

# Pupil premium strategy statement – St Paul’s CE Primary, Utkinton & Cotebrook

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	4
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-23
Date this statement was published	November 22
Date on which it will be reviewed	July 23
Statement authorised by	Kerry McLean
Pupil premium lead	Kerry McLean
Governor / Trustee lead	Jim Bridgeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12445
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14445

# Part A: Pupil premium strategy plan

## Statement of intent

We at St Paul's C of E Primary School are committed to the continuous improvement and fulfilment of potential in every child. We want to ensure every child who comes here:

- is well prepared for the next phase of their education
- receive a high level of emotional and social care
- has the opportunity to take part in a wide range of clubs, trips and activities.

## Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being
2	Attainment in Maths and English
3	Access to trips and out of school clubs and activities

## 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
Pupils to have secure emotional well-being and resilience support, which will then impact on ability to learn.	Children will have access to different strategies to manage their emotions and staff will be confident in how to support children. As a result, children will be able to happily transition into school and their attainment levels will increase as they are able to concentrate on their work more effectively and tackle challenges.
Accelerated progress in Reading, Writing and Maths which therefore lead to increased attainment levels.	Improved end of KS2 results so ensuring a successful start to the next phase of their education and beyond.

1. All children have had the opportunity to experience wider curriculum, enhancements and opportunities.	Children will be offered a range of new activities including sports, computing, music. Children will take part in trips/residential or enhancements at least once a term.
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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: £10,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining three teachers in order to ensure small class sizes.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1 and 2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fast Track Phonics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2

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

Budgeted cost: £1500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Trips, visits and curriculum enhancements (including music lessons)	<a href="https://educationbusinessuk.net/features/school-trips-help-schools-succeed">https://educationbusinessuk.net/features/school-trips-help-schools-succeed</a>  Music - £1000 Trips - £500	3

**Total budgeted cost: £14445**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**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.*