

# Bryn St Peter's CE Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bryn St Peter's CE Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024 – 2025</b> 2025 – 2026 2026 - 2027
Date this statement was published	10/09/2024
Date on which it will be reviewed	10/09/2025
Statement authorised by	Julie Alcock
Pupil premium lead	Julie Alcock
Governor / Trustee lead	Mike Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,161
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,161

# Part A: Pupil premium strategy plan

## Statement of intent

Here at St Peter's CE Primary School, we deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

We are committed to educating the whole person for life in all its fullness guided by Christian values.

Our ultimate objectives are:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support to improve outcomes in key subjects such as literacy and numeracy.
- Address the broader needs of disadvantaged pupils by promoting their well-being, confidence, and engagement in school life.
- Enhance the quality of teaching for all pupils, while ensuring that disadvantaged pupils receive the focused attention and resources they need to succeed.
- To support disadvantaged children in the new reception class 'to have a good start'.
- Work in collaboration with parents, carers, and the wider community to ensure a holistic approach to pupil development.

How our current pupil premium strategy plan works towards achieving those objectives?

- By ensuring that teaching and learning opportunities are tailored to meet the needs of all pupils.
- Making sure appropriate support is in place for vulnerable groups, particularly by assessing and addressing the needs of socially disadvantaged pupils.
- Allocating funds to ensure that all pupils, regardless of background, can participate in school trips and enrichment activities.
- Promoting and supporting excellent school attendance.
- Guaranteeing that disadvantaged pupils in Bryn St Peter's Reception class receive the strongest possible foundation for their learning.

The key principles of our strategy plan:

When providing support for socially disadvantaged pupils, we acknowledge that not all pupils receiving free school meals are socially disadvantaged, and that not all socially disadvantaged pupils are registered for or qualify for free school meals. Therefore, we reserve the right to use Pupil Premium funding to support any pupil or group of pupils the school identifies as being socially disadvantaged.

The allocation of Pupil Premium funding will be based on a needs analysis, which will help us prioritise certain classes, groups, or individuals. Due to limited funding and resources, not all pupils receiving free school meals will necessarily benefit from Pupil Premium interventions at the same time.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language standards in KS1
2	Catch up phonics across y1 and y2
3	Poor attendance, persistent absenteeism and poor punctuality.
4	Attainment gaps in Maths to meet age related expectations
5	Reading comprehension strategies
6	Reading fluency especially in key stage 1
7	Writing fluency
8	Opportunities to experience beyond the locality and culture

## 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
Improved progress in Phonics	<ul style="list-style-type: none"> <li>At least meet national attainment standards for KS1 phonics. Ensure any keep up in year rec and y1 and catch up in years 2 and 3</li> </ul>
To ensure attendance is in line or exceeding national expectations. (3)	<ul style="list-style-type: none"> <li>Ensure attendance of disadvantaged pupils is above 96%</li> </ul>
To improve reading comprehension across school	<ul style="list-style-type: none"> <li>Achieve national average attainment scores in line with national attainment standards in KS2 Reading, writing and maths</li> <li>Achieve age related expectations for each class</li> </ul>
To improve reading fluency in key stage 1 to support enjoyment of reading and reading comprehension	
To improve handwriting	
To develop writing skills and writing fluency.	
To continue to provide enrichment experiences for learning they would not usually experience including links to Cultural Capital	<ul style="list-style-type: none"> <li>Opportunities for visit/visitors and opportunities to extend cultural capital identified and offered through the curriculum.</li> </ul>

	<ul style="list-style-type: none"><li>• Pupils fulfil elements of the 'keys to success' wider learning opportunities offer for their year group.</li><li>• Pupils demonstrate an increased understanding of 'modern Britain'</li><li>• Music Tuition</li></ul>
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## 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

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Curriculum/Literacy Tree: Improved opportunities for reading and writing based on high quality texts.	A book-based approach to literacy learning, designed to help children engage deeply and spark curiosity. Texts meet inclusivity and authenticity standards in representing cultures and communities.	1,5, 6, 7,8
White Rose Maths Subscription to premium online teaching resources to supplement quality first teaching.	Develop a consistent approach to maths teaching across school. Ensure that teaching builds on what children already know. Use manipulatives and representations to develop understanding.	4
Teaching for Mastery Maths Engagement with North West Maths Hub provides high quality professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Research has found that teaching for mastery will have high impact of +5 months	4
Accelerated Reader to track reading ability and improve motivation to read	Accelerated Reader is designed to motivate, monitor, and manage students' independent reading practice and support their stamina and skill growth through wide reading. Students who used Accelerated Reader with fidelity gained an additional 5 weeks of learning beyond expectations.	5,6
Read Write Inc Development Days 3 development days, providing reading leader training and continuous professional development for all phonics	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development	1,2, 5, 6,7

teachers.	offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	
<p>High Quality Continuing Professional Development:</p> <p>Work with school improvement partner to develop higher standard in writing across school</p> <p>Year group writing courses with Maddy Barnes for every year group</p> <p>Carefully selected CPD from external partners e.g. ECM/Best Practice</p> <p>Participation in National Professional Qualifications Reading Leader practice sessions and weekly coaching</p>	EF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'	1,2,4,5,6,7,8

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

Budgeted cost: £71,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading (Phonics) Tuition Read Write Inc 1:1 tuition Read Write Inc Virtual classroom	EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.	1, 2, 3
Reading Intervention Freshstart	EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year and reading comprehension strategies are high impact on average (+6 months).	5,6, 7
One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may	EEF+5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for	1,2,3

happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons	providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	
SEND Specific intervention Individual Education Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as SALT, physio etc.	EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.	1,2,4,5,6,7,8
Small group tuition: one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, enabling the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.	EEF +4 Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,4,5,6,7
Reading plus programme to support fluent reading	Reading Plus is an online reading development programme that teaches students the skills they need to read.  Analyses of national data have documented increases in reading comprehension and vocabulary levels measures correlate with the amount of time students spend working in the Reading Plus programme.	5,6
Music tuition	Music lessons can help improve cognitive abilities such as memory, language, and spatial reasoning. Learning to play an instrument uses both sides of the brain, which can help improve brain function. To further support this premise, a study conducted by the University of Edinburgh found those who played an instrument scored higher on cognitive tests than those who didn't.	4,5,6,7,8

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

Budgeted cost: £34,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs: art/science/physical, English, Maths catch up and enrichment opportunities Music Tuition</p>	<p>EEF +3 Arts participation- Improved outcomes have been identified in English, mathematics and science learning-EEF +2months The choices that schools make in allocating the money will be vital, so that the money can help raise children's attainment and aspirations-Sutton Trust</p>	<p>1, 3, 8,9</p>
<p>Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG</p>	<p>EEF+4 Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress</p>	<p>1, 3, 8,9</p>
<p>Twice monthly Attendance Meetings with Attendance Manager/HT, resulting in Early Help led by Attendance officer where appropriate</p> <p>Parent RAG meetngs/RAG letters</p> <p>Early Help Meetings</p> <p>Awards for attendance</p>	<p>Parental engagement and improved attendance will result in children feeling more included in the life of their school and will experience academic and social success.- Charlie Taylor Report. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place.</p> <p>Incentives to parents and children shown to increase attendance</p>	<p>3</p>
<p>Provide a nurture group for pupils identified as needing support to be ready to access their learning, and being 'ready to learn'</p>	<p>EEF +4 Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies</p>	<p>1, 3, 8,9</p>
<p>Learning mentor to support children needing time to talk/Counselling</p>	<p>EEF +4 Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Being able to effectively manage emotions will be beneficial to children and</p>	<p>3</p>

	young people even if it does not translate to reading or maths scores.	
Disadvantaged children to be provided with Milk and toast at morning break	Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food	1,2,3,4,5,6,7,8,9
Counselling services bought in from Wigan Family Welfare	Children need to be ready to learn. Those who have suffered an adverse childhood experience will have improved opportunities if they are able to work through their challenges.	2
Participation in the HAF project, providing free places for children to participate in activities in school in the school holidays and including a healthy lunch.	evidence shows that free holiday clubs can have a positive impact on children and young people, and that they work best when they: <ul style="list-style-type: none"> <li>• provide consistent and easily accessible enrichment activities</li> <li>• cover more than just breakfast or lunch</li> <li>• use local partnerships and connections, particularly with the voluntary and community organisation sector</li> </ul>	8,9
Outdoor Play and Learning Project	To promote the right of every child to have adequate time and space to play throughout their childhood, important to children's well-being, learning and development. Play that is 'freely chosen, intrinsically motivated and personally directed'	1,2,3,4,5,6,7,8,9

**Total budgeted cost: £ £119,161**

## 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.

Activity	Impact 2024-2025				
<p>One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons</p>	<b>Year 1</b>				
		Number in cohort	School %	LA %	National %
	All	29	83	80	80
	Disadvantaged	10	70	69	68
	Non disadvantaged	19	89		
	<b>By end year 2</b>				
		Number in cohort	School %	LA %	National%
All	30	93	90		
Disadvantaged	8	75	51	59	
Non disadvantaged	22	100			
<p>Support all pupils in reception class, Y1 and Y2 through The NCETM Mastering Numbers programme.</p>	<ul style="list-style-type: none"> <li>• 81% of EYFS achieved GLD in ‘Number’ (77% LA/79% nationally)</li> <li>• 81% of EYFS achieved GLD in ‘Numerical Patterns’ (75% LA/78% nationally)</li> <li>• 80% of all pupils achieved the expected standard in maths by the end of year 2</li> <li>• 63% of disadvantaged children achieved the expected standard in maths by the end of year 2 (2023 data: LA 54% national 56%)</li> </ul> <p>Programme will continue to be embedded</p>				

One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons

Small group tuition : one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, enabling the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area

## Phonics outcomes:

### Year 1

	Number in cohort	School %	LA %	National %
All	29	83	80	80
Disadvantaged	10	70	69	68
Non disadvantaged	19	89		

### By end year 2

	Number in cohort	School %	LA %	National%
All	30	93	90	
Disadvantaged	8	75	51	59
Non disadvantaged	22	100		

## KS2 outcomes

Reading	Number in cohort	School %	LA %	National%
All	29	62	76	74
Disadvantaged	12	67	64	62
Non disadvantaged	17	59	82	79

Writing	Number in cohort	School %	LA %	National %
All	29	69	77	73
Disadvantaged	12	67	62	58
Non disadvantaged	17	71	82	78

Maths	Number in cohort	School %	LA %	National %
All	29	69	79	77
Disadvantaged	12	58	63	59
Non disadvantaged	17	76	84	79

In year 1 phonics disadvantaged are still performing below the others in their class, but at Bryn St Peter's are performing in line with disadvantaged local and nationally.

In year2 phonics the gap is narrowing and disadvantaged at Bryn St Peter's are performing better than disadvantaged nationally and locally. There has been a considerable catch up and although they don't do as well as non-disadvantaged in school, they are doing better than disadvantaged children locally and nationally.

	By the end of ks2 disadvantaged children at Bryn St Peter's are out performing others in reading, but there is still a gap to close in maths. They are performing better or in line with LA and national in reading, writing and maths.																								
Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG	16 disadvantaged children were given £100 contribution, enabling them to access the residential trip, which they all enjoyed!																								
Twice monthly Attendance Meetings with Attendance Manager/HT, resulting in Early Help led by Attendance officer where appropriate  Parent RAG meetings/RAG letters  Early Help Meetings  Awards for attendance	<p>Attendance 2023 24</p> <table border="1"> <thead> <tr> <th>Attendance2023/24</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance (Y1-6)</td> <td>95.24%</td> <td>94.5%</td> </tr> <tr> <td>Disadvantaged</td> <td>94.88%</td> <td></td> </tr> <tr> <td>Other</td> <td>95.29%</td> <td></td> </tr> <tr> <td>Severe Absence (less than 50%)</td> <td>0</td> <td></td> </tr> <tr> <td>Persistent Absence all pupils</td> <td>19/178 10.7%</td> <td>15.2%</td> </tr> <tr> <td>Persistent Absence Disadvantaged</td> <td>13/178 7.3%</td> <td></td> </tr> <tr> <td>Persistent Absence others</td> <td>6/178 3.3%</td> <td></td> </tr> </tbody> </table> <p>Disadvantaged attendance is in line with national attendance but slightly lower than other children at Bryn St Peter's. persistent absence (below 90%) at Bryn St Peter's is below national average for both groups but still higher in school for disadvantaged students. * National attendance data taken from week 29 DfE fortnightly update Official full year 23/24 Released March 25</p>	Attendance2023/24	School	National	Overall Attendance (Y1-6)	95.24%	94.5%	Disadvantaged	94.88%		Other	95.29%		Severe Absence (less than 50%)	0		Persistent Absence all pupils	19/178 10.7%	15.2%	Persistent Absence Disadvantaged	13/178 7.3%		Persistent Absence others	6/178 3.3%	
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Provide a nurture group for pupils identified as needing support to be ready to access their learning, and being 'ready to learn'	<p>Soft data – teachers of children involved report children are more settled and learning ready.</p> <p>Boxall profiles track improvements in children involved</p>																								
Learning mentor to support children needing time to talk/Counselling	<p>Learning Mentor has provided regular therapeutic counselling services within school.</p> <p>Identified children with mid-severe emotional worries have been able to settle and focus in class due to support offered.</p> <p>Transition to high school has been aided.</p>																								
Disadvantaged children to be provided with Milk and toast at morning break	All children have access to toast and milk throughout the year. For disadvantaged there is no charge. 100% take up.																								

## Externally provided programmes

Programme	Provider
Counselling	Wigan Family Welfare
HAF holiday club	Smart Body Sports