

St Paul's and All Hallows' Pupil Premium Strategy Statement 2021-22



Summer 2021/22 July Review

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	St Paul's and All Hallows' Infant and Junior Schools
Number of pupils in the Infant School	29/85
Proportion (%) of pupil premium eligible pupils	
Number of pupils in the Junior School	48/138
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2021/22 is the first of 3 academic years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Christalla Jamil/ John Laverick
Pupil premium lead	Christalla Jamil
Governor / Trustee lead	John Laverick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Infant School (£1320 per head Rec -Yr6)	£32,280.00

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Recovery premium funding allocation this academic year Infant School (£80 per child Rec- Yr6)	£6500.00
Pupil premium funding allocation this academic year Junior School (£1320 per head Re-Yr6)	£67250.00
Recovery premium funding allocation this academic year Junior School (£80 per child Rec- Yr6)	£10960.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (Infant and Junior Schools)	£116,990
£17460.00 + £99530.00	



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Part A: Pupil premium strategy plan

Statement of intent

St Paul's and All Hallows' Infant and Junior Schools are committed to ensuring excellence for all pupils, regardless of their socioeconomic background. The school recognises the impact of closure on its pupils and is steadfast in its ambition to support any pupil whose learning has been lost during this time. St Paul's and All Hallows' Infant and Junior Schools intend to use any catch-up premium funding to address gaps in learning and enrichment experiences for all pupils but in particular those who are the most deprived. These priorities include:

- addressing gaps in children's mathematical understanding
- supporting children with gaps in their knowledge of phonics
- developing a love for reading in those who are not read to regularly
- enabling all children to access learning from home
- supporting those whose wellbeing and physical health has been most impacted

Our aim is to use pupil premium funding to raise and sustain higher attainment for disadvantaged pupils at St Paul's and All Hallows' Infant and Junior Schools so that they attain at least as well, if not better, than their peers nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and maths.

We will ensure that we have high aspirations for all disadvantaged pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs. At St Paul's and All Hallows', we put reading at the heart of our curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics, fluency and comprehension is key to improving their life chances.

Challenges

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

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Challenge number	Detail of challenge
1. Poor spoken language in EYFS	Reception Baseline data highlights low starting points in language development.
2. Low levels of phonic understanding	Internal assessment highlights that pupils considered to be disadvantaged have lower awareness of phonics upon entering the school.
3. Reading comprehension strategies	Internal assessment information has informed us that, in many year groups the most disadvantaged pupils have poorer comprehension strategies.
4. Cultural enrichment	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points.
5. Attendance and punctuality	Our attendance analysis shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils.

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.

Met

Partly Met

Not Met

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Intended outcome	Success criteria
<p>Limited language in EYFS</p> <p>Speaking English as an additional language is not barrier to children learning new and high -quality vocabulary.</p> <p>Children with limited English or who are new to English are immersed in a language rich environment, learning new vocabulary and definitions of words they do not already know the meaning of.</p> <p>Children across the school use high quality vocabulary in their spoken and written work. This vocabulary is relevant to the subjects they are learning about.</p> <p>Pupils across the school are well prepared for the next stage of their education.</p>	<p>Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons.</p> <p>Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching.</p> <p>Subject leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary.</p> <p>Parents and families know the vocabulary the children are learning through information sent home to them.</p> <p>The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the class teacher through intervention, pre-teaching and booster sessions.</p>

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Analysis: Overall GLD 72%

4.2.4 Pupil Groups	All	Boys	Girls	Disad	Not Disad	SEN	EAL	White British	White Other	BC and MWBC	BA and MWBA
Number of pupils	29	10	19	6	23	2	24	#N/A	7	4	14
St. Paul's and All Hallows	72%	70%	74%	67%	74%	0%	75%	#N/A	71%	75%	79%
Haringey	71%	66%	75%	60%	73%	27%	65%	82%	70%	68%	67%
National Provisional	65%	59%	72%	50%	68%	19%	60%	67%	63%	62%	63%

GLD: 67% PP children

GLD: Non-PP 74%

Though non- PP children achieving GLD was 74% (+7% GLD above PP children), the PP children who achieved 74% GLD were +2% above national averages.

PP: Non-PP Summer 2022

Reception	Reading			Writing			Maths		
	ARE %	GD %	ARE+ %	ARE %	GD %	ARE+ %	ARE %	GD %	ARE+ %
PP (10) 10% per pupil	70%	0%	70%	60%	0%	60%	60%	0%	60%
Non-PP (20) 5% per pupil	50%	0%	50%	45%	0%	45%	45%	0%	45%

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<p>Low levels of phonic understanding</p> <p>At St Paul's and All Hallows' Infant School, all KS1 pupils are given the support they need to achieve in reading.</p> <p>In Year 2 at least 75% of children meet the threshold for the December PSC.</p> <p>In Year 1, at least 50% of pupils meet the threshold score in the PSC June 2022.</p>	<p>On entry assessment identifies pupils with gaps in their knowledge of phonics.</p> <p>Action is taken to address the gaps and intervention is timetabled immediately.</p> <p>Additional members of staff are appointed to support specifically with phonic interventions.</p> <p>Children learning to read are well supported by parents and carers due to the support of school staff, starting in EYFS.</p> <p>All children in KS1 at St Paul's and All Hallows' are given differentiated support specific to their needs.</p>
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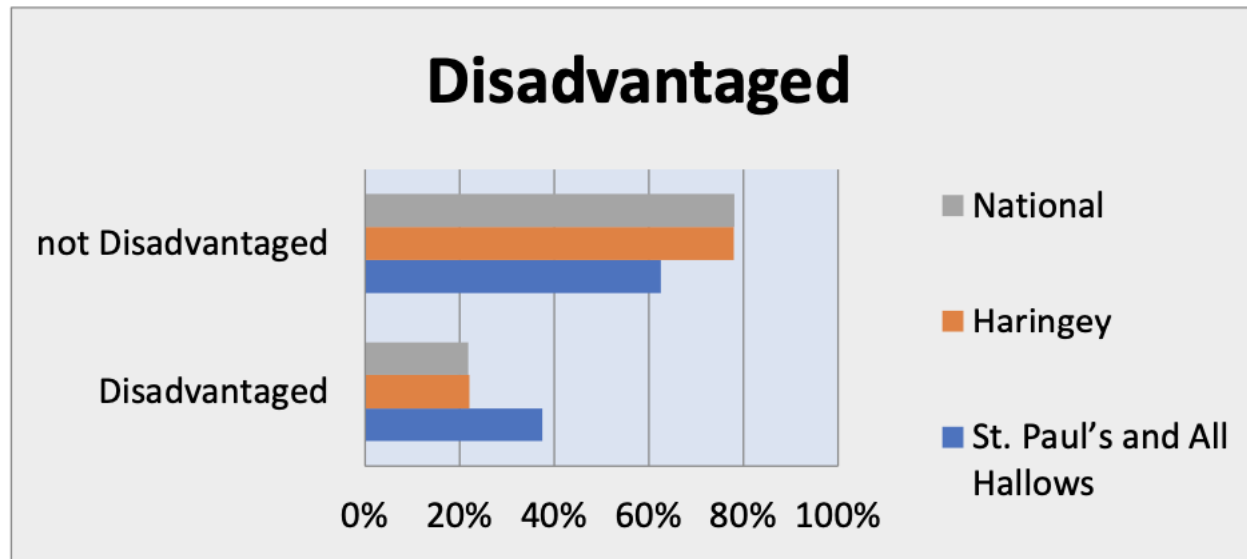
Analysis

3.1.2 Disadvantaged	St. Paul's and All Hallows	Haringey	National
Disadvantaged	38%	22%	22%
not Disadvantaged	63%	78%	78%

PSC June 2022 (Pupil Premium)



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Reading comprehension strategies

PP pupils outperformed no PP pupils in reading in most year groups except Years 1 and 3. The difference was not significant *5 and 5% respectively.

The most disadvantaged pupils are recognised and support is put into place for them.

A timetable of support is created to allow for interventions and additional sessions to take place.

Incremental coaching is embedded and used to ensure teachers are focused on closing gaps for disadvantaged learners.

Frequent opportunities to share stories and discuss these are timetabled for all classes.

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Quality literature is available in all classrooms.

Reading areas are enticing and encourage pupils to develop an interest in books.

Books are displayed in other areas of the school in an interesting and inviting way.

Teachers have a good knowledge of children's stories and can recommend books to the children in their classes.

Analysis

PP v Non-PP Summer 2022

Reception	Reading		
	ARE %	GD %	ARE+ %
PP (10) 10% per pupil	70%	0%	70%
Non-PP (20) 5% per pupil	50%	0%	50%

PP outperformed non-PP in reading

Year 1	Reading		
	ARE %	GD %	ARE+ %
PP (10) 10% per pupil	40%	20%	60%
Non-PP (12) 8.3% per pupil	48%	40%	88%

PP 8% below non-PP in reading

Year 2	Reading		
	ARE %	GD %	ARE+ %
PP (16) 6% per pupil	56%	12%	68%
Non-PP (13) 8% per pupil	46%	8%	54%

Year 3	Reading		
	ARE %	GD %	ARE+ %
PP (9) 11% per pupil	33%	33%	66%
Non-PP (21) 5% per pupil	38%	5%	43%

PP 5% below non-PP in reading

Year 4	Reading		
	ARE %	GD %	ARE+ %
PP (7) 14% per pupil	71%	14%	85%
Non-PP (27) 4% per pupil	52%	33%	85%

PP outperformed non-PP in reading

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	Year 5	Reading		
		ARE %	GD %	ARE+ %
	PP (7) 14% per pupil	57%	43%	100%
	Non-PP (33) 3% per pupil	52%	24%	76%
PP outperformed non- PP in reading				
	Year 6	Reading		
		ARE %	GD %	ARE+ %
	PP (8) 13% per pupil	50%	50%	100%
	Non-PP (23) 4% per pupil	30%	48%	78%
PP outperformed non- PP in reading At ARE and GD				
Cultural enrichment	The most disadvantaged pupils are identified and additional support is provided through clubs and extracurricular activities.			
No child was excluded for any trip/ residential	No child is excluded from attending cultural excursions or residential visits due to financial difficulties.			
	Additional enrichment opportunities are created for those who have limited access to cultural experiences such as museums and galleries.			
	Trip and visits are carefully linked to the St Paul's and All Hallows' curriculum topics and support pupils to deepen their understanding of these areas and subjects.			

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Attendance and punctuality Overall Attendance summer 2022 National 93.6% Infant school- 93.86% Junior school- 95.87% Infant school- Pupil premium: 94.31% above national Non pupil premium: 93.7% Junior school- Pupil premium: 95.47% above national Non pupil premium: 96.31%	<p>Pupils with poor attendance are identified through daily monitoring.</p> <p>Meetings take place with parents to encourage attendance and to identify reasons for non-attendance.</p> <p>Pupils with continual poor attendance are supported through the work of the attendance officer and from Haringey Education.</p> <p>For those who are shielding, quality provision is continued through blended learning and regular support from the class teacher.</p>
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Activity in this academic year (2021-22)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost for Infant and Junior Schools: £70,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchased and implemented Standardised diagnostic assessment tools.</p> <p>Training for staff to ensure assessments are administered correctly.</p>	<p>EEF Teaching Assistant Interventions</p> <p>EEF Toolkit One-to-One Tuition</p> <p>School Lead Tutoring</p>	1, 2, 3
<p>Implemented structured phonic intervention programme in KS 1 and KS2</p>	<p>EEF Toolkit Phonics</p> <p>EEF Improved Literacy in KS1</p> <p>RWI Research and Evidence</p>	1, 2
<p>Implemented structured SEEC model to enrich vocabulary.</p>	<p>EEF Preparing for Literacy</p>	1, 2
<p>Implemented SPAH Values Curriculum/ The Big Think</p>	<p>EEF Social and Emotional Learning Report</p>	3
<p>Staff CPD to continue to develop confidence and consistency.</p>	<p>EEF Improving Mathematics in EYFS and Key Stage 1</p>	-

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	EEF Mathematics: Improving the teaching and learning of mathematics	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost for Infant and Junior Schools: £50,341.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcome Talk interventions implemented	EEF Toolkit Oral Language Interventions	1
Implemented One-to-one RWI phonics tutoring (including Fresh Start in KS2)	EEF Teaching Assistant Interventions EEF Toolkit One-to-One Tuition	1
Staff CPD to continue to develop confidence and consistency.	EEF Teaching Assistant Interventions	3

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

Budgeted cost for Infant and Junior Schools: £19,700.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils received 1:1 and small group tutoring	DFE School Breakfast Provision	5
Targeted PP offered free breakfast	EEF National School Breakfast Programme Study	
Free or subsidised enrichment club places for targeted pupils	EEF Arts Participation	4
Subsidised places on residential trips for targeted pupils	Pupil Premium Guidance Overview	4
Additional enrichment opportunities and programmes : included dance, music, sports	EEF Arts Participation	4

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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 2020 to 2021 academic year.

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify.

We identified early on that the impact of COVID-19 on our disadvantaged families would be disproportionately large compared to those who were not disadvantaged. In order to safeguard against a significant widening of the attainment gap over the course of the lockdowns, we ran an expanded 'key worker' provision, offering spaces disadvantaged families. On top of this offer, we provide computers, devices and 4G sim cards for all disadvantaged families to ensure online access to the virtual learning materials.

For those children both in, and outside of school during the lockdown, children had access to a full virtual curriculum with a blend of live and pre-recorded lessons across the curriculum, feedback and groups with teachers and support staff. Children's work was celebrated publicly and parents were in the continual communication with teachers via email.

For pupils who were less engaged, our Safeguarding team kept daily contact with families to support access to the curriculum. Further in-school places were given offered to pupils who had ongoing difficulties with attending virtually.

On the re-opening of schools, for the autumn term, we provided catch-up tutoring with teachers and support staff tailored and targeted at children's needs in order to minimise the attainment gap. This has been well attended and allowed pupils extended access to the curriculum.

Although overall attendance in 2020/21 higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are similar to previous years. Attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted over the course of the year as a result of COVID. The impact has been felt by disadvantaged pupils and their peers. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.