

Pupil premium strategy statement – Belgrave St. Peter’s Church of England 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	180
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	04/11/24
Date on which it will be reviewed	Annually
Statement authorised by	Dave Ellison-Lee
Pupil premium lead	Courtney Ouriach
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109, 130.00
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£109, 130.00

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

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 Teachers make well informed pedagogical choices 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: £ 40, 378.00

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 EEF guidance by Trust Teaching & Learning Leads.	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. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	1,2,3,4

Provide instructional coaching for all teachers, delivered by experienced	<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>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	1,2,3,4
Engagement in Oracy CPD like Voice 21 and Kagan 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>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,4,5
Development of high-quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support	<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>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	1,2

development of teacher subject knowledge		
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	1,2,3,4

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

Budgeted cost: £ 52, 814.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train 3-4 LSAs for Precision Teaching to improve Reading outcomes	<p>Targeted Academic Support: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>TA Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4
Cover Supervisor 1:1 and structured interventions	<p>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 (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4
2 LSAs who are delivering ELSA	https://educationendowmentfoundation.org.uk/e	5

Adaptive provision for pupils with high needs	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1731946183	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15, 938.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
Cool Milk	To have put some money aside to support our disadvantaged children	6
Uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform	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	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&utm_medium=search&utm_campaign=site_search&search_term=writing	5, 6

Total budgeted cost: £ []

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes Measure Score- 2023-2024

Outcomes are measured in number of pupils.

GLD			
Pupils	GLD	PP	GLD
17	8	4	1

Year 1			
Pupils	Pass	PP	Pass
30	12	11	3

	KS1			
	Pupils	ARE+	PP	ARE+
Writing	24	9	11	5
Reading	24	9	11	5
Maths	25	6	11	2
Combined	24	4	11	2

	KS2			
	Pupils	ARE+	PP	ARE+
Writing	30	18	10	4
Reading	30	19	10	5
Maths	30	19	10	3
Combined	30	13	10	3

Context:

There is an attainment gap between pupils identified as PP and the rest of the school. It is important to note that the whole school had a mobility of 40% during the academic year of 23-24. 38% of pupils were identified as being disadvantaged but this number changed throughout the year as children moved in and out of the school. The attainment gap from the end of year 24 data shows that much more targeted support needs to be given to pupils, specifically pupils who are identified as SEND and PP. We need to continue targeting reading and phonics across school and developing their oracy skills.

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
White Rose Maths	White Rose
Language Angels- French	Language Angels
Charanga Music	Charanga
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

At the time of writing, no children are eligible for Service PP funding.