

# 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 Peter's CE Academy
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	4% (2 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	15 <sup>th</sup> November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Rebecca Walker
Pupil premium lead	Rebecca Walker
Governor / Trustee lead	Tracy Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£2690

# Part A: Pupil premium strategy plan

## Statement of intent

Following the disruptions of COVID-19, we have concluded from our assessments that there are significant gaps in early language development and oracy. It is our intent to ensure staff are trained in delivering targeted support, such as the Early Communication Screening Programme in order to raise standards, particularly in Early Years and KS1.

School closures have also had an impact on pupil's mental health, in particular their ability to cope with emotions. We plan to offer Relax Kids sessions each week for all pupils in order for them to develop strategies to help them recognise and deal with feelings and emotions. We will also fund 1:1 sessions for pupils who require additional support with this.

## Challenges

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

Challenge number	Detail of challenge
1	Parents have the necessary skills to support this learning at home.
2	Parents affording the contributions to school trips and residential visits.

## 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
For pupils to speak with confidence and clarity about their learning, using key vocabulary in the correct context.	Pupil voice recordings evidence the use of subject specific vocabulary as do independent pieces of writing.
For pupils to read with fluency and have a greater understanding of intonation and expression and to talk and answer questions about the text.	Target pupils are reading fluently with intonation and expression. They are able to answer questions about the text including inferential questions. Reading ages are in line or above chronological age.

<p>For pupils to have an understanding of emotions and feelings and why these may occur and to have the ability to engage strategies they have learnt in order to cope with these in everyday life.</p>	<p>Pupils are resilient and are able to cope with feelings and emotions. They are able to recognise when and how to engage strategies they have learnt.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training on using 'talk' in guided reading sessions and other curriculum areas. Developing the use of talk in order to learn.</i>	EEF Supporting Oral Language Development EEF Improving Literacy Guidance –KS1 and KS2 documents EEF – Preparing for Literacy document for EYFS	

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

Budgeted cost: £2240

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	
Turnabout intervention programme – training and materials	Previous use of this intervention programme has proved highly successful in improving auditory and visual memory and retention skills.	
Relax Kids sessions each week for all pupils	Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years.	

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

Budgeted cost: £250

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
We use this allocation to fund trips in school such as the Year 4 residential, trips related to the current topics being taught in school for our PP families.		

**Total budgeted cost: £2690**

## 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.

- Provide TA hours to deliver interventions including; Toe-by-Toe and Precision Teaching, delivered to four pupils. The impact of this additional 1:1 and/or small group support will be measured by pupils' reading ages being in line or above chronological age and an **aspirational** target of working at expected levels at the end of Year 4.

*Covid school closures obviously had an impact on progress and attainment this year. 64% of the target cohort had reading ages in line with their chronological age.*

- Provide pupils with Relax Kids sessions on a weekly basis to support the return to school, as part of the recovery curriculum.

*Pupils wellbeing was a priority following the return to school. The sessions provided them with strategies to help identify certain emotions and feelings and how to deal with them. It also helped to develop resilience and the ability to evoke calmness when faced with stressful situations. Parental and pupil feedback was incredibly positive.*

### 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