

## 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	St Peter's School
Number of pupils in school	867 (y8-11 June 2021)
Proportion (%) of pupil premium eligible pupils	32.6% (June 2021)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Christopher Bennet
Pupil premium lead	Agnes Davies
Governor / Trustee lead	Paul Sadler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268'000
Recovery premium funding allocation this academic year	£34'000
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	£290'000 + £12'000 (new amount needs adding in)

# Part A: Pupil premium strategy plan

## Statement of intent

At St Peter's School our pupil premium strategy sits at the centre of our whole school strategy and is informed by the current research and literature. Our decision for this model is reinforced by the EEF report which states "The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it." (Education Endowment Foundation 2019). Research concludes consistently that quality first teaching has the greatest impact on students' progress and that this is especially true for disadvantaged students. The guidance outlined in the Education Endowment Foundation report and referenced by the Department for Education (October 2019) suggest that adopting a tiered approach for allocation of pupil premium spending can help balance the need to secure quality first teaching, provide targeted academic support and ensure there are wider strategies that ensure readiness to learn.

Overall creating a positive relationship between staff and students is imperative to support students to make greater progress. Our ongoing mission is for every student to learn, aspire and exceed.

## Challenges

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

Challenge number	Detail of challenge
1	The staffing time dedicated to safeguarding is being maintained and continues to be the highest priority, which leads to a significant expenditure in this area.
2	<b>89%</b> of PP students have a Child Protection file which indicates the complexity of these students needs which goes beyond academic learning.
3	<b>9%</b> of students are vulnerable (nationally 4%)
4	Students arrive at St Peter's School with significant gaps between KS2 attainment between disadvantaged and other students.
5	Parents of disadvantaged student's engagement with their child's education.
6	A significant proportion of our disadvantaged students are vulnerable and/or young carers which adds an additional burden on these young people.
7	Student mindset, lack of motivation and resilience, which is why capacity to the CEIAG team has been added.
8	During lockdown the gap between disadvantaged and other students has widened

## 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
All students have known destinations 2020_21: 1.6% NEET	Aim: 0%
Narrow the attainment gap between disadvantaged and other students P8 2019: -0.66 vs -0.1 overall (-0.45 national)	E/M 4+ 2019: 38.2% actual vs 57.8% all (44.7% national for disadvantaged) E/M 5+ 2019: 23.6% actual vs 39.8% all (24.7% national for disadvantaged)
Narrow the attainment 8 gap between disadvantaged and other students. Starting point: <b>Other students (October 2021)</b> English: 4.7 (projected), 4.7 (target) Maths: 4.0 (projected), 4.5 (target) EBac: 4.3 (projected), 4.4 (target) Open: (projected), 5.0 (target) <b>Disadvantaged students (October 2021)</b> English: 3.6 (projected), 4.2 (target) Maths: 3.2 (projected), 4.0 (target) EBac: 2.9 (projected), 4.0 (target) Open: 3.4 (projected), 3.9 (target)	Aim: For disadvantaged students to achieve their targeted attainment 8 score.
Improved attendance <b>% attendance 2019</b> (92% national) The 2020 and 2021 data are not included here because of the disruption experience due to Covid.	Aim: 94% for disadvantaged students Current: 87% for disadvantaged students
Improved attitude for learning Less exclusions: 52% of total events have been disadvantaged students (30/06/21) Less disadvantaged students in isolation: 59% of isolation days have been for disadvantaged students (30/06/21) More positive eBehaves Less negative eBehaves	Aim: Number of exclusions and isolations for disadvantaged students are in line with the proportion of disadvantaged students in a cohort.
Improved participation in extra-curricular activities	Participation of disadvantaged students at least 30%
Increased parental engagement	75% parents' evening attendance of disadvantaged students

## 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: £107000

Activities for each measure are exemplified below. For full details please see our Pupil Premium Improvement Plan.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on quality first teaching supported by evidence informed CPD for teachers and support staff. The quality of teaching to disadvantaged students to be 90% good or better. Shared teaching and learning expectations for consistency across lessons. High expectations for all students to support disadvantaged students to close the gap in all measures. eg employment of an additional maths and English teacher to reduce group sizes and increase capacity for in class intervention.</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours</p>	<p>4,8</p>
<p>A broad and engaging curriculum that meets the needs of our students and offers a range of enrichment opportunities eg appoint a TLR holder responsible for Learning Outside the Classroom activities to broaden our provision</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>2,3,5,6,7,8</p>
<p>Shared teaching and learning expectations for consistency across lessons. High</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</p>	<p>4,7,8</p>

<p>expectations for all students.</p> <p>eg ask every disadvantaged student a question in every lesson and insist on an answer in full sentences</p>	<p>There is particularly good evidence around the potential impact of teacher professional development.</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours</p>	
<p>Focus on disadvantaged students is a shared priority across the school</p> <p>eg progress of disadvantaged students is closely monitored by all departments and regularly reviewed during line management meetings</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	4,8
<p>Monitoring and evaluation of assessment data to inform future planning and strategic intervention.</p> <p>Appointment of TLR holders in core subjects who focus on improving progress of disadvantaged students.</p> <p>eg Stretch and Challenge clubs, Stem club, participation in maths challenges</p>	<p>EEF Attainment Gap Report: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment</p> <p>DfE (Supporting attainment of dis. Pupils): Have an individualised approach to addressing barriers to learning and emotional support at an early stage (rather than providing generic support and at a later stage)</p>	4,8
<p>Ensure our most vulnerable and disadvantaged students have priority access to the highest quality classroom teaching and online resources</p> <p>eg ensure access to revision guides and scientific calculators</p>	<p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented.</p> <p>EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p>	4,8

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

Budgeted cost: £108500

Activities for each measure are exemplified below. For full details please see our Pupil Premium Improvement Plan.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a carefully planned programme of intervention which alters as	EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people	4,7,8

<p>students become older enhancing the identified effective strategies. Organise national tutoring programme on site.</p>	<p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way. DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF) DfE (Supporting attainment of dis. Pupils): Focus on outcomes for individual pupils rather than on providing strategies. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p>	
<p>A recovery curriculum that meets the needs of our students and spend catchup funding in an impactful way eg Working with Fleet Tutors on provision of tailored tutoring sessions on site Strive and Thrive curriculum</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>4,7,8</p>
<p>Remote learning access support eg Loan of IT devices to disadvantaged students who need online access. So far very student has been given a device who needed one.</p>	<p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented.</p>	<p>4,6,7,8</p>
<p>Continued employment of a teacher who leads a nurture group. Develop students' literacy and numeracy skills in order for them to access the curriculum better in future years. Whole school approach to improving literacy across all subjects.</p>	<p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented. EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p>	<p>1,2,4,6,7,8</p>

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

Budgeted cost: £74000

Activities for each measure are exemplified below. For full details please see our Pupil Premium Improvement Plan.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school literacy initiative. Non-English specialist teachers provided with training to support scheme effectively. Students read and academic text each month. Students participate in a silent reading activity once per week during tutor time.</p>	<p>EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p>	<p>4,8</p>
<p>Ensure pastoral and safeguarding support is readily available to support students. eg Increasing capacity within the pastoral, safeguarding and well-being team by appointing additional members of staff, a family worker and a counsellor.</p>	<p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p>	<p>1,2,3,6,7,8</p>
<p>A broad and engaging curriculum that meets the needs of our students and offers a range of enrichment opportunities eg y10 exceed group, St Peter's Pathway</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>2,3,4,5,7,8</p>
<p>Attendance to be 94% for Y7-11 PP students eg Dedicated attendance officer to track attendance on a daily basis and work with parents to get students to attend school as much as possible.</p>	<p>DfE (Supporting attainment of dis. Pupils): Schools with higher levels of pupil absence had lower performance amongst dis. pupils. More successful schools set up rapid response systems to address poor attendance.</p>	<p>2,3,5,7,8</p>
<p>Improve communication between parents and the school. Increased parental engagement in general and attendance of</p>		<p>5</p>

consultation evenings by 10%		
Support students moving on to university and all students have known destinations. (Yr 11-13) 1% NEET in 2019 1.6% NEET in 2021  eg Increased capacity within the careers team to broaden support available	EEF Attainment Gap Report: The transition between phases of education is a risk-point for vulnerable learners	1,2,3,4,6,7
Ensure that, for all Pupil Premium funded staff, performance measures are accountable and measurable in terms of Pupil Premium progress and impact eg Choice of PM objectives	EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.  DfE (Supporting attainment of dis. Pupils): Promote an ethos of attainment for all pupils, rather than stereotyping dis. pupils as a group with less potential to succeed.	4,8
For the Pupil Premium Governor(s) and staff to visit other secondary schools to see best practice in action.	EEF Attainment Gap Report: Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap	4,8
Ensure the website meets all the statutory requirements for reporting spend and its impact		

**Total budgeted cost: £290000**



## 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.

The budget for 2020/21 was £262000

Strategy (Aim)	Cost (£)	Impact / Outcome	Evaluation
English teacher (Teaching)	46,936	Reduced class sizes. Increase capacity for in class intervention. After school intervention commenced autumn term. P8 for disadvantaged students in 2019 was -0.5 compared to national (-0.44).	Effective
Maths teacher (Teaching)	46,936	Reduced class sizes. Increase capacity for in class intervention. After school intervention commenced autumn term. P8 for disadvantaged students in 2019 was -0.2 compared to national (-0.44).	Highly Effective
Teachers for nurture groups (Teaching)	44,222	End of autumn term 4 students from year 7 nurture transitioned out to mainstream lessons. Identification of additional student requiring additional support moved into the nurture bubble for additional support. Base line testing completed. Over the course of the year students moved from nurture into mainstream:  End of 2020_21:  Y7: 58% have transitioned into mainstream  Y8: 43% have transitioned into mainstream  Y9: 100% have transitioned into mainstream	Effective
Literacy teacher (Year 7 Catch up fund replaced through COVID catchup premium) (Teaching)	36,113	End of autumn term 4 students from year 7 nurture transitioned out to mainstream lessons. Identification of additional student requiring additional support moved into the nurture bubble for additional support. Base line testing completed.  Average improvement in months for Reading Age:	Moderately Effective (affected by lockdown and phases of online learning)

		Y7: 17, Y8: 8, Y9: -4.5  Average improvement in months for Comprehension:  Y7: 16.5, Y8: 13, Y9: -10,	
Pupil Premium Mentor (Targeted academic support)	21,606	Additional pastoral support in nurture to create additional capacity due to high demands on this wider support during COVID measures. Member of staff was acting as Student Support Coordinator, supported safeguarding and attendance, organised for the nurture students to gain a D of E qualification and delivered some additional lessons.	Effective
Family Worker/LAC support (Wider strategies)	32,773	LAC students being supported in collaboration with outside agencies. Strategies emerging to further strengthen collaboration with the primary feeder schools to aid with future transitions.	Effective
Pupil Premium behaviour support (Wider strategies)	1,000	After school homework club running for years 7 and 8 only from autumn term. KS3 breakfast club running from summer term. Pupil premium tutor group was not able to run due to Covid restrictions. Attendance: Homework club: 54% of attendees were PP students Breakfast Club: 60% of attendees were PP students  It would be useful to be able to offer both clubs to all disadvantaged KS3 students. Both schemes need re-launching in September.	Clubs were not able to run all year. Restrictions as to who was allowed to attend were in place, which reduced attendance.
Counsellor (Wider strategies)	7,113	Referrals ongoing as required. The hours our counsellor is in school have been extended due to the additional challenges on mental health students are facing due to lockdown. As a result, more students are able to access support.	Highly Effective
TLR disadvantaged – English (Targeted academic support)	2,267	Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged students is -0.1 compared to national (-0.44). Organisation of after school clubs.	Highly Effective
TLR disadvantaged – Maths	2,267	Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged	Highly Effective

(targeted academic support)		students is +0.2 compared to national (-0.44). Organisation of after school clubs.	
TLR disadvantaged – Science (targeted academic support)	2,267	Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged students is +0.0 compared to national (-0.44). Organisation of after school clubs.	Effective
Additional curriculum resources (targeted academic support)	5000	Revision guides, books, calculators, stationary, school uniform as required. Invited requests from all staff to identify any resources that can support progress. Cookery ingredients provided. Home-learning support provided by making equipment available for students to access online work and lessons. Students received additional revision guides to use during lockdown as well as paper resources.	Effective
Cultural capital and social skills support  TLR holder focusing outdoor learning (Wider strategies)	10,000	Long term development of learning outside the classroom being invested in to promote a broad curriculum. Currently guidelines limit the opportunities for trips and offsite activities. This has not been spent during this academic year due to Covid restrictions and needs carrying forward. The intention is to develop an enriched curriculum to increase student engagement. Trips to the school allotment have already started and a trip for the nurture student is planned for the last week of term.	On hold for most of the year

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Online tutoring programme with y9	TLC Live

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*