

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



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	



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.

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>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>

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<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>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>
<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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<p>Reading comprehension strategies</p> <p>No child is left behind because they have limited access to reading materials at home.</p> <p>Reading interventions and additional sessions ensure all pupils have the opportunity to hear stories read to them and to enjoy a range of books.</p> <p>Children at St Paul's and All Hallows' have access to quality literature relevant to their reading levels and interests.</p> <p>Children are challenged through quality lessons and focus on reading comprehension skills in Daily Supported Reading (DSR) and other reading activities.</p>	<p>The most disadvantaged pupils are recognised and support is put into place for them.</p> <p>A timetable of support is created to allow for interventions and additional sessions to take place.</p> <p>Incremental coaching is embedded and used to ensure teachers are focused on closing gaps for disadvantaged learners.</p> <p>Frequent opportunities to share stories and discuss these are timetabled for all classes.</p> <p>Quality literature is available in all classrooms.</p> <p>Reading areas are enticing and encourage pupils to develop an interest in books.</p> <p>Books are displayed in other areas of the school in an interesting and inviting way.</p> <p>Teachers have a good knowledge of children's stories and can recommend books to the children in their classes.</p>
<p>Cultural enrichment</p> <p>Incidences related to social and emotional issues are reduced for disadvantaged pupils.</p>	<p>The most disadvantaged pupils are identified and additional support is provided through clubs and extracurricular activities.</p> <p>No child is excluded from attending cultural excursions or residential visits due to financial difficulties.</p> <p>Additional enrichment opportunities are created for those who have limited access to cultural experiences such as museums and galleries.</p> <p>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.</p>

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<p>Attendance and punctuality</p> <p>Regardless of their socio-economic background, all children attend school regularly.</p> <p>There are no gaps in attendance figures when comparing deprived children and their peers.</p>	<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

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 for Infant and Junior Schools: £70,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised diagnostic testing to identify individual pupil need for teaching and learning and academic intervention.</p>	<p>EEF Teaching Assistant Interventions</p> <p>EEF Toolkit One-to-One Tuition</p> <p>School Lead Tutoring</p>	<p>1, 2, 3</p>

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<p>Continuing to ensure the teaching of phonics and early reading is excellent through investing in professional development, practice sessions and instructional coaching.</p> <p>Providing family access to fully decodable books and e-books.</p> <p>Supporting families to understand early reading strategies through workshops and side-by-side learning.</p>	<p>EEF Toolkit Phonics</p> <p>EEF Improved Literacy in KS1</p> <p>RWI Research and Evidence</p>	<p>1, 2</p>
<p>Ensuring vocabulary is taught using the SEEC model across the curriculum.</p> <p>Focus vocabulary is planned in each lesson, whilst shared on learning walls and through knowledge organisers.</p>	<p>EEF Preparing for Literacy</p>	<p>1, 2</p>
<p>Ensuring key recommendations from the EEF social and emotional learning guidance report are implemented within classroom activities and school level processes and practices. (SPAH Values Curriculum/ The Big Think)</p>	<p>EEF Social and Emotional Learning Report</p>	<p>3</p>
<p>Continuing to develop the use of maths meetings, individualised instruction and targeted maths interventions to ensure all pupils have the opportunity to reason and make mathematical links within real life contexts.</p>	<p>EEF Improving Mathematics in EYFS and Key Stage 1</p> <p>EEF Mathematics: Improving the teaching and learning of mathematics</p>	<p>-</p>

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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	EEF Toolkit Oral Language Interventions	1
One-to-one RWI phonics tutoring (including Fresh Start in KS2)	EEF Teaching Assistant Interventions EEF Toolkit One-to-One Tuition	1
Precision teaching using Maths Mastery, Inspire Maths, intervention tools (Both in individual and small group sessions)	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
Free or subsidised breakfast and after school provision places for targeted pupils	DFE School Breakfast Provision EEF National School Breakfast Programme Study	5
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	EEF Arts Participation	4

Total costs for both schools: **£140,282.53**



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.

As a result of the coronavirus pandemic disruption to education, performance measures have not been published for 2020 to 2021 and therefore our evaluations point towards other evaluations during the academic year 2020-21.

Despite school closures, the school continued to deliver high quality intervention and support to pupils both in school and remotely. Staff at the school were as non-negotiable in their determination to deliver results for these children as during any other school year.

Technology was provided to ensure all pupils were able to access to a blend of live lessons and pre-recorded each school day; all pupils who needed either a technical device or wifi connection were provided with this. The school used Google Classroom and other Google tools to deliver live and recorded lessons for the pupils in all year groups. The school continued to provide resources for pupils to be used throughout the pandemic and as a result, all pupils were able to participate in activities set for them. This included resources for music, art lessons, mathematics lessons and phonics sessions. Daily 1:1 phonics tuition continued relentlessly for those who were assessed and identified as in need of this support. This was exceptionally well organised and staff were trained to deliver these sessions so that even those members of staff who were isolating or shielding could deliver this provision from home. Staff were provided with the essential training, resources and technology to be able to manage this. School leaders at all levels monitored and quality assured the provision through the period of school closure.