies and information - <i>Mental health and wellbeing provision in schools</i> - was commissioned in response to the Green Paper '<i>Transforming children and young people's mental health provision</i>'. This review included Thrive as an initiative that supports and promotes positive mental health. McGuire-Snieckus et al 2015 identify that 'Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.'</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £23052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all St Peter's pupils to have access to enrichment opportunities including trips, residential visits and clubs.</p> <p>TA overtime and costs to release staff. (£2000)</p> <p>Financial support for residential visits, enrichment and extra curricular activities and trips. (£14948)</p>	<p>The Education Endowment Fund Teaching and Learning Toolkit identifies adventurous outdoor activity. The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impact, the limited evidence base means that an impact in months progress is not communicated. The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p>	<p>1, 2, 3, 4, 6</p>
<p>For St Peter's pupils to have access to a professional counsellor and other Mental Health</p>	<p>Good Practice Guidance for Counselling in Schools (2006) identifies that schools, like universities and colleges, are now employing counsellors to help them address the emotional needs that children and young people can have in response to experiences such as family breakdown and reconfiguration, bereavement, loss, family and peer relationship difficulties, anxiety and bullying. Counselling</p>	<p>3, 4</p>

<p>professionals to help them overcome barriers to learning.</p> <p>Behaviour support adviser for specific children £2000</p> <p>For St Peter's parents to have access to high quality support for their wellbeing and mental health.</p> <p>(Rise Trust: Parent Support Adviser £4104)</p>	<p>can be an effective source of support for these pupils, enabling them to function better both in and outside of school, enhancing their resilience and giving them resources to manage any future difficulties.</p> <p>Cooper et al 2021 conducted a large-scale study to identify the impact of counselling. They found that school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care. The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Total budgeted cost: £50730

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.

Priorities	Outcome/Impact
1. Teaching	
Training – Teachers/Subject Leaders attend regular CPD to support and improve the delivery of quality first teaching.	CPD and training has focused on the design and implementation of a revamped whole school curriculum.
2. Targeted Academic Support	
Lexia Intervention	Groups of children have been supported to improve their reading skills and comprehension. Individual reports indicate progress made.
Booster Groups - Year 6 children were able to access intervention/booster groups in maths with a trained TA, including PP children.	Individual children were supported to achieve age expected level in maths at the end of Year 6.
Directing Class TAs to support PP children within classes.	Classroom based TAs prioritise support for PP children and work alongside the class teacher to provide this.
ELSA - St Peter's has an Emotional Literacy Support Assistant who is available to support emotional and social development of pupils. She helped to oversee the support of the Pupil Premium children.	An invaluable resource, the ELSA met regularly with SLT to ensure she targeted children who were most in need of support. Every term PP children were discussed to see if further support of any kind could be given. Support included clothing and kit as well as pastoral and emotional.
3. Wider Strategies	
Parent Support Worker - St Peter's has a PSA available for parents to access help and support – she works for one day a week and is involved in several ongoing cases.	This has remained an important part of provision throughout the academic year.
Support for in school and extra-curricular activities: Swimming, the Beacon	This support enabled all of the children identified to take part in the activities and

residential and Tiger Martial Arts was funded for some PP children.	trips that they would otherwise not have been able to.
---------------------------------------------------------------------	--------------------------------------------------------

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Some was spent on access to 'The Garden of Dreams' self esteem intervention with the ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	Impact/outcomes recorded individually in ELSA records.