

Pupil Premium Strategy Statement 2024 – 2025



This statement details our use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

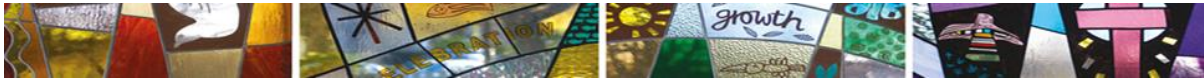
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | St Peter's CE |
| Number of pupils in school | 262 (2024 – 2025) |
| Proportion (%) of pupil premium eligible pupils | 9.9% (26) |
| Academic year/years that our current pupil premium strategy plan covers | 4 years 2021-2025 |
| Date this statement was published | 17 th December 2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Paul Griffiths |
| Pupil premium leaders | Alice Jones & Emily Crankshaw |
| Governor / Trustee lead | Linda McPhee |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £36,654.54 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £36,654.54 |



Part A: Pupil premium strategy plan

Statement of intent

YCST Shared Principles

At Yorkshire Causeway Schools Trust, we believe in meeting the needs of all pupils, including pupils in receipt of the pupil premium grant with a school commitment to high quality learning. The values of the trust informs this approach.

“Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation” (YCST vision statement)

Core Principles:

- High quality, inclusive teaching and learning for all
- Provision that supports an improvement in well-being and/or an increase in academic attainment for all

“Pupils with better health and wellbeing are likely to achieve better academically.” (The link between pupil health and well-being and attainment: Public Health England)

- Addressing barriers to learning and the characteristics of less successful learners
- Monitoring and evaluation
- A commitment to working collaboratively to provide challenge and support

These principles are based on current research evidence and are understood by all members of the school community. Whilst these are the shared principles of the trust, we recognise the individual settings and therefore needs of each of our schools are different.

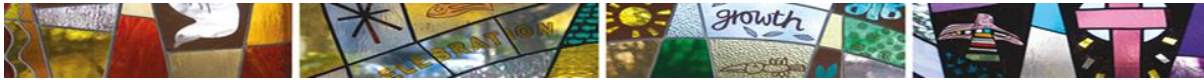
“Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.” Sir Kevan Collins (Chief executive of the Education Endowment Foundation)

Our core principles are under-pinned by the following procedures:

- Strategic reviews with peer partners – once every three years
- Case studies
- Regular communications with parents
- On-going school based monitoring and evaluation
- Class provision maps
- Reports to Governors
- Annual Pupil Premium Report *

*While we are required to post a report detailing the impact of how we have allocated funds from the Pupil Premium Grant, we do not conduct analysis on pupil premium students as a group, since our children do not always share similar needs. Data collected on such small groups is not statistically reliable.

“Effective schools also recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups and individuals facing particular barriers.”



(Effective pupil premium reviews 2016: Teaching School Council)

The guidelines on how schools use their Pupil Premium Grant state:

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”.
(DFE)

The Rationale behind this approach and the Evidence used in developing this Action Plan

In developing this plan YCST and the school has studied in detail the evidence of which strategies have the greatest impact on outcomes for disadvantaged children and used this to structure our Strategy Statement.

In studying the evidence the school has used the following sources:

- The Education Endowment Foundation Teaching and Learning Toolkit
- The Education Endowment Foundation Summary Recommendations for making the best use of Teaching Assistants
- Ofsted The Pupil Premium: an update Published July 2014
- The Educational Endowment Foundation Using Evidence to Narrow the Gap: Effective Pupil Premium Spending
- The National Governor’s Association Report, Pupil Premium: Assessing the impact of the pupil premium
- Steve Higgins: Making the most of the pupil premium
- Effective Pupil Premium Reviews 2016: Teaching School Council
- The link between pupil health and well-being and attainment: Public Health England
- Achievement Unlocked in North Yorkshire 2018

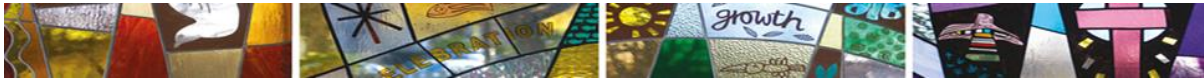
We will use our Pupil Premium Grant to ensure that:

- high quality teaching and learning opportunities meet the needs of all pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

Challenges BARRIERS TO EDUCATIONAL ACHIEVEMENT

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social emotional and mental health difficulties <ul style="list-style-type: none"> - Anxiety and other forms of emotional distress - Low self esteem - Lack of early childhood experiences including early language development |

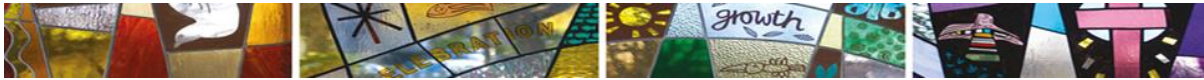


| | |
|---|---|
| | <ul style="list-style-type: none"> - Attachment difficulties - Poor health and wellbeing of parents and other family members - Witnessed domestic abuse - Young Carers - Low levels of attendance - Food and heating poverty |
| 2 | <p>Mobility and educational support</p> <ul style="list-style-type: none"> - English as an additional language - Language difficulties - Difficult housing situation - Lack of support at home for reading, writing and maths |
| 3 | <p>Lack of parental employment</p> <ul style="list-style-type: none"> - Lack of support at home - Poor motor control - Inability to access extra-curricular activities - Short attention span - Memory difficulties - Low aspirations |
| 4 | <p>Looked after children (LAC)</p> |

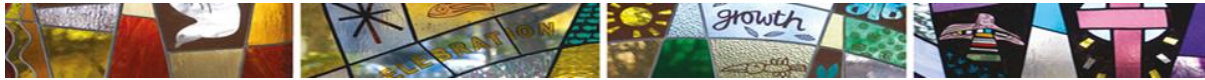
Intended outcomes TARGET & DESIRED OUTCOME

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. Improve attendance, behaviour and wellbeing of all children. | <p>New behaviour strategy has been revised and is being effectively used.</p> <p>Use of management system to monitor attendance and behaviour of all children.</p> <p>Online Safeguarding systems are established and provide clear expectations of standards and systems.</p> <p>Provision of additional support before and after school.</p> |
| 2. Improve provision and support for children with SEMH issues. | <p>Effective use of a safe nurture space in school for children to access at busy times of the day and for specific interventions.</p> <p>Nurture room has been remodelled to provide a calm and welcoming space.</p> <p>Increase adult support within school and increase support from external agencies such as Early Help. Additional staff employed Autumn 2024 including SEND TA and apprentices.</p> <p>Support for children to access extra curriculum activities.</p> |



| | |
|---|---|
| | <p>Children's self-esteem and range of strategies to manage feelings continue to be developed. Whole school approach to Zones of Regulation implemented Autumn 2024.</p> |
| <p>3. Improve attainment and progress of all children</p> | <p>Early reading lead and curriculum – including phonics. Effective use of Little Wandle for phonics and introduction of KS2 Rapid Catch Up and SEND programme to support reading. Additional training and time allocated for additional staff and maternity cover.</p> <p>Standardised assessment materials used throughout the year.</p> <p>Narrowing of gap between PP and Non-PP children's attainment and progress.</p> <p>Use of SHINE resources that provide targeted support based on question level analysis of NTS assessments in reading and maths. Additional resources used to support delivery of the maths curriculum.</p> <p>Use of Nuffield Early Language Intervention (NELI).</p> <p>Purchase of additional laptops to support with curriculum delivery.</p> |



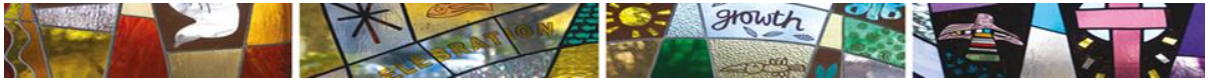
Activity in this academic year ACTIONS

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)

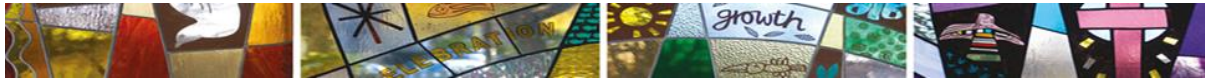
Budgeted cost: £14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Recruitment of and increase support staff hours | Staff trained to avoid prioritising task completion and concentrate on helping pupils develop ownership of tasks. In class to support teacher – not out of class with the lowest ability children. | 1-4 |
| Purchase of additional new assessment materials and linked intervention resources | Resources comparable with national expectations. Benchmarking and to identify gaps in learning and specific intervention programmes to use. | 1-4 |
| Release time to develop, implement and monitor PP strategy | Review what is working and identify areas for support/ CPD and analysis of data to support judgements. | 1-4 |
| Adaptive Teaching training for ALL staff | Whole school CPD on adaptive teaching (3 sessions across the year) delivered by Trust trained adaptive teaching improvement lead. | 1,3 and 4 |
| SEND CPD – course fees and training. | CPD – ILP, EAL and Classroom provision to improve teacher knowledge and quality of teaching improves outcomes for all children. Team Teach CPD across school to support SEMH provision. Whole school Trauma and Clicker training. | 1 |
| Subject CPD – course fees and training | CPD – improving teacher knowledge and quality of teaching improves outcomes for all children. Foundation and core subject monitoring release time given to identify curriculum strength and areas for development. | 2 |
| <p>In studying the evidence, the school has used the following sources;</p> <ul style="list-style-type: none"> - The Education Endowment Foundation <ul style="list-style-type: none"> o Teaching and Learning Toolkit o Summary recommendations for making the best use of Teaching Assistants o A school's guide to implementation | | |



- Updated Pupil Premium Guide

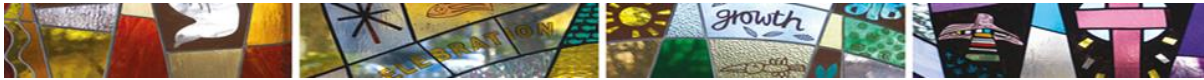
- The DFE Guidance; Using Pupil Premium; guidance for school leaders
- Ofsted Pupil Premium Accountability 2021: Guidance For Schools



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

Budgeted cost: £ 16,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| One to one support structured interventions – early language, phonics and reading in EY and KS1 | Delivery of brief, intensive structured interventions. Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1,2 |
| One to one support structured interventions – phonics, maths and reading in KS2 | Delivery of brief, intensive structured interventions. Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1,2 |
| One to one and small group tutoring. Regular regrouping and re-shaping of focus as required. | Delivery of specific tailored support for maths in KS2. Reading and phonics in KS1 and LKS2. | 1,2 |
| Supervision and support for KS2 spelling programmes | Delivery of brief, intensive structured interventions. Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1,2 |
| Same day interventions - maths | Delivery of brief, intensive structured interventions. Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1,2 |
| Subscriptions to specific interventions e.g. IDL | Focused research on the impact of specific interventions – linked to supporting children with SEND. NELI resources SHINE – resources Flash Academy resources Clicker access | 1,2,4 |
| <p>In studying the evidence, the school has used the following sources;</p> <ul style="list-style-type: none"> - The Education Endowment Foundation <ul style="list-style-type: none"> o Teaching and Learning Toolkit o Summary recommendations for making the best use of Teaching Assistants o A school's guide to implementation o Updated Pupil Premium Guide - The DFE Guidance; Using Pupil Premium; guidance for school leaders - Ofsted Pupil Premium Accountability 2021: Guidance For Schools | | |

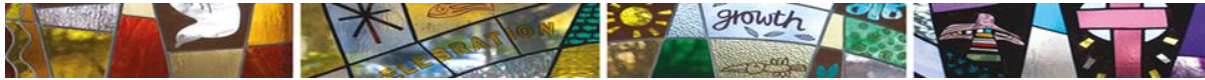


Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Residential subsidy | Providing SEMH opportunities outside of the classroom – personal development and growth. Positive change in behaviour due to rise in self-esteem. | 3,4 |
| Club subsidy | Provision of aspirational opportunities | 1,3,4 |
| Nurture room establishment | Basic needs met and supported. Place for the delivery of brief, intensive structured interventions. Remodelled in the autumn term to provide a calm and welcoming space. | 1,2,4 |
| Lunchtime room established | Basic needs met and supported. Providing SEMH support outside of the classroom. Remodelled in the autumn term to provide a calm and welcoming space. | 1 |
| SENCO monitoring and support | Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1-4 |
| Admin monitoring and support | Monitoring of impact of intervention – observation/ CPD opportunities and data analysis. | 1-4 |
| <p>In studying the evidence, the school has used the following sources;</p> <ul style="list-style-type: none"> - The Education Endowment Foundation <ul style="list-style-type: none"> o Teaching and Learning Toolkit o Summary recommendations for making the best use of Teaching Assistants o A school's guide to implementation o Updated Pupil Premium Guide - The DFE Guidance; Using Pupil Premium; guidance for school leaders - Ofsted Pupil Premium Accountability 2021: Guidance For Schools | | |

Total budgeted cost: £ 39,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes SUMMARY REVIEW OF IMPACT

This details the impact that our pupil premium activity had on pupils since the 2020 to 2021 academic year.

In 2021– 2022, 11% of our pupils were (29 children) were identified as receiving Pupil Premium funding.

There were 41 children in Year 2 (September 2021 to July 2022), 5 children were pupil premium; 3 boys and 2 girls (12% of the cohort). 1 child was also SEND and EAL. Below is the chart that shows how the children performed at the end of KS1. Each PP child is 20%.

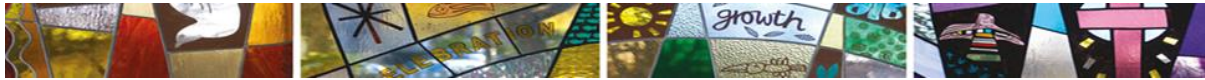
In 2022 – 2023, 11% of our pupils were (30 children) were identified as receiving Pupil Premium funding.

There were 37 children in Year 2 (September 2022 – July 2023); 7 children were PP; 19% of our pupils (7 children) were identified as receiving Pupil Premium funding; 4 boys and 3 girls (19% of the cohort). 2 children were also SEN, 1 pupil was also EAL and 1 child was SEN and EAL. Below is the chart that shows how the children performed at the end of KS1. Each PP child is 14%.

In 2023 – 2024, 9.6% of our pupils (26 pupils) were identified as receiving Pupil Premium funding.

There were 43 children in Year 2 (September 2023 – July 2024); 2 children were pupil premium; both were boys and represent 4.7% of the cohort and both were identified as receiving pupil premium funding. Both children were also EAL. Below is the chart that shows how the children performed at the end of KS1. Each PP child is 50%.

| End of KS1 Attainment | School – PP Children | School – All Children | National - All Children (2022) |
|---|----------------------|------------------------|--------------------------------|
| % achieving expected in reading | 20% 57% 100% | 56% 59.5% 72.1% | 68% 68% 67% |
| % achieving expected in writing | 20% 57% 100% | 46% 48.6% 69.8% | 59% 60% 58% |
| % achieving expected in maths | 60% 71% 100% | 66% 70.3% 76.7% | 70% 71% 68% |
| % achieving expected greater depth in reading | 20% 0% 0% | 12% 10.8% 18.6% | 18% 18% 18% |
| % achieving expected greater depth in writing | 0% 0% 0% | 10% 5.4% 16.3% | 8% 8% 8% |
| % achieving expected greater depth in maths | 0% 0% 0% | 2.4% 10.8% 20.9% | 15% 16% 16% |



There were 43 children in Year 6 (September 2020 – July 2021), 7 children were pupil premium; 5 boys and 2 girls (16% of the cohort). 2 of these children were also SEND and 2 children were also EAL. Below is a chart that shows how the children performed in KS2 SATs. Each PP child is 14%.

There were 41 children in Year 6 (September 2022 – 2023). 2 children were pupil premium, both were girls (5% of the cohort). Below is a chart that shows how the children performed in KS2 SATs. Each PP child is 50%.

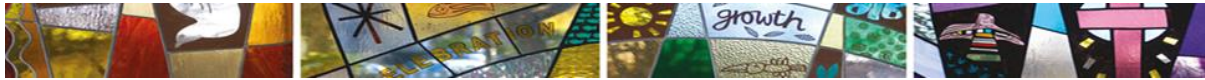
There were 41 children in Year 6 (September 2023 – 2024). 6 children were pupil premium (15% of the cohort); 3 were boys and 3 were girls; of the 6 children 4 were EAL, 1 was a young carer, 2 were SEN). Below is a chart that shows how the children performed in KS2 SATs. Each PP child is 14.6%.

| End of KS2 Attainment | School – PP Children | School – All Children | National - All Children (2022) |
|---|----------------------|-----------------------|--------------------------------|
| % achieving expected in reading, writing, maths | 60% 50% 33.3% | 72% 70.7% 58.5% | 59% 59% 61% |
| % achieving expected in reading | 80% 100% 100% | 79% 83% 80.5% | 74% 73% 74% |
| % achieving expected in writing | 60% 100% 50% | 77% 87.8% 75.6% | 69% 71% 72% |
| % achieving expected in maths | 80% 50% 66.7% | 82% 73.2% 78% | 71% 73% 73% |
| % achieving expected greater depth in reading | 20% 0% 0% | 33% 37% 22% | 28% |
| % achieving expected greater depth in writing | 0% 0% 0% | 30% 24.4% 12% | 13% |
| % achieving expected greater depth in maths | 0% 50% 14.6% | 33% 29% 27% | 22% |
| Progress Score in reading | -2.0 1.6 N/A | 1.1 0.9 N/A | |
| Progress Score in writing | -1.6 3.8 N/A | 1.0 2.8 N/A | |
| Progress Score in maths | -1.9 0.0 N/A | 1.7 -0.2 N/A | |

There were 33 children In Year 1 (September 2021 to 2022), 7 children were pupil premium; 4 boys and 3 girls (21% of the cohort). Of these 7 children 1 is SEN and 2 started in Year 1 and were classed as vulnerable and non-school attendees.

There were 43 children in Year 1 (September 2022 – 2023), 2 children were pupil premium and both were boys and EAL. Each child is 50%. Of those children who re-sat the phonics screening as a Year 2, 1 child was pupil premium and had been retested as he had moved schools and we had no data for them. This child is 100% of the cohort.

There were 33 children in Year 1 (September 2023 – 2024), 3 children were pupil premium, and all 3 children were boys and EAL. Each child is 33.3%. Of those children who re-sat the phonics



screening as a Year 2 child, none of these children were pupil premium so have been left blank on the form below.

| Phonics Attainment | School - PP Children | School - All | National - All Children (2022) |
|------------------------|----------------------|-----------------------|--------------------------------|
| Year 1 children | | | |
| % achieving expected | 43% 100% 66.7% | 82% 90.7% 84.8% | 79.6% 80% |
| Year 2 children | | | |
| % achieving expected | 100% 100% - | 77% 83% 75% | |

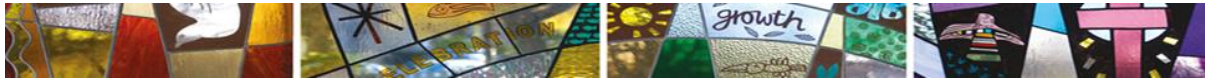
There were 42 children in EYFS (September 2021 to July 2022), 3 children (7%) were pupil premium; all boys. 66.6% achieved a GLD as one child was new to English and a non-school starter.

There were 35 children in EYFS (September 2022 – 2023), 2 children (6%) were pupil premium, both girls and 1 is also SEN. Each pupil is 50%.

There were 32 children in EYF (September 2023 – 2024), 4 children (12%) were pupil premium; 1 child is a LAC; 2 children were girls and 2 were boys; 1 child is also SEN and EAL and joined the cohort in the summer term from another school; another children also joined the school in the summer term; 1 child is SEN. Each pupil is 25%.

| EYFS Attainment | School – 4 PP Children | School - All | National - All Children |
|--|------------------------|-----------------------|-------------------------|
| % achieving expected GLD | 66.6% 50% 0% | 67% 67.7% 65.6% | 67.9% 67.7% |
| % achieving expected in reading | 66.6% 50% 0% | 83% 71.9% 78.1% | |
| % achieving expected in writing | 66.6% 50% 0% | 67% 65.6% 65.6% | |
| % achieving expected in maths (number) | 66.6% 50% 0% | 86% 84.4% 78.1% | |

| Attendance | PP children | Non PP children |
|-------------|-------------|-----------------|
| 2023 - 2024 | 90.63% | 95.26% |
| 2022 - 2023 | 87.47% | 94.27% |
| 2021 - 2022 | 89.93% | 94.10% |
| 2020-2021 | 92.49% | 97.30% |
| 2019-2020 | 88.10% | 92.83% |
| 2018-2019 | 94.92% | 96.83% |



Externally provided programmes

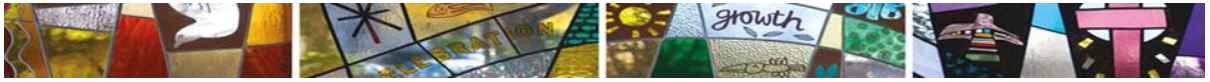
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|---|
| Nuffield Early Language Intervention (NELI) | NELI |
| KS2 Rapid Catch Up | Little Wandle |
| SEND Little Wandle Catch Up | Little Wandle |
| Flash Academy EAL resources and assessments | Flash Academy |
| SHINE Intervention resources | Hodder |
| Dyslexia and dyscalculia intervention resources IDL | IDL |
| Maths and Reading homework workbooks | CGP |
| TT Rockstars and Numbots | Times Tables Rock Stars – Times Tables Rock Stars |

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? | Access same-day intervention and Y6 booster groups. |
| What was the impact of that spending on service pupil premium eligible pupils? | Meeting ARE. |



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.