

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 CofE Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	(84) 36.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amy Harvey
Pupil premium lead	Anne-Marie Waterston
Governor / Trustee lead	Emma Barnard (long term sick)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,000
Recovery premium funding allocation this academic year	£6,000
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	£110,000

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Junior School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful, we are guided by the following principles.

- We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.
- We promote the power of positive, growth mindsets in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- We have systems in place which carefully monitor, manage and support good behaviour and attendance for all our pupils. If poor attendance is an issue, this is addressed as a priority.
- Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to engage and empower parents and carers in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.
- We aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment An average of 45% of pupil premium children arriving into year 3 for the year academic year 2021-2022, have low attainment across reading, writing and maths.
2	Deprivation

	Fenland has the highest level of IMD across the whole of Cambridgeshire, with St Peter's School being in the 10% most relatively deprived LSOA's nationally.
3	Parental engagement is key to supporting our pupil premium children and we need to ensure that we are working together with parents to help them understand how to support their child at home. Due to Covid we have been limited on the amount of face to face support we can offer.
4	Attendance
5	Low aspirations At the time of the 2011 35% of Wisbech residents over the age of 16 had no qualifications. Although, we are waiting for the new census data it still hold true as an indicator for the aspirational values attributed to our local community. Children's experience of the world is very limited due to poverty and disadvantage many of them face, and this in turn reduces their want or need to succeed in education or beyond.
6	Behaviour Disruptive behaviour form a small minority of pupil premium children is a focus for our Steps and Thrive team. Poor behaviour can lead to disengagement and ultimately poor outcomes.
7	Limited World Experience Increasing opportunities and broadening pupils experiences remains a priority for our pupil premium children who may not have had the opportunity to take theatre trips, travel within the UK and aboard or read extensively for pleasure.
8	Recruitment and Retention The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled, bored, anxious or disruptive children.

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
All pupil premium children make expected progress across reading, writing and maths from their starting point.	Quality first teaching is planned and delivered so that all children make good or better progress.
Reduce the gap between the progress made between pupil premium and non-pupil premium children by%	Small group interventions are planned and delivered through TA's/HLTA's and trainee teachers to target support where needed. Children access Doodlemaths and Nessy for 10 minutes a day to address gaps in knowledge.

<p>Children develop resilience and an increased sense of self-worth. Their aspirations increase and their love of learning grows.</p>	<p>To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing through Thrive, Forest School and pupil premium champions</p>
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The most recent research (EEF) suggests that Quality First Teaching has the biggest impact on children's progress and attainment, especially children from disadvantaged backgrounds.</p> <p>Introducing a knowledge rich curriculum alongside techniques such as explicit instruction, retrieval, sequencing and attention to cognitive load are all proven methods to ensure lessons are planned to meet the needs of all children.</p>	The whole school

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion for each PP child.</p> <p>2 x weekly interventions (30 mins) in maths and reading.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p>	All pupil premium children
(catch up) Year 6 booster wrap round sessions for grammar,	As above.	All pupil premium children

reading, writing and maths.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	<p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. It has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Evidence suggests that it closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance</p>	19 (need dependent)
Forest School	<p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it.</p>	All pupil premium children
Individualised programmes to identify and address gaps in maths and reading.	Doodle maths is an online platform which automatically targets each child's learning gaps and consolidates their knowledge, ensuring progression through the curriculum and removing the need for setting differentiated work.	90 children
Doodlemaths Nessy	Nessy programmes are developed in collaboration with specialist teachers and the world's leading academic researchers. The programme is research-proven and designed	50 children

	to follow the Orton-Gillingham principles of structured, multi-sensory learning. The programme works for all children especially those with dyslexia.	
Amazon rewards		
Uniform	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms, therefore schools intending to promote a school uniform policy should therefore consider what provision can be made to cover the costs of uniform for disadvantaged pupils.	Children in most need.
Breakfast club, break provision and free School Meals	4.3 million children were living in poverty in the UK before the pandemic and 12% of households with children experienced food insecurity between August 2020 and January 2021. That's 9 in every classroom of 30. Currently more than half of all primary school children miss out on a healthy school meal, many for reasons of poverty. Free school meals have been shown to improve health and help tackle health inequalities, as well as removing the poverty trap faced by parents.	All pupil premium children

Total budgeted cost: £104,000

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.

Due to Covid disruptions over the last academic year it is very difficult to provide an accurate account of the impact our pupil premium activity has had on our children. There is no formal statutory assessment to present for 2020-2021.

However, below is a summary of what we were able to achieve and how the children benefited

1. At the beginning of the year, all pupil premium children were assigned a pupil premium champion to support them emotionally and academically. Pupil premium champions are TA's from each year group and have constant contact with the children.
2. During online learning all pupil premium children were offered weekly targeted sessions, with their pupil premium champion, where extra tuition took place.
3. Whilst learning from home, Thrive children were provided with individualised craft boxes, alongside one to one online support with a thrive practitioner. This enabled children to receive continued emotional support during what may have been a very anxious and worrying time.
4. After returning from online learning, all pupil premium children received extra weekly face to face maths sessions. These sessions were carefully targeted, based on assessment and delivered through a programme called Active Maths.
5. Alongside the maths sessions, children also received weekly one to one reading sessions.
6. As part of the MITA project TA's have also been deployed to support pupil premium children within the classroom setting, scaffolding, setting next steps, building independence and team teaching where appropriate. This multi-faceted approach to classroom pedagogy ensures all children are receiving quality first teaching from all teaching staff.
7. Forest school also resumed in the summer term, providing extra rich curricular activities for children in need of emotional release.
8. Children also benefited from the purchase of Doodlemaths and Nessy, these are two individualised programmes designed to identify gaps in maths and reading skills and address them through an online platform.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.