

Pupil premium strategy statement – St Peter's CE (Aided) Primary School, Cowfold



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE (Aided) Primary School, Cowfold
Number of pupils in school	117*
Proportion (%) of pupil premium eligible pupils	9.4%*
*2023-24 Allocation is based on 11 pupils and data from October Census 2022	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	17 th November 2023
Date on which it will be reviewed	15 th March 2024**
**2024-25 Allocation will be based on 12 pupils and data from October Census 2023	
Statement authorised by	Dave Miller
Pupil premium lead	Giles Kolter
Governor / Trustee lead	Tom Huson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year* <i>*Current figure is for financial year 2023-24 as allocation for Summer Term 2024 is not yet known.</i>	£17,080
Recovery premium funding allocation this academic year	40% NTS tutoring allocation = £742.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

St Peter's Cowfold is located in an area that is more affluent in comparison to National Terms and we tend to have a low level of Pupil Premium children in comparison to the National average. We believe that this makes it even more vital that we dispel the gap between disadvantaged pupils and their non-disadvantaged peers. We are well aware, as a community, that the U.K. has a large, and growing, disparity in wealth between families. Pupil Premium children in this area have a particular challenge to keep up in an area where their peers may be more privileged than the National norm. We are committed to supporting them so that they are not held back academically and can reach their full potential, closing the gap on their Non-PP peers.

Challenges

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

Challenge number	Detail of challenges - It is stressed that these are general patterns observed over a number of years and do not necessarily apply to all Pupil Premium pupils currently attending the school.
1	It can sometimes be the case that Pupil (PP) children, at St Peter's, receive less support at home than other non-PP pupils. This may be because academic work has a low priority in the home environment or because parents themselves don't have the subject knowledge to assist their children.
2	It may also be the case that, due to a lower than average family income, our PP pupils have a low level of access to the resources needed for home learning e.g. the internet, reading books, laptops/tablets, stationery etc.
3	Lower than average attendance can also be a barrier as school may not be viewed as important as it should be. Or the family may have logistical issues in getting pupils to school on time / at all / due to inhibited capacity for transport/ child care brought on by lower income.
4	A lack of access to curriculum enrichment activities (due to cost implications) may limit PP pupils' life experience / personal independence / cultural capital and self-confidence.

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
Ensure PP pupils' progress levels are better than their non-PP peers and that they close the gap between their attainment levels and those of their non-PP peers (if this is the case and they are lower).	<p>PP pupils to be closing the gap on their Non-PP peers (when there is a gap*).</p> <p><u>Evidence Sources</u></p> <ul style="list-style-type: none"> • NTS Std. test scores and teacher assessment levels. • Accelerated Reader, Times tables Rockstars, Spelling Shed/ Phonics tracking data will demonstrate good progress. • National tests at Yr 1 (Phonics), Yr 2, Yr 4 (multiplication tables) and Yr 6. <p>*When a PP pupil is attaining in line or better than non-PP peers, we aim that they make accelerated progress.</p>
<p>PP pupils will have equal access to curriculum enrichment activities so that their resilience, personal independence and self-confidence develops.</p> <p>PP pupils will have experienced additional enrichment activities to help close the gaps on their Non-PP peers when it comes to the area of life experience and developing cultural capital.</p>	<ul style="list-style-type: none"> • PP pupils will have joined after school clubs and been on trips, the same as anyone else. • Evaluation of activity impact monitoring, and feedback from PP children / families, demonstrates that PP pupils have developed in the areas of: <ul style="list-style-type: none"> - personal independence - self-confidence - level of cultural capital built up - personal resilience
Ensure PP pupils' mental health and well-being is looked after so that they are in an emotionally strong position to learn, enjoy school and attend well.	<ul style="list-style-type: none"> • PP pupils and their parents to give positive responses in our Pupil Well-Being and Safety Questionnaire in April 2024, and our Ofsted Parentview questionnaire for 2023-24. • PP pupils to attend in line with/better than their non-PP peers.
Ensure PP pupils are not held back by a lack of access to uniform, equipment, IT technology.	<ul style="list-style-type: none"> • PP pupils and their parents tell us they have all they need for effective home learning. Teachers know pupils are properly equipped and are completing homework, Spelling Shed, Accelerated Reader Quizzes and younger pupils are reading at home. • PP pupils to attend school at a level in line with/better than their Non-PP peers. • Accelerated Reader, Times tables Rockstars, Spelling Shed/ Phonics tracking data will demonstrate good progress.

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: **£14,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The bulk of our expenditure will be on Teaching Assistant (TA) hours. These TAs support PP pupils in a 'Quality First' whole class learning experience.	<p>The emphasis is upon support for PP pupils in the whole class setting because this has been found to have the most impact on pupil progress by The Education Endowment Foundation (see 2019 The EEF Guide To The Pupil Premium).</p> <p>Teaching Assistants are briefed to give feedback and engage PP pupils in mastery and in metacognition about the whole class learning taking place. Research has shown that these three strategies have the most impact, for the best value, of any – EEF Teaching & Learning Toolkit.</p> <p>ACTIONS – Teachers teach quality first lessons that meet the needs of PP learners and enable them to catch up.</p> <p>Teachers to be particularly vigilant that these pupils are engaging with Accelerated Reader, Times tables Rockstars, Spelling Shed and other homework.</p> <p>RESOURCES – Deploy Teaching Assistants accordingly. Subscriptions to Accelerated Reader, TT Rockstars, Spelling Shed and Seesaw.</p> <p>TIMESCALES – Termly Review in Pupil Progress Meetings.</p> <p>LEADER – Giles Kolter</p> <p>EXPECTED IMPACT – PP pupils to progress quicker than their non-PP peers to close the gap* – use evidence from NTS Std. test scores. Accelerated Reader, Times tables Rockstars, Spelling Shed tracking data, Phonics phases/ Bug Club progress.</p>	1

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

Budgeted cost: **£ 742.50 (40% DfE contribution for tutoring) + £1,113.75 (60% school contribution for tutoring)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions (such as The Power of 2, Precision Spelling) in a one to one (or small group) out of class scenario with a Teaching Assistant.	<p>The EEF Teaching & Learning Toolkit identifies that TA run interventions (1 to 1 and small groups) are effective but are more costly than feedback, mastery engagement & metacognition engagement.</p> <p>Many of our PP pupils have specific weaknesses that, if targeted and addressed, can unlock barriers to learning for them. Therefore, we have decided that this is a good use of our money, in addition to facilitating a quality first experience in lessons. The interventions take place at additional times that mean they are not withdrawn from core lessons.</p>	1

	<p>ACTIONS – Specific interventions:</p> <p>Power of 2 Maths, Precision Spelling, One to one reading</p> <p>RESOURCES – Deploy Teaching Assistants accordingly. Power of 2 exercise books.</p> <p>TIMESCALES – Half Termly Tracking and Evaluation.</p> <p>LEADER – Giles Kolter (SENCO)</p> <p>EXPECTED IMPACT –Interventions have their own baseline data so progress can be monitored and evaluated.</p>	
--	--	--

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Ensure PP children have the same access to opportunities that develop their 'cultural capital' as Non-PP children do. (e.g. enable Yr 5/6 PP pupils to attend the trip to Windmill Hill PGL in March 2023). Fund After-School Clubs for PP pupils to help them develop their self-confidence and to give them a rich experience that broadens their Cultural Capital. 	<p><u>Breinholt & Meier Jæger (2020) – British Journal of Sociology</u>: Research suggests that cultural capital fosters skills in children that enhance educational performance.</p> <p><u>Wildhagen (2009) - The Sociological Quarterly</u>: Theory points to ... Cultural Capital has a positive effect on enhancing pupils' future expectations for educational performance.</p> <p>EVALUATION - Pupil and parental questionnaire.</p>	2
A series of counselling sessions, for a PP pupil, with a counsellor secured from the Thinking Families organisation.	<p>This is for the development of pupil mental well-being and self-confidence. The aim is for a previously LAC PP+ Pupil to be better placed to learn, after the counselling, and close the gap between their previous attainment and that of their peers.</p> <p><u>The November 2014 PHE Briefing - The link between pupil health and wellbeing and attainment - A briefing for head teachers, governors and staff in education settings</u> – backs up the need for pupils to be happy and ready to learn so that they can perform to their full potential.</p>	3
Miscellaneous costs to ensure pupils can access homework and school activities e.g. IT hardware, uniform, stationery, sports clothing.	PP pupils will not be held back by a low level of access to the resources needed for home learning e.g. the internet, reading books, laptops/tablets, stationery etc.	2

Total budgeted cost: £ 17,080 (PP Allocation) + £1,856.25 (NTS Money)

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.

Please see attached APPENDIX 1 – Pupil Premium Impact Statement 2022-2023 – Website & Governors' Version