



## St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



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                                   | 17/88  |
| Proportion (%) of pupil premium eligible pupils                         | 19%  |
| Number of pupils in the Junior School                                   | 44/116   |
| Proportion (%) of pupil premium eligible pupils                         | 38%  |
| Academic year/years that our current pupil premium strategy plan covers | 2023/26  |
| Date this statement was published                                       | October 2023   |
| Date on which it will be reviewed                                       | October 2026   |
| Statement authorised by   | Christalla Jamil                                     |
| Pupil premium lead  | Andries du Toit                                      |
| Governor / Trustee lead   | John Laverick  |



## Funding overview

| Detail   | Amount            |
|--|-------------------|
| Pupil premium funding allocation this academic year <b>Infant School</b> (£1320 per head Rec -Yr6)   | £22,440.00        |
| Recovery premium funding allocation this academic year <b>Infant School</b> (£80 per child Rec- Yr6) | £1,360.00         |
| Pupil premium funding allocation this academic year <b>Junior School</b> (£1320 per head Re-Yr6)     | £58,080.00        |
| Recovery premium funding allocation this academic year <b>Junior School</b> (£80 per child Rec- Yr6) | £3520.00          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)               | £0.00             |
| <b>Total budget for this academic year (Infant and Junior Schools) £23,800.00 + £61,600.00</b>       | <b>£85,400.00</b> |



## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the **highest possible quality of teaching**, have **access to the targeted academic support** and benefit from a **range of wider strategies** including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, but our non-disadvantaged pupils will also benefit.

Our model also ensures that this teaching extends beyond the classroom, with experienced, high-quality teachers providing a significant range of daily intervention groups across all subjects but prioritising the key areas of early reading and number fluency. Evidence (both nationally and in our own setting) shows that these are the areas in which there are the most significant gaps to close.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Our objective is to ensure that the attainment gap between disadvantaged and not disadvantaged learners closes more and more as children progress through the school, to the extent that it is closed by the time they transition to year 7.



## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Internal assessment data demonstrates an attainment gap between disadvantaged and non-disadvantaged children in reading in EYFS and Y1. This is in-line with the national picture   |
| 2                | Internal assessment data and observation consistently demonstrate that children who do not pass their phonics screener - and those who do pass but are not yet fluent readers – are the most likely to struggle to access the core curriculum in Y2 and KS2. There is a significant overlap between this group and disadvantaged children |
| 3                | Assessment and feedback identify that attainment data for disadvantaged children in maths is lower than for non-disadvantaged children. This is in-line with the national picture.  |
| 4                | In KS2, there is a notable difference in the number of greater depth children between disadvantaged and non-disadvantaged.  |
| 5                | Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged   |
| 6                | Data collected on parental engagement (e.g. parents' evening attendance, email engagement etc.) is lower for families of disadvantaged families compared to non-disadvantaged.  |

## 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  |
|--|---|
| 1. Improved reading, language and communication outcomes for disadvantaged pupils in reception and Y1. Analysis- (To be reviewed at the end of the year) | Assessments and observations show improved outcomes in reading, language and communication for disadvantaged pupils. This can be seen through progress data from standardised assessments (where applicable), engagement, portfolio scrutiny and formative assessment |



## St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|  |   |
|--|---|
| <p>2. Every child is secure in their phonics and able to read fluently as early as possible. <u>Analysis-</u> (To be reviewed at end of year)</p>  | <p>Attainment for disadvantaged children is improved in all subjects due to the removal of phonics barriers and subsequent increased reading fluency.</p> |
| <p>3. Children become even more secure in number fluency, allowing them to better access problem solving as they progress through the school. Analysis (to be reviewed at end of year)</p> | <p>The attainment gap between disadvantaged and non-disadvantaged learners in maths significantly narrows as children progress through the school.</p>    |
| <p>4. There is a higher proportion of disadvantaged children attaining greater depth. Analysis (To be reviewed at end of year)</p>   | <p>The attainment gap between disadvantaged and non-disadvantaged learners in maths significantly narrows as children progress through the school.</p>    |
| <p>5. Increased attendance for disadvantaged pupils. Analysis (To be reviewed at end of year)</p>  | <p>Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils attend.</p>   |
| <p>6. Increased engagement with parents of disadvantaged children. (To be reviewed at end of year)</p>   | <p>Internal metrics demonstrate parental engagement of disadvantaged children is closer to that of non-disadvantaged.</p>                                 |



### 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

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Deploy a second teacher, a member of SLT, for each year group to provide high quality PPA cover.</p> <p>£28348.00</p> | <p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>The second teacher model ensures that all children receive high- quality teaching using an experienced, familiar and consistent teacher on every day of the week</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> | <p>1, 2, 3, 4</p>             |



## St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|   |   |                  |
|---|---|------------------|
| <p>Implement structured reading fluency scheme to whole class guided reading teaching.</p>  | <p>Our Fluency Project is an approach designed (by the DHT at SPAH, incidentally) to ensure guided reading is taught not just with a comprehension focus, but also a focus on fluent reading. Evidence demonstrates that improving fluency allows children to make significantly accelerated progress in all subjects.</p>  | <p>1,2,4</p>     |
| <p>Continual refinement and enhancement of teaching and curriculum planning for English and Maths in line with EEF guidance.</p> <p>Teacher release time and CPD funded to embed key elements of guidance.</p> <p>Maths consultant: 3 days      £1500</p> <p>RWI review 2 days            £1000</p> <p>Hackney Learning trust<br/>DSR/DR 2days                £1000</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> | <p>1,2,3,4,5</p> |
| <p>Continue to develop the PSHE/Self-regulating curriculum (linked to TBT and zones of regulation -Haringey's BASE), implement new Wellbeing booklets across the school</p> <p>TBT renewal                    £600</p> <p>The BASE Provision      £11,000</p>   | <p>There is extensive evidence associating childhood social and emotional skills improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>  | <p>1,2,3,4</p>   |



## St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|  |  |     |
|--|--|-----|
| <p>Continue to refine the implementation of software to support instructional coaching CPD model to develop quality of teaching.<br/>Trust part pays</p> <p>Subscription costs</p> | <p>Instructional coaching is currently the highest quality CPD which allows for the most impactful teacher development.</p> <p><a href="https://steplab.co/resources/papers/BP6w3bcs/A-Beginners-Guide-to-Instructional-Coaching#:~:text=Instructional%20coaching%20involves%20one%20teacher,based%20on%20a%20short%20observation.">https://steplab.co/resources/papers/BP6w3bcs/A-Beginners-Guide-to-Instructional-Coaching#:~:text=Instructional%20coaching%20involves%20one%20teacher,based%20on%20a%20short%20observation.</a></p>   |     |
| <p>Continue to refine implementation of Maths: Inspire/ approach.</p> <p>Maths consultant (3 Days) -£1500</p>  | <p>A high-quality curriculum is key, and this scheme ensures all children receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness.</p> <p>Furthermore, by removing the requirement for teachers to plan and resource maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part.</p> <p>See previous outcomes and evaluated pupil premium plan 2020-2023.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://support.oxfordowl.co.uk/teacher-support/school-subscriptions/subscription-guidance/inspire-maths-online/">https://support.oxfordowl.co.uk/teacher-support/school-subscriptions/subscription-guidance/inspire-maths-online/</a></p> | 3,4 |
| <p>Refresh stock of manipulatives and ensure they are being used effectively.</p>  | <p>Use of manipulatives in maths is a key aspect of our maths curriculum. As such, we have invested in new resources, ensuring all year groups have everything they need for every lesson across the year, and for their interventions too. We</p>   | 3,4 |







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

Budgeted cost: **£11040.00**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Deploy a second teacher/ member of SLT for each year group to provide targeted intervention groups.</p> <p>Phonics, Reading (1 hour) £2420</p> <p>Maths (1 hour) £2420</p> <p>Teachers boosters (after school) 30-45 mins £1000</p> | <p>The second tier of the EEF 'tiered approach' is targeted academic support, which our third teacher model is also designed to fulfil. Second teachers provide targeted intervention both during lessons and beyond, to close gaps in learning.</p> <p>Number fluency is often a barrier to mathematical problem solving in upper KS2 and beyond. To help close this gap, we have implemented the 'mastering number' DfE-funded MathsHub programme.</p> <p>This programme is embedded in the daily teaching of YR- Y3, and the KS2 edition will be rolled out to Y4 and 5 this year (2023).</p> <p>Additionally, like the phonics above, there is to be more targeted support provided by teachers and SLT, using this programme for interventions for those who require it.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> | <p>1,2,3,4</p>                |
| <p>Implement structured number fluency intervention programme in KS1 and KS2.</p>  | <p>Number fluency is often a barrier to mathematical problem solving in upper KS2 and beyond. To help close this gap, we have implemented the 'mastering number' DfE-funded MathsHub programme.</p>  | <p>1,2,3,4,5</p>              |



St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|  |   |                  |
|--|---|------------------|
| <p>Widen reach of programme to interventions across KS2, providing daily gap-closing interventions.</p> <p>£3000</p>   | <p>This programme is embedded in the daily teaching of YR- Y2, and the KS2 edition will be rolled out to Y3,Y4 and 5 this year (2023).</p> <p>Additionally, like the phonics above, there is to be more targeted support provided by teachers and SLT, using this programme for interventions for those who require it.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</a></p> |                  |
| <p>Support Staff to run targeted support for:</p> <ul style="list-style-type: none"> <li>-Social and emotional skills</li> <li>-Curriculum-based targeted support.</li> </ul> <p>£4900</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>  | <p>1,2,3,4,5</p> |



## St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|   |  |              |
|---|--|--------------|
| <p>Early Language</p> <p>-Phonics</p> <p>-Reading</p> <p>To ensure PP EYFS children have access to daily language intervention opportunities using speech and language approved programme, called Welcomme.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>1,2,3</p> |
|---|--|--------------|

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

Budgeted cost for Infant and Junior Schools: **£ 15464.00**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Our Inclusion Manager will spend 80% of her working day supporting vulnerable pupils, pupils with wider disadvantage and their families.</p>                           | <p>Engaging with parents</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> | <p>5,6</p>                    |
| <p>The Emotional Lit Support Assistant (KS2 TA S&amp;L) will spend 50% of her timetable supporting pupil's on the second tier of our wellbeing approach</p> <p>£12264</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>  | <p>5,6</p>                    |



St Paul's and All Hallows' Pupil Premium Strategy Statement 2023-26



|  |   |            |
|--|---|------------|
| <p>Whole staff training on behaviour management, developing school ethos and improving behaviour.</p> <p>£3200</p>                           | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/> <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br/><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> | <p>1-6</p> |
| <p>Focus on developing attendance of target groups and individuals. IM and attendance manager to implement procedures from the guidance.</p> | <p>Principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>   | <p>1-6</p> |

**Total Budgeted cost for Infant and Junior Schools: £ 91852.00**



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.

Last year signalled the end of our previous three-year plan, and with that the ideal opportunity to analyse the impact it has had over its duration.

The data overwhelmingly supports the success of the plan – it clearly demonstrates that the further children progress through the school, the more the gap between disadvantaged and non-disadvantaged children is closed, until it is barely evident by the time children leave at the end of year 6.

This is especially clear when analysing our KS2 SATS results from 2023 (and previous years too). Our combined score for R, W, M was 95% for pupil premium pupils and 95% for non -pupil premium pupils

Our approach will continue its three-pronged structure: high quality teaching, high quality curriculum and highly effective intervention. As such, much will remain in place from the previous plan with further refinement and some highly impactful new approaches, such as the phonics intervention scheme and number fluency add-on.