

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 CE Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	John Wright, Headteacher
Pupil premium lead	
Governor / Trustee lead	Sara Ward & Carmen Parfenie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,852
Recovery premium funding allocation this academic year	£15,660
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	£139,512

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Paul's is that all pupils make good progress and achieve highly across the broad and balanced curriculum that we provide. We serve a highly diverse community. We work to achieve good progress and attainment for all our pupils and utilise our pupil premium funding to support disadvantaged pupils in order that they too meet this intention. We have developed a pupil premium strategy to provide additional support to disadvantaged cohorts within the school.

We work carefully to identify and respond to the challenges that disadvantage can present to our pupils and their families, considering academic assessment data alongside wider factors which can also impact disadvantaged pupils. We recognise that disadvantage includes not only pupils eligible for the pupil premium, but can also include those with a social worker or significant pastoral needs, those from poorly paid working families, those recently arrived in the school following a period out of education or other instability and those recently arrived in the country, sometimes with no recourse to public funds. Our pupil premium strategy is also designed to meet the needs of these pupils, not to wait for pupils to become eligible.

The first and most fundamental factor to securing our strategy is the provision of high-quality teaching. We recognise that provision of high-quality teaching is the core factor in progress and achievement for all pupils and it is therefore as central to our pupil premium strategy as it is to the whole school provision. Where additional teaching provision is identified in our strategy, it is to mitigate against the impact of disadvantage to secure our goal of high attainment and good progress for disadvantaged and non-disadvantaged pupils. Our strategy provides for resourcing, support and training for our academic staff to embed and develop high quality teaching within our school.

Our strategy also makes provision for specifically focussed additional academic support for pupils. We know that nationally COVID has potentially reversed gains of almost a decade in closing the attainment gap and that disadvantaged pupils have fallen further behind during the pandemic. In our school this is broadly the case for our disadvantaged pupils too. We have carefully adapted our assessment and curriculum provision to identify pupils where this is the case and to refocus how we deploy teachers, teaching assistants and tutors, including through the use of recovery, catch up and school-led tuition funding, to provide effective support for these pupils especially in literacy and numeracy.

Whilst academic factors are central to the success of disadvantaged pupils, our strategy also addresses some of the wider areas of disadvantage. Some of the challenges faced by our disadvantaged families, such as insecure or inadequate housing, lie beyond our immediate influence. However, our strategy makes provision

for a range of wider issues, including the promotion of effective attendance, the provision of access to cultural capital opportunities within the local area and support for parents.

Our pupil premium strategy is designed to evolve and respond to common challenges, identified through careful assessment and analysis specific to our cohorts, rather than generalised assumptions. Many of the actions within our strategy complement one another to enrich the provision for disadvantaged pupils. Our strategy is designed to set the same high aspirations and expectations of attainment and progress for disadvantaged pupils as for any other pupil, adapting and enhancing provision to make success possible. Our strategy is built around careful use of existing assessment and professional knowledge to identify and develop support around disadvantaged pupils swiftly. Our strategy also supports all staff in understanding and responding effectively to the needs of disadvantaged pupils, in order that they, as all pupils are well supported to achieve well and make good progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils have greater difficulty learning and securing phonics at the same stage and rate as non-disadvantaged pupils. Disadvantaged pupils are over-represented in the small cohort of pupils who did not secure the phonics screener in December 2020. This has an impact on their early reading and writing, affecting confidence and attainment in reading.
2	Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils are less secure in spoken language and vocabulary on entry into the school. They are less confident to speak and initiate conversations. This is reflected in lower attainment in on entry in the Prime areas in 2020-21.
3	<p>Partial school closures and lockdown have had a significant impact on all pupils, but especially our disadvantaged pupils. Our assessments, observations and discussions with pupils as well as discussions with families during the partial closures and subsequently indicate this. This is also supported by nationally collected data. Remote learning tools were less effective for some of our cohorts, particularly the very youngest.</p> <p>The impact of this is particularly evident in writing and in specific gaps in knowledge across the curriculum. Attainment across the curriculum has been negatively impacted by the pandemic measures.</p>
4	Our internal assessment in the summer of 2021 indicates that maths attainment amongst disadvantaged pupils was below that of non-disadvantaged pupils.

5	<p>Our analysis of school attendance data in 2020-21 indicates that whilst our headline attendance figures are good, there is a divergence in attendance between disadvantaged and non-disadvantaged pupils (-3% average divergence Y1-6).</p> <p>Disadvantaged pupils were significantly over-represented in the number of persistent absentees in 2020-21 (83% of a cohort of 15 pupils – where PP children made up 28% of the school community)</p>
6	<p>Our analysis of contextual school data indicates that disadvantaged pupils are over-represented in other demographic factors in the school. In December 2020, disadvantaged pupils represented 100% of pupils on a Child Protection plan, 40% of pupils on a Child-in-Need plan, 100% of pupils receiving Early Help, 89% of pupils under assessment and 77% of pupils on the school's pastoral caseload. In 2020-21 disadvantaged pupils made up 46% of pupils on the school's SEN register. In 2020-21, 28% of the school's population were disadvantaged.</p>
7	<p>Analysis of the school's admissions data indicates that disadvantaged pupils are over represented in mobility demographics, with a small number of disadvantaged pupils joining and leaving the school in a very short period (less than two years). 43% of in-year admissions in 2020-21 were identified as disadvantaged. 39% of in-year admissions to the school in 2020-21 were directly from overseas. Mobility and transition through a number of schools during primary education are factors that can significantly impact academic attainment and progress.</p>
9	<p>Discussion with parents indicates that for a small number of disadvantaged pupils housing instability and poor quality, inappropriate housing presents a barrier to effective attendance and stability for some of our disadvantaged pupils.</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
Improved reading and phonics attainment amongst disadvantaged pupils.	<p>Assessment identifies pupils early in KS1 not making progress in phonics/early reading, early intervention is put in place, with evidence by phonic assessment/reading age/observation to show rapid progress.</p> <p>Pupils not achieving the phonic screener/age-expectation in reading at end of KS1 are identified and provided intervention, with evidence to show rapid progress to close gap with peers.</p> <p>Key Stage 2 reading outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.</p>
Improved security in spoken language and vocabulary. Improved confidence to speak and initiate conversation.	<p>Observation of pupils and assessment show significant improvement in spoken language amongst disadvantaged pupils. Disadvantaged pupils show greater confidence to initiate and sustain conversation, reflecting greater experiences of the world around them. Lesson observation, book scrutiny and professional dialogue indicate that</p>

	<p>disadvantaged pupils' language and vocabulary is significantly closer to non-disadvantaged peers.</p> <p>Visits and visitors into school (where pandemic allows) will have contributed to the quality of experience and oracy of pupils across the school.</p>
Improved writing attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 writing outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 maths outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.
To sustain and improve attendance for all pupils, especially low and persistent attending disadvantaged pupils.	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5% • The percentage of pupils who are persistently absent being below 8.2% and pupil premium pupils representing no more than 60% of the persistent absentee cohort.
To identify and support 'mobile' disadvantaged pupils to secure high level of progress and attainment, irrespective of mobility.	In-year admissions identified as disadvantaged through pupil premium or broader factors, rapidly assessed after admission for specific intervention and support, either academically or emotionally to promote rapid progress and attainment whilst on roll at our school.
To identify and target support at disadvantaged pupils who have been significantly impacted by partial school closure and lockdown.	<p>School assessment and observation adapted to identify disadvantaged pupils whose academic progress has been impacted significantly by partial school closure and lockdown for academic support through curriculum adaptation, intervention and tuition.</p> <p>Observation, professional dialogue and pastoral meetings to identify disadvantaged pupils needing additional emotional support as a result of lockdown experiences.</p> <p>As a result, the academic and emotional impact of lockdown and partial school closure will be mitigated against by school action.</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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional <i>Read, Write Inc</i> story reading and book bag books to enhance the teaching of phonics for all pupils. To match reading scheme books to phonic development of pupils and to support delivery of phonics and reading support in and beyond Key Stage 1.</p>	<p>The systematic use of a synthetic phonics programme, for example <i>Read, Write Inc</i>, has been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Whilst a synthetic phonics programme is most effective with younger pupils, it can support reading in older children who are behind age-expectation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,6,7</p>
<p>Deliver Elklan training across EYFS and KS1 to develop expertise and achieve Elklan accreditation, so that we are able to expertly deliver speaking and listening support to our youngest pupils, to develop strong oracy, reading and writing.</p>	<p>Elklan training enables us to develop a strong base of expertise, alongside our engagement in <i>Get Hounslow Reading</i> to provide oral language interventions to our pupils in Early Years and Key Stage 1. These will complement the Talk for Writing and genre-based literacy units in Key Stage 2. There is a comprehensive evidence base to suggest that oral language interventions can have high impact on early speaking, listening and reading for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,6,7</p>
<p>Enhancing and upskilling our maths teaching and curriculum planning in line with DFE and EEF Guidance.</p> <p>We will fund release of staff to engage with Maths Mastery Hub in Hounslow. To enable Maths Lead and other staff to evaluate our</p>	<p>The school has joined the NCTEM Maths Mastery Teaching programme. The Maths subject lead and another 'advocate' teacher will engage with this programme to evaluate and develop maths teaching across the school.</p> <p>The NCTEM maths mastery programme is an evidence-based approach to mathematics, recognised by the EEF.</p>	<p>4,6,7</p>

curriculum, teaching and learning to secure the best progress and attainment for our pupils.	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Provide training and resources to support pupils with social and emotional needs, through the implementation of DESTY Island.	<p>The pandemic has had a significant impact on the social and emotional wellbeing of pupils. Desty Island is an evidence-based programme designed to develop self-confidence, social skills and emotional resilience. This will complement our existing pastoral and mentoring support for pupils. Social and Emotional Learning is recognised as an effective support by EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,5,6,7,9
Provide training and resources to support reading with pupils in Key Stage 2, with a focus on pupils who have not developed a habit of reading regularly.	<p>A range of engaging high quality, age-appropriate texts that the teacher can guide and support pupils to read is vital to supporting progress and attainment in reading for all pupils, in particular those who are yet to develop regular reading habits. The English subject leader will use this resource to support staff in identifying pupils in need of additional support and intervention, to enable teachers to intervene rapidly and effectively. This will support the literature based English curriculum in Key Stage 2, where reading comprehension strategies are embedded in the teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,6,7

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

Budgeted cost: £98,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school-led tuition to	Small group tuition approaches can support pupils to make effective progress by providing	3,4,7

<p>disadvantaged pupils, where gaps in learning have been identified, leading to an attainment/progress gap.</p>	<p>intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Provision of teaching assistants to provide additional support for disadvantaged pupils in class.</p>	<p>Teachers have, since the return to school after partial closure, identified gaps in learning for their pupils. The provision and deployment of teaching assistants to support disadvantaged pupils, enables them to work closely with small groups and individual pupils, providing modelling, further tuition and feedback.</p> <p>The impact of close feedback and focussed deployment of teaching assistants is recognised by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4,7</p>
<p>Additional one-to-one phonics and reading support for specific pupils in KS1.</p>	<p>One-to-one, daily phonic and reading support to identified pupils in Key Stage 1 is designed to intervene and support pupils early in their schooling, once a potential gap becomes evident. One-to-one support every day enables the adult to structure and support a child's learning of phonics and early reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2</p>
<p>Additional teacher for English and Mathematics in Years 5 and 6.</p>	<p>Provision of an extra teacher within the Year 5 and 6 English and Maths groups each morning reduces class sizes in the upper juniors and provides for more individualised learning for all pupils, including the disadvantaged. Reducing class sizes shows a small benefit in EEF research, however the extent to which pupils can receive more</p>	<p>3,4,6,7</p>

	<p>individual learning (recognised as a more impactful strategy) is increased. Evidence is limited on both strategies in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Provision of small group maths and English tuition groups for Year 6 pupils</p>	<p>Small group tuition allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4,6,7

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

Budgeted cost: £14,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch a focussed attendance strategy which recognises and rewards strong attendance, with a core focus on reducing persistent absenteeism, particularly amongst disadvantaged children.</p> <p>This will include resourcing the programme and providing staff time to administer, publicise and promote the strategy.</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>We know from our own experience in school and associated data that the above statement from the DFE <i>School Attendance Guidance</i> is correct.</p>	3,5,7

	Our attendance strategy will complement our existing attendance procedures and is in line with recommendations in the DFE's Improving School Attendance .	
Deliver a series of parent support workshops for an identified cohort of families in Key Stage 1 to provide support to them in working with their child on early reading, homework and schooling. To develop relationships and partnerships.	Engaging parents, particularly those less likely to attend advertised workshops, is central to building an effective home-school relationship and to helping parents support their child's learning. Our Pupil Premium Advocate and Inclusion Coordinator have experience of doing this successfully. Working within the pandemic restrictions, we aim to engage and support families through this group. Out of this, we can often form lasting, secure relationships through which other challenges of disadvantage can be addressed. There is a strong evidence base in EFF research to show that this strategy can have a positive impact on disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6,7,9
Provide an additional programme of visits within the immediate locality of the school to targeted disadvantaged families in the younger year groups, to develop cultural capital, support literacy and oracy and build supportive relationships.	Our locality is intrinsically interesting and provides many opportunities to develop language, learning and understanding of the world. Engaging disadvantaged families in these trips helps to provide memorable experiences rich in language that are shared and can be developed in school. Our Pupil Premium advocate has experience of doing this successfully. This not only supports academic attainment, but also social and emotional wellbeing. Research and evidence into the impact of educational visits is limited, however we know that previous visits in our immediate locality have had a benefit on our cohorts, through parent and pupil discussion as well as discussion with local venues we have visited. Some of the visits reflect arts participation activities, for which there is EFF evidence.	2,5
Subsidise access for disadvantaged families to peripatetic instrument lessons, extra-curricular clubs and infant milk scheme.	By reducing the cost of peripatetic lessons and extra-curricular clubs, we can provide access to these additional arts participation activities to more disadvantaged pupils. Arts participation has been shown by EFF to have a positive impact for disadvantaged pupils.	3,4,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Contingency fund for acute issues.	We know from experience that from time-to-time, immediate, acute barriers and challenges may arise that impact attendance, wellbeing and/or attainment for disadvantaged pupils. This can include a sudden change of housing, family illness or short-term financial difficulties. These can then become a barrier to a child attending or participating effectively in learning. A small amount of money needs to be set aside for these and other as yet unidentified needs.	All

Total budgeted cost: £139,512

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.

Our internal assessment data for 2020-21 indicates that attainment for all pupils, but especially disadvantaged pupils fell below previous years. Progress and attainment was lower than our historic trends for disadvantaged pupils. National assessments were not conducted in 2019-20 or 2020-21. As a result, the previously identified attainment and progress outcomes from our 2018-19 and 2019-20 pupil premium reports cannot be determined as they were designed. 2020-21 saw the partial closure of schools and significant disruption due to the COVID pandemic response. This had a significant impact on our pupil premium strategy, with priorities being refocused once the nation went into lockdown. The pandemic put a similar strain on schools nationally and we know that at a national level, disadvantaged pupils were most affected by the partial closure of schools, learning loss and the emotional impact of the pandemic.

In the run up to and during the national closure of schools, we redeployed our pupil premium staffing and resources to support the following:

- Planning, training and creating resources to provide high quality remote provision for all pupils – both those at home and those in the key worker groups in school (disadvantaged pupils were present in both groups).
- Training and familiarisation for pupils and families in the use of Google Classroom.
- Identification and provision of IT resources for pupils with insufficient devices at home in the run up to and during remote learning (disadvantaged pupils were significant in this group).
- Provision of hard copy and additional resources to support remote learning – on an individual level.
- Pastoral contact and support for families during remote learning (disadvantaged pupils were significant in this group).
- Physically meeting and supporting needs of families on collection of school meal parcels from the school.
- Delivery of learning materials and meals parcels for specific families, where disadvantage/vulnerability was high.

On the return to school in March 2020, we again refocused to identify and engage families with concerns about returning to school, in order to secure effective attendance, to provide pastoral and mentoring support to pupils, to assess and identify

need of pupils on their return to school, to provide small group intervention and support and to restart parent engagement and other activities originally planned at the start of the academic year – these had to be adapted to comply with COVID regulations in place in school at the time.

Many of the activities that we undertook in 2020-21 have been built on in this current strategy document, in recognition of the continuing response to the COVID pandemic and to the needs of our disadvantaged pupils.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy set out in this document will be supported by other school activities, which sit outside of pupil premium or recovery funding. These activities seek to provide for all pupils in the school, but will also have a significant impact on disadvantaged pupils. These include:

- Delivery of a newly designed topic curriculum, with, as the pandemic restrictions allow, a range of visits out of school and visitors into school to extend and develop learning, vocabulary, language and interest for all pupils.
- The re-introduction and extension of extra-curricular after-school activities – sports, chess, choir etc.
- The development of the school’s peripatetic instrument lessons, engagement in borough level bands/music ensembles and a possible after-school music ensemble.
- Re-introducing and re-building the school’s PFA events to provide minimal cost social events for all families, including the disadvantaged, restarting the sale of second-hand uniform.
- Enhancing ‘outreach’ activities with families of disadvantaged families to refine our understanding of and to develop actions to address challenges faced by disadvantaged families.
- Actively identifying families likely to be eligible for pupil premium funding and providing support to apply, where needed.
- Advocating with local service partners, councillors and our local authority for families experiencing difficulties associated with disadvantage, for example: debt, employment instability, housing instability and ill health.
- Adapting the school’s provision to meet the needs of the pandemic response, whilst putting pupils’ education and wellbeing at the forefront of our decision making and planning.