

# Pupil premium strategy statement – Belgrave 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	194
Proportion (%) of pupil premium eligible pupils	38% as of 7/12/23
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24, 2024-25, 2025, 26
Date this statement was published	December 2023
Date on which it will be reviewed	Annually
Statement authorised by	Mark Cole
Pupil premium lead	Katherine Ng-Bell
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 125,130
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 12, 470
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137, 570

# Part A: Pupil premium strategy plan

## Statement of intent

Aims: PP attainment to be level with non-PP attainment

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

## Challenges

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

Challenge number	Detail of challenge
1	Closing the learning gaps which are due to historic provision
2	The variable effectiveness of teaching over time
3	Historic lack of achievement in phonics
4	Historic lack of achievement in reading
5	Social and emotional issues for many pupils (particularly disadvantaged), notable lack of enrichment opportunities
6	Ensuring that pupils (particularly disadvantaged) have a positive and nutritious start to every day

## 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Pupils have access to high quality teaching which is consistent across the school Pupils remember more over time

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Strong reading outcomes for pupils in the lower school	Pupils achieve in line with non-disadvantaged pupils nationally in the PSC and in the Reading ELG.
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally
Disadvantaged pupils' rates of attendance increase	Disadvantaged pupils with low attendance attend Breakfast Club Disadvantaged pupils with low attendance are provided with a uniform Disadvantaged pupils with low attendance can access a variety of clubs and ELSA trained staff

## 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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.  <a href="#">EEF Effective Professional Development Guidance Report</a>	1,2,3,4

<p>EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>1,2,3,4</p>
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4, 5</p>
<p>Development of high quality curriculum resources that are</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p>	<p>1,2</p>

ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a>	
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> <a href="https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a>	1,2, 3, 4
To train 2 LSAs and 3 teachers in Sounds Write Phonics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3, 4

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

Budgeted cost: £ [6,570]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1,2, 4
Purchase of standardised diagnostic	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	1,2

assessments . Training for staff to ensure assessments are interpreted and administered correctly.	through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	
To train 3 LSAs for Precision Teaching to improve Reading outcomes	Targeted Academic Support: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>  TA Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4
Cover Supervisor delivering tutoring to Year 6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  And in small groups:  Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,4

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

Budgeted cost: £ [66,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 LSAs who are delivering ELSA	<a href="https://educationendowmentfoundation.org.uk/e">https://educationendowmentfoundation.org.uk/e</a>	5

Cool Milk	To have put some money aside to support our disadvantaged children	6
Uniform	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	5, 6
After School Clubs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): 6 7 EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,5
Supporting the development of a range of school trips across all year groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,5
Breakfast Club	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=writing">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=writing</a>	5, 6

**Total budgeted cost: £ 137570**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school has used PIRA and PUMA reading and maths papers to assess pupils so that areas of need can be identified.

The school used money to fund outdoor learning for children from EYFS to Y6.

Oracy Strategies are being used to engage and inspire reluctant writers and are giving cultural capital to those children who are missing stories to use for ideas and templates.

The mastery approach is being used in maths allowing pupils to securely consolidate and embed key facts and methods to enable pupils to use reasoning skills and to question and investigate mathematical principles.

Support staff continue to offer high impact provision in class, directed by class teachers, to support pupils who need it and also running interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for pupils

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Language Angels	Language Angels
White Rose Maths	White Rose Maths
TT Rockstars	TT Rockstars
Charanga	Charanga

## Service pupil premium funding (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***

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