

# Pupil premium strategy statement – Heswall St Peter’s CE Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	01.09.24
Date on which it will be reviewed	30.06.25
Statement authorised by	Dave Wallace
Pupil premium lead	Emma Buckle
Governor / Trustee lead	John Dowler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0

<b>Total budget for this academic year</b>	£17,760
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## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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1	Assessments, observations, and triangulation indicates underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and triangulation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their ability to executive function capability during their daily transition from home to school.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	Internal formative data shows that disadvantaged children make at least age-related reading progress, measured by their reading age assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Internal formative data shows that disadvantaged children make at least age-related maths progress, measured by their maths age assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £6400 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612211/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	<p>3</p>
<p>Ongoing costs of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £400</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>2</p>
<p>1:1 support in Maths lessons (£3000)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="#">EEF</a></p>	<p>3 4</p>
<p>1:1 support in English lessons (£3000)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="#">EEF</a></p>	<p>4</p>

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

Budgeted cost: £5760 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach English /Consolidation £2000	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006) Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	1 4
Pre-teach Maths /Consolidation £2000	Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017)	1 3 4
Pre-teach Reading /Consolidation £400	As above	1 4
1:1 phonics catchup £300	Children in Year 2 and above who are not reading at the expected level for their age. It mirrors the main phonics programme but has been created to help children catch up quickly, so it has a faster pace. By the end of the Rapid Catch-up programme, children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.	2
Little Wandle Phonics Intervention £530	As above <a href="#">L&amp;S</a>	2

Specific 1:1 intervention (Toe by Toe, Write from the start and IDL) £530	Pupils identified with a specific need have targeted daily 1:1 intervention, proven and well researched to raise attainment.	2
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £9580 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities to engage in wider curriculum activities including after school clubs. £2500	Extracurricular activities are an important part of education in its own right. These approaches can increase engagement in learning. The EEF Toolkit has a strand on arts participation.	4 5
Lunchtime Well-being Club £330	Lunchtime clubs help build student engagement, social skills and inclusion for all students. They support students who may struggle with lack of structure in the school playground.	5
Lego therapy £200	LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts <a href="#">LEGO</a>	5
Sensory breaks £1000	<a href="#">Sensory breaks</a> For pupils who have sensory differences, breaks are effective and students can benefit from a classroom-based sensory program as an investment in classroom performance	5
Soft Start £750	Daily soft start allow pupils time to transition from home to school, to rebuild those connections with school, key adults and the demands of daily school life.	5

SEMH support group £900	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. <a href="#">EEF</a> has information on this.	5
SEMH IEP £900		
Debriefs £500		
Social communication intervention £300		
Emotional support £200 x2		
ELSA £2000	Evidence shows that ELSA is an effective intervention for addressing children's social and emotional challenges.	5

**Total budgeted cost: £21,740**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The school still has a relatively low number and % of PP children. Our IDSR indicates that we are well below average for these statistics. For example, in the 2024 Y6 national tests there were no disadvantaged children taking part. Therefore, it is difficult to identify trends as our pupils need to be looked at on an individual basis. Data from tests and assessments suggest that, in addition to some strong individual performances, the progress and attainment of some of the school's disadvantaged pupils in 2023/24 was below expectations for non-disadvantaged pupils. Our analysis suggests that the reason for this is the ongoing impact of COVID-19, and increasing levels of SEND amongst disadvantaged pupils. The attainment gap between some of our disadvantaged pupils and non-disadvantaged pupils has grown over recent years.



This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are slowly returning to be on course to achieve the outcomes that we set out to achieve. We reviewed our strategy plan for 2023-2024 and made changes to how we intend to use some of the budget and costing/monitoring more effectively. We intend to continue with these changes this year although we have less PP funding than the previous year.

## **Service pupil premium funding (optional)**

## Further information (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our service funding of £680 is spent on access to emotional literacy support assistants.

### **The impact of that spending on service pupil premium eligible pupils**

There is a positive mindset for our service families and the children are achieving academically and pastorally.

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.