

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 Jude & St Paul's CofE Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	
Pupil premium lead	Adeola Oladejo
Governor	General Purposes Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,010
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,275

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- St Jude & St Paul's is committed to providing the best possible education for every pupil. We have high aspirations and expectations for all of our pupils and aim for excellence for all. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be disadvantaged.*
- Through high quality teaching and learning and a focus on the basic skills of Reading, Writing and Maths, our aim is to ensure that the progress and attainment of disadvantaged pupils in Reading, Writing and Mathematics is at least in line with all other school pupils.*

The key principles that underpin this strategy plan:

- High expectations for all pupils – we continue to strive to overcome barriers to learning to ensure all pupils achieve to the best of their ability.*
- Early intervention - careful assessment and tracking of pupils allows us to identify where further support may be needed and a plan put in place to address areas of concern.*
- Inclusive practice – we are fully committed to being an inclusive school to ensure all pupils, regardless of their need make at least good progress from their starting points.*
- High quality teaching and learning – this underpins all that we do at school: all pupils engage in teaching and learning that is in line with school policy and quality assured by senior members of staff.*
- To be able to learn well and get the most out of learning, pupils need to have good attendance, good school engagement and the right behaviours for learning.*

Challenges

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

Challenge number	Detail of challenge
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1	Attendance – some pupils have inconsistent attendance which impacts on their learning and progress
2	Inconsistencies remain in pupil engagement in reading and reading widely for pleasure
3	Some disadvantaged pupils begin with lower levels of attainment for reading and writing, number and communication and language on entry to EYFS
4	Some disadvantaged pupils also have additional needs and may need varied teaching strategies.
5	Some of our pupils have English as an additional language.
6	The impact of Lockdown has led to some gaps in phonics and writing for some pupils.
7	Due to lockdown, some pupils require additional support with emotional regulation.

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
By the end of Y1, disadvantaged pupils make as much progress as non-disadvantaged pupils.	Pupils can read age appropriate books confidently and accurately. Pupils pass the Phonics Screening Check for Y1 and Y2 children
By the end of KS2, disadvantaged pupils make at least expected progress in reading.	Pupils are able read and comprehend confidently and accurately Disadvantaged pupils reach expected standards in line with all pupils Pupils attaining greater depth standards are in line with all pupils nationally. Reading culture established for all pupils
By the end of KS2, disadvantaged pupils make at least expected progress in mathematics.	Pupils demonstrate and apply reasoning skills successfully Pupils demonstrate and apply number skills successfully Disadvantaged pupils reach expected standards in line with all school pupils.
Pupils are able to manage their own behaviour with support successfully.	Pupils are able to self-regulate. Pupils have greater emotional literacy.
Whole school attendance improves	Attendance of all pupils is in line with or better than all nationally.

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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole class teaching of reading and writing: Training for staff, review of texts, strategies and resources.</i>	<p>Consistent and explicit teaching of strategies has been found to be most effective.</p> <p>Teaching staff will also develop their understanding of reading and writing pedagogy and better support pupils of all abilities.</p>	2, 3, 4, 5
<i>KS1 phonics programme – review of texts and training for staff.</i>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	2, 3, 5, 6
<i>Encourage reading for pleasure via whole school schemes such as the Islington Reading Road Map, theme weeks and engaging class libraries.</i>	<p>Several main areas of the benefits to reading for pleasure: have been identified such as: reading attainment and writing ability; text comprehension and grammar; breadth of vocabulary; positive reading attitudes; and greater self-confidence as a reader.</p>	2, 3
<i>Whole School Maths Mastery Programme: Training for staff; support for Maths leader</i>	<p>The mastery approach informed by evidence includes a systematic approach to mathematical language, frequent use of objects and pictures to represent mathematical concepts, and an emphasis on high expectations, leading to better than average progress for pupils.</p> <p>Improved engagement and enjoyment of maths for all pupils.</p>	1, 3, 4, 5

Arts Participation	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	1, 3, 4, 5
DoodleLearning digital homework	Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. (DoodleLearning homework provides teaching input and immediate feedback to pupils).	

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

Budgeted cost: £ 68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching of phonics and in-school boosters</i>	Short and regular phonics practice has shown to be effective.	3, 4, 5, 6
<i>1:1 reading/ small group support for KS1 and KS2 children</i> <i>Additional teacher to support pupils in Y6 for Reading and Maths</i> <i>Additional morning/after school boosters led by teaching staff for R, M and Phonics</i> <i>Small group writing Intervention</i>	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.	3, 4, 5, 6

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support with and subsidies for breakfast and after school clubs, school uniform, trips, school journey and music tuition</i></p>	<p>Positive effects of breakfast club include Some overall improvements in attendance and punctuality. Improved concentration in class and fewer incidents of disruptive behaviour. Improved social cohesion and interaction amongst pupils.</p> <p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	<p>1, 7</p>
<p><i>All staff trained in Islington Trauma Informed Practices</i></p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p>	<p>1, 7</p>
<p><i>Social emotional learning programme - Brain buddies; Back to Green</i></p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>1, 2, 7</p>
<p><i>Mentoring Programme – Reach Out</i></p>	<p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic</p>	<p>1, 7</p>

	outcomes such as attitudes to school, attendance and behaviour.	
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Total budgeted cost: £93000

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 2022/23 academic year.

By the end of KS1, the attainment of our pupils eligible for pupil premium is above the attainment of all pupils nationally for writing and maths. The attainment of more able (greater depth standards) pupil premium eligible pupils for reading and maths is above all pupils nationally.

By the end of KS2, the attainment of our pupils eligible for pupil premium is above the attainment of all pupils nationally for reading, writing and maths. The attainment of more able (greater depth standards) pupil premium eligible pupils for reading is above all pupils nationally.

Externally provided programmes

Programme	Provider
Maths Mastery	Ark Curriculum Plus
Essential Letters & Sounds	Oxford University Press
Destination Reader	Hackney Learning Trust
Mentoring	Reach Out
1:1 Tutoring	National Tutoring Programme