



Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Church of England Primary School, Rochdale
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	176 (42.2%)
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2022-23
Date this statement was published	7th October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr A Whelan
Pupil premium lead	Mrs L Stubbs
Governor / Trustee lead	Mrs M Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,760
Recovery premium funding allocation this academic year	£25,520
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	£269,280

Part A: Pupil premium strategy plan

Statement of intent

Our intent to support those children who are eligible for Pupil Premium, also known as Disadvantaged Pupils, at St Peter's is as followed:

We want all pupils to feel part of a warm, welcoming school community which enriches their life experience and ensures that every child has the same opportunity to achieve, attend school regularly and on time, feel safe and have a protective home and school environment which enables them to thrive both personally and academically. When a child attends St Peter's, they are automatically part of a family and they should feel valued, respected and know they have a right to celebrate who they are.

We have a high percentage of children who are eligible for Pupil Premium at St Peter's, which makes up almost half of our school cohort. Because of this we take a whole school approach to supporting all pupils equally and ensure a holistic approach across school to help all achieve their full potential and more. This may be through interventions, 1:1 work, support from agencies, working closely with parents or working closely with the child in whichever approach is needed. Our school environment is a huge factor within this, where it provides children with high quality life experiences and opportunities for children to build resilience and enjoy every part of their time in school.

Our key principles we want to achieve for those pupils eligible for Pupil Premium are:

- Improved oral language skills in Reception
- Improved oral language skills in KS1 and beyond
- Improved outcomes for pupils with safeguarding concerns
- Improved outcomes for pupils, both through targeted interventions strategies and 1:1 IEP/ ICP targets.
- Equal opportunities for pupils to access a high quality school learning environment and wider school activities, such as clubs, out of school visits and residential trips.
- Improved engagement with parents to achieve better outcomes, through ensuring attendance is monitored, and ensuring children entering our EYFS are 'school ready'.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are low on entry.
2	With limited SALT external agency input due to COVID-19, there is an increasing number of PP children in KS1 who are not yet at age related level with their language and oracy skills.
3	Children's Social, Emotional and Mental Health can affect pupil performance.
4	PP children must make progress in line with their abilities, including those who are higher ability.
5	Parental engagement and at home support can impact children's school readiness and independence.
6	COVID related school closures over the past two academic years have left some children with gaps in learning, especially those children who had been on extended holiday.

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
Improve oral language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in EYFS make rapid progress by the end of the phase so that all pupils eligible for PP meet age related expectations with their language skills. This is targeted from Nursery, to ensure the earliest intervention is put in place.
Improve oral language skills for pupils eligible for PP in KS1 and beyond	Pupils eligible for PP in KS1 and beyond make rapid progress by the end of the phase so that all pupils eligible for PP meet age related expectations with their language skills.
Improved outcomes for pupils eligible for PP with safeguarding concerns (including attendance issues).	Parents whose children are eligible for PP have access to Family Support and Parent courses, ensuring best possible outcomes for all. Pupils eligible for PP across the whole school have access to appropriate social, emotional and health related interventions to ensure progress is not hindered.
Improved outcomes for pupils eligible for PP, both through targeted interventions strategies and 1:1 IEP/ ICP targets.	Pupils eligible for PP make rapid progress through access to interventions when necessary and appropriate so that all pupils eligible for PP make progress in line with their ability. This includes those children who are higher ability, who should still feel adequately challenged. The use of targeted interventions and IEP or ICPs are used for focus time for children needing support or a specific challenge.
Improved engagement with parents to achieve better outcomes for pupils eligible for PP, and ensure children entering our EYFS are 'school ready'.	Parents are engaged in their child's learning, they know how they can best support them and external agencies are involved if needed to support at home. Children's independence and life skills are supported from home and parents know how they can ensure their child is ready to start school.
Children who are eligible for PP have equal opportunities to access a high quality school learning environment and wider school activities, such as clubs, out of school visits and residential trips.	Children who are eligible for PP can still access the cost of trips and out of school activities. This will enable them to gain a broader sense of the world and a wider sense of being/ purpose. This will impact their learning positively and help them in focussing towards goals and important life skills. The school environment reflects this, and the school grounds and learning environment gives children an enriching experience that impacts their academic and personal progress.
Children in Key Year groups such as 2, 5 and 6 have access to additional quality taught sessions to close any identified gaps or focus on specific areas that children are least confident in.	Recovery Premium to be used for additional staffing and focussed teaching time for those pupils who need it the most, especially in Key Year groups such as Year 2, 5 and 6. Identified areas include Reading, Writing and Phonics, and teaching time will be focussed initially on these areas for these year groups.

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.

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

Budgeted cost: £197,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT TA to continue work with identified children throughout the week (1:1 or small group work) Early Talk Boost and Talk Boost assessments delivered in Nursery and Reception. TAs to deliver interventions to address identified issues.	<p>We want to invest some of the PP in closing Speech and Language gaps for all pupils.</p> <p>We want to invest in potential ongoing training for those delivering the interventions</p>	1,2,4
Pupils eligible for PP in KS1 and beyond make rapid progress by the end of the phase so that all pupils eligible for PP meet age related expectations with their language skills. Those who do not, have specialist plans in place that continue to be targeted.	<p>We want to invest some of the PP in closing Speech and Language gaps for all pupils.</p> <p>We want to invest some of PP in using TA time to deliver bespoke SALT plans for pupils who are currently under the NHS SALT.</p>	1,2,4
<p>Staff throughout school deliver evidence based interventions which directly impact children's progress in class.</p> <p>Staff are strategically placed so that they work with the children in their key stage, to filter through strategies taught in interventions straight into class.</p> <p>The three waves of provision approach is used to tailor 1:1 work for children who require additional support.</p> <p>This is also applied to those high ability children to ensure they have specific time to have challenging mastery level work in addition to the higher level work in class.</p>	<p>PP children need targeted support to ensure they achieve at least expected progress</p> <p>IEPs/ ICPs use SMART targets which are tracked at least termly, to log smaller steps of progress which are bespoke to each child.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, the majority being evidence based, but also some informal interventions to directly support in class learning through pre/post teaching methods.</p>	4
Year 6 have continued access to additional Reading groups that enable them to continue to close any gaps caused by COVID related school closures.	Additional small group sessions will increase their confidence in key areas, ensuring children leave for High School as confident readers and knowing their achieved their best.	6
Year 2 have continued access to additional Phonics groups that enable them to continue to close any gaps caused by COVID related school closures.	Additional small group Phonics sessions will ensure any key gaps are closed, children leaving Year 1 and 2 have a confident phonics knowledge which they can build upon to become confident Readers.	6

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

Budgeted cost: £72,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager implements family support including EHA, CIN, CP procedures</p> <p>Comprehensive package of social, emotional and behavioural interventions planned and delivered 1:1 targeted work</p> <p>Deputy/Pastoral manager monitor and address attendance issues following policy.</p> <p>Access to in house counsellor or 1:1 emotional support sessions should the need arise.</p> <p>Attendance to breakfast club to enable earlier arrival</p>	<p>PP children need targeted support to ensure their mind set is effective for wanting to achieve and learn.</p> <p>Some PP children have additional needs due to various home/ social care concerns that require a further level of support.</p>	3, 5
<p>The school grounds are an enriching experience, this is maintained to ensure children can continue to access this and benefit positively from it. This includes areas such as a woodland walk, climbing/play equipment, pond, vegetable patches, butterfly and insect garden and outdoor EYFS provision.</p> <p>School trips, residential and in school visits/ clubs to be funded if needed to ensure those children from disadvantaged backgrounds have equal opportunities.</p>	<p>Some of these school experiences will be ones that children in our school community would not otherwise access. Regular access to outdoor environments is proven to have a positive impact on children's ability to access learning and overall mental health and well being.</p> <p>The school grounds offer life experiences that some children may never have, such as pond dipping, woodland walks and growing and harvesting their own vegetables.</p> <p>Trips, visitors and residential enhance in class learning across a range of subjects. Again, a lot of these are life experiences children may never get to have, and this will positively influence them as a whole and ensure they are gathering a wide experience of the world around them, but also influence their learning and progress in class.</p>	3,5
<p>School to arrange courses for parents.</p> <p>Use of 2Simple Evidence Me online Learning Journeys to evidence children's progress, this can in time be used as a tool to share progress with parents at home in a more freely accessible way.</p> <p>Better communication between home and school, especially 'hard to reach' parents, vulnerable families and disadvantaged.</p>	<p>PP children and their parents at times need additional support to ensure effective outcomes for their children, including being prepared for school and attending regularly and punctually.</p> <p>Children often start school with low independent life skills, such as feeding, toileting, dressing and confidence/ willingness to do things by themselves. They join us in our EYFS with very low starting points. This not only impacts their emotional well being on entry to school, but also their ability to make progress and access the enriching provision to its full potential.</p>	3,5
<p>Resurrection Mindset to be re-launched across school, with this being a focus on building children's resilience in all aspects of school life.</p>	<p>Resilience is proven to be a key protective factor for all children, especially vulnerable or disadvantaged children, or those with low confidence and self-esteem.</p>	3

Total budgeted cost: £269,280

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.

2022-23 Pupil Premium Strategy Outcomes and Review

Intended Outcome	Review Summary
Improve oral language skills for pupils eligible for PP in EYFS.	<ul style="list-style-type: none"> • Talk Boost, NELI and Early Talk Books interventions implemented successfully across EYFS which showed progress • Wellcomm interventions implemented successfully across Year 1 and showed progress • 1:1 SALT sessions with SALT TA showed on going progress and impact
Improved outcomes for pupils eligible for PP with safeguarding concerns (including attendance issues).	<ul style="list-style-type: none"> • Attendance was monitored on Google Classroom and devices/ technical support supplied to those children who did not have access. • When school was open/ bubbles open, children's attendance was monitored. EWO involved where needed as well as Early Help for some families. COVID testing/isolation impacted this significantly, as well as some families being stuck abroad.
Improved outcomes for pupils eligible for PP through targeted interventions strategies (including Every Child Counts interventions).	<ul style="list-style-type: none"> • When interventions were able to take place, good progress was evident. • When IEP/ ICPs could take place, again good progress was evident and children achieved their targets.
Improved engagement with parents to achieve better outcomes for pupils eligible for PP	<ul style="list-style-type: none"> • Due to COVID limitations, face to face meetings could not take place. Continued phone calls or Zoom meetings were on going for those families when needed, as well as food parcels and resource packs.
Higher rates of progress for most able pupils eligible for PP.	<ul style="list-style-type: none"> • Children made good progress when in school, use of COVID catch up funding for after school

Please note: Due to COVID-19 government school closures, repeated bubble closures and reduced input from external agencies, our outcomes have not had the full impact intended, because of this most of these have carried over to next year's plan.