

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Peter's Anglican Methodist School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	12.0%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Paul Smith
Pupil premium lead	Nic Baykaa-Murray
Governor / Trustee lead	Ben Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22080
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	£22080

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will embrace the school's vision of dream, believe and achieve to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment – To bridge the gap between attainment of disadvantaged in certain year groups.
2	Wellbeing Support – To support the children with difficulties with home life and friendships
3	GDS writing support – to ensure the GDS target child reach their targets.
4	Parental Engagement – Engage with the parents to get them supporting their children.
5	Attendance – To ensure the attendance of disadvantaged pupils improves

## 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
Further develop prosody within reading (Phonics and Guided Reading)	<ul style="list-style-type: none"><li>• Children will develop confidence around prosody</li><li>• Reading and phonics progress will be moving towards inline or better than their peers</li><li>• Children will further develop their comprehension skills</li></ul>

<p>Ensure quality teaching and learning of basic English and Mathematics skills. (Link to Quality First Teaching)</p>	<ul style="list-style-type: none"> <li>• Teachers will plan lessons that include the identification and support of PP children</li> <li>• PP sessions will address pre-teaching and post teaching of English and Mathematics skills.</li> <li>• PP children's outcomes will be moving towards inline or better than their peers.</li> </ul>
<p>Improve writing outcomes for those children targeted at GD.</p>	<ul style="list-style-type: none"> <li>• Teachers will plan lessons that include the identification and support of PP children</li> <li>• Targeted editing sessions for those PP children identified as GD writers</li> </ul>
<p>Improve pupils' attitudes to learning including resilience and determination, including attendance.</p>	<ul style="list-style-type: none"> <li>• PP children's attitudes to learning will be positive and demonstrate the schools' vision (Dream, Believe, Achieve) and rules (Ready, Respectful, Safe).</li> <li>• Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers.</li> </ul>

## 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. All evidence can be found at <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in Adaptive Teaching	<ul style="list-style-type: none"> <li>• High impact on pupil outcomes of 6 months' additional progress</li> <li>• Matching language activities to learners' current stage of development extends their learning and connects with the curriculum</li> <li>• Support adults to ensure they model and develop pupils' oral language skills and vocabulary development</li> </ul> <p style="text-align: center;"><i>Evidence for EEF (Oral language interventions)</i></p>	15
Peer Teaching Model	<ul style="list-style-type: none"> <li>• Positive impact on both tutor &amp; tutee</li> <li>• Most effective when used to review or consolidate learning</li> <li>• Intensive blocks with regular sessions are most effective</li> </ul> <p style="text-align: center;"><i>Evidence from EEF (Peer tutoring)</i></p>	15

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

Budgeted cost: £20,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group sessions – pre-teaching and catch up	<ul style="list-style-type: none"> <li>• Average impact of 4 months additional progress over the course of a year</li> <li>• Most effective when it's targeted at pupils' specific needs</li> <li>• Small group sessions more cost effective than 1:1 tuition</li> </ul> <p><i>Evidence from EEF (Small group tuition)</i></p>	15
1:1 or 1:2 sessions for reading/phonics	<ul style="list-style-type: none"> <li>• Phonics has a positive impact overall (+5 months)...it is an important component of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>• Improves the accuracy of children's reading...</li> <li>• Reading comprehension strategies are high impact (+6 months). Alongside Phonics it is a crucial component of early reading instruction</li> <li>• Most beneficial when taught explicitly and consistently</li> <li>• It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</li> </ul> <p><i>Evidence from EEF (Phonics and Reading comprehension strategies)</i></p>	2
1:1 or small group sessions for redrafting writing (UKS2)	<ul style="list-style-type: none"> <li>• See evidence for small group tuition and 1:1 intervention</li> </ul>	1
Social Groups - utilise strategies such as 'Zones of Regulation' to develop social and emotional needs	<ul style="list-style-type: none"> <li>• Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes</li> <li>• Well targeted approaches...have greater impact</li> <li>• Evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils</li> </ul>	3

	<i>Evidence from EEF (Social and emotional learning)</i>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Miscellaneous costs for PP children e.g. school trips, Before or After School Club, Uniform costs etc	<ul style="list-style-type: none"> <li>• Children are able to participate in extended learning and extra-curricular activities</li> <li>• Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into the broader school improvement process which includes the development of school ethos and the improvement of behaviour and discipline.</li> </ul> <p style="text-align: right;"><i>Evidence from EEF (School uniform)</i></p>	15

**Total budgeted cost: £ 22,080**

## 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.

Attendance	<u>Attendance (Week 6) Term 6</u>						
	<u>Above 95%</u>	<u>Between 90% &amp; 95%</u>	<u>Below 90%</u>	<u>Of which ...Below 80%</u>			
	8/14	3/14	3/14	1/14			
Attendance	<p>There were 14 pupils on the Pupil Premium register (2024/2025). Interventions were timetabled and implemented where possible. End of year attendance for this group was 93.1% which is again, slightly below the National Average of 95.3%. 3 children are below 90%. The additional child who has slipped under 80% was because of Social Care involvement and an unsettled home environment.</p>						
Reading and Writing Outcomes	<u>Reading (attainment)</u>						
	Year group	All pupils (%)			PP (%)		
		E	D	S	E	D	S
	Year 1 (2)	9.8	18.6	71.7		100.0	
	Year 2 (3)	10.9	26.5	58.0		33.3	66.6
	Year 3 (1)	4.3	41.5	53.5		100.0	
	Year 4 (2)	1.5	43.2	56.3		100.0	
	Year 5 (4)	0.0	11.0	89.0		100.0	
	<u>Year 6 Reading Outcomes</u>						
		All Pupils (%)		PP (%) (1)			
	PKS	5.8		0.0			
	WTS	23.5		0.0			
	EXS	35.2		100.0			
	EXS+	70.5		0.0			
	GDS	35.2		0.0			
	<u>Writing (attainment)</u>						
	Year group	All pupils (%)			PP (%)		
	E	D	S	E	D	S	
Year 1 (2)	16.7	31.3	47.4		100.0		
Year 2 (3)	8.1	24.8	62.7		33.3	66.6	
Year 3 (1)	9.0	31.7	59.0		100.0		
Year 4 (2)	2.0	27.5	70.1		100.0		
Year 5 (4)	0.0	34.5	63.7		100.0		
<u>Year 6 Writing Outcomes</u>							
	All Pupils (%)		PP (%) (1)				
PKS	17.6		0.0				
WTS	11.7		0.0				
EXS	70.1		100.0				
EXS+	0.0		0.0				
GDS	0.0		0.0				

	<p>In terms of attainment and progress, it remains a very mixed picture across the school. Most PP children at the end of the year were assessed at developing in both reading and writing. This indicates that they need further support to ensure that by the end of KS2, they can be working at or at least very near expected outcomes.</p> <p>Attainment and progress in maths is much more positive with a large proportion of PP children achieving the same or better than their peers. This reinforces our strength on maths across the whole school.</p> <p>Reading and writing remains a priority for this group of children. Prosody within Guided Reading sessions and the continuation of Early Morning Readers will remain.</p> <p>End of Key Stage results were positive for that specific cohort with our 1 PP child achieving Expected Standards across the board.</p> <p>Writing outcomes were particularly impressive and a significant improvement on last year. Work needs to focus on the more able achieving Greater Depth next academic year.</p>																																																																		
<p>Maths Outcomes</p>	<p>Maths (attainment)</p> <table border="1" data-bbox="443 741 1147 969"> <thead> <tr> <th rowspan="2">Year group</th> <th colspan="3">All pupils (%)</th> <th colspan="3">PP (%)</th> </tr> <tr> <th>E</th> <th>D</th> <th>S</th> <th>E</th> <th>D</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>Year 1(2)</td> <td>10.1</td> <td>20.0</td> <td>58.6</td> <td></td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Year 2 (1)</td> <td>9.6</td> <td>29.0</td> <td>56.2</td> <td></td> <td>66.6</td> <td>33.3</td> </tr> <tr> <td>Year 3 (2)</td> <td>3.4</td> <td>18.1</td> <td>78.5</td> <td></td> <td>100.0</td> <td></td> </tr> <tr> <td>Year 4 (4)</td> <td>0.0</td> <td>17.7</td> <td>82.3</td> <td></td> <td></td> <td>100.0</td> </tr> <tr> <td>Year 5 (1)</td> <td>0.0</td> <td>13.0</td> <td>87.0</td> <td></td> <td>25.0</td> <td>75.0</td> </tr> </tbody> </table> <p>Year 6 Maths Outcomes</p> <table border="1" data-bbox="443 1037 1147 1229"> <thead> <tr> <th></th> <th>All Pupils (%)</th> <th>PP (%) (1)</th> </tr> </thead> <tbody> <tr> <td>PKS</td> <td>0.0</td> <td>0.0</td> </tr> <tr> <td>WTS</td> <td>23.5</td> <td>0.0</td> </tr> <tr> <td>EXS</td> <td>47.0</td> <td>100.0</td> </tr> <tr> <td>EXS+</td> <td>76.4</td> <td>0.0</td> </tr> <tr> <td>GDS</td> <td>29.4</td> <td>0.0</td> </tr> </tbody> </table>	Year group	All pupils (%)			PP (%)			E	D	S	E	D	S	Year 1(2)	10.1	20.0	58.6		50.0	50.0	Year 2 (1)	9.6	29.0	56.2		66.6	33.3	Year 3 (2)	3.4	18.1	78.5		100.0		Year 4 (4)	0.0	17.7	82.3			100.0	Year 5 (1)	0.0	13.0	87.0		25.0	75.0		All Pupils (%)	PP (%) (1)	PKS	0.0	0.0	WTS	23.5	0.0	EXS	47.0	100.0	EXS+	76.4	0.0	GDS	29.4	0.0
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## 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*


<b>Programme</b>	<b>Provider</b>
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**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

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

**Further information (optional)**

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