



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 Paul with St Luke C of E Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governors
Pupil premium lead	Lauren Sharpe
Governor / Trustee lead	Rita Khatun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,650
Recovery premium funding allocation this academic year	£9,571
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,221

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children at SPSL:

- less support at home
- weak language and communication skills
- lack of books and experiential opportunities (cultural capital)
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- there may also be complex family situations that prevent children from flourishing

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure good attendance and punctuality

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'catch up' teaching assistant to KS2 providing small group work and 1:1 work focussed on overcoming gaps in learning
- 1-1 support in the Reception class from additional adult on 4 afternoons
- Additional teaching and learning opportunities for children with delayed or poor speech provided by speech and language therapist
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To provide support for behaviour and emotional needs by means of a full time learning mentor and a part-time counsellor
- Support from Attendance and Welfare Officer

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills in Early Years
2	Poor parental engagement in Reading and Maths
3	Narrowing the attainment gap across Reading, Writing, Maths and Science
4	Attendance and Punctuality issues.
5	Frequent behaviour, social and emotional difficulties within a core group of children

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
Progress in oracy	Improved speech and language skills by end of KS1
Progress in Reading	Achieve national average progress scores and KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning, confidence and resilience	Reduction of behavioural incidents on CPOMS

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: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A Senior leader to mentor new and experienced teachers to ensure that the quality of teaching and learning is improved</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support teachers in quality first teaching so have identified a member of the senior leadership team who is released from class teaching duties and will take on and develop this role.	1, 2, 3,
<i>SENDCo to lead and train the team of teaching assistants</i>	The SENDCo trains Teaching Assistants to lead small group interventions and 1:1 support (a significant percentage of the children with SEND are also pupil premium)	1, 2, 3, 5

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

Budgeted cost: £ 64,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tutoring: Higher Level Teaching Assistant (HLTA)</i> £4,800 per annum</p> <p><i>Additional Teaching Assistant</i> £ 21,420 per annum</p> <p><i>Teaching Assistant KS1 working across classes in KS1</i> £21,420</p> <p><i>Nursery Nurse Reception class and Teaching assistant Y1 speech and language support</i> £11,724</p> <p>20 children to receive a mixture of 1:1 catch up provision and small group work</p> <p>20 children to receive 1:1 catch up provision</p> <p>15 children to receive 1:1 catch up provision</p> <p>15 children to receive 1:1 catch up provision</p> <p><i>Speech and language therapist</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>10 children across Reception and Y1 Receive NELI programme, cost of cover to cover these adults to be out of class to deliver the programme x3 weekly</p> <p>The Y1 and Y2 cohorts need support to address gaps in Reading, writing and maths</p> <p>The Year 5 and Y4 cohorts need support to address gaps in Reading and therefore the HLTA will address this through intensive tuition.</p> <p>Due to Covid we have identified that Maths and Writing within Year 6 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have identified the Year 4 cohort as also needing intervention in maths and writing and therefore will receive 1:1 tuition.</p>	<p>1, 2, 3</p>

<p><i>Support for significant number of children in early years and support for those needing it across the school</i></p> <p>£14,200</p>	<p>Children with SEND children accessing 1:1 provision to narrow the gaps</p> <p>Children with speech and language Train teaching assistants to support children with speech and language delay and difficulties</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Parental engagement programme</i> SLA with Tower Hamlets £3,500 per annum</p> <p><i>Tower Hamlets SLA - Attendance Welfare Officer to work ½ day a fortnight to analyse attendance and contact low attenders.</i></p> <p><i>School's attendance officer makes First Day Calls and supports families to raise attendance / punctuality.</i> £7,750 per annum</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>2, 3, 4</p>
<p><i>Learning Mentor to support children who are having difficulty accessing learning through behavioural issues, using the zones of regulation approach to support their management of their own behaviour.</i> £ 19,546 per annum</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include :</p>	<p>5</p>

<p><i>School based counsellor supports children needing therapeutic support</i></p> <p>Half a day a week, 10 weeks a term – £4,600 (total cost to school £7,600)</p> <p>Cost of trips and residentials, books to go home £1,464</p>	<p>specialised programmes which are targeted at students with particular social or emotional needs.</p>	
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Total budgeted cost: £ 135,600