



Pupil premium strategy statement

September 2021

School overview

Metric	Data
School name	Paternoster School
Pupils in school	63
Proportion of disadvantaged pupils	49%
Pupil premium allocation this academic year	(April 21 – April 22 funding)
Academic year or years covered by statement	2021/2022 to 2024/2025
Publish date	November 2021
Review date	July 2022
Statement authorised by	A Fidderman
Pupil premium lead	J Laird
Governor lead	A Brown

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,725 (April 21 – April 22 funding)
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years	£3000
Total budget for this academic year	£42,685

Recovery Premium

For 2021 – 2022 a new one-off Recovery Premium for state primary and secondary schools, building on the Pupil Premium, will be provided to schools to use as they see best to support disadvantaged students. This will help schools to bolster summer provision for their students, for example laying on additional clubs and activities, or for evidence-based approaches for supporting the most disadvantaged pupils from September. Paternoster School will receive **£6,960** Recovery Premium for 2021 – 2022, this has been incorporated into our wider strategies to support the most disadvantaged pupils in our school.



Statement of intent

It is the aim of Paternoster School to use Pupil Premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we maintain that additional support can be provided to ensure our pupils can be supported to overcome barriers to success, including:

- Oral language and/or communication skills
- Special Educational Needs including challenging behaviours
- Self-esteem / Social, Emotional Mental Health
- 'Lost learning' due to Covid-19 Pandemic

Integral to our approach is quality teaching first, focussed on areas that disadvantages pupils require it most. Targeted support is based on diagnostic assessment of need, including baseline assessment and progress along our individualised, sequential pathways; progress towards EHCP outcomes and evaluation of social and emotional needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as small class sizes and high-quality teaching. Implicit in the intended outcomes, detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is central to wider school plans for education recovery, notably through ELSA and nurture to support readiness for learning and school-led tutoring for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person through a culture of high expectations from all pupils and staff. This is based on formal and informal assessments, not assumptions or labels and will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress against their academic target than non-disadvantaged pupils and oral language and/or communication skills has been identified as a barrier to achieving desired outcomes in English and Maths.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely experience greater challenges due to their special educational needs, including challenging behaviours.
3	Our observations, conversations with pupils, recovery lever analysis and boxall profiling indicate that disadvantage pupils often require additional support with self-esteem and social, emotional, mental health to improve readiness to learn.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.



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 make at least expected progress in English and Maths	Through improving the quality of teaching in English and Maths and the embedding of individualised learning pathways, results show further closure of the gap of progress between PP and non PP pupils.
Pupils make at least expected progress against EHCP outcomes	Assessment of pupils progress towards EHCP outcomes shows PP pupils making the same progress against EHCP targets as non PP pupils.
To improve behaviour and attitudes to learning.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/2024. Fewer behaviour incidents recorded for identified pupils. Robust and supportive behavioural interventions in place for these pupils.
To increase the number of positive social interactions with adults and peers.	Fewer behaviour incidents recorded for identified pupils. A range of groups offering opportunities for positive social interactions for these pupils.
To improve self-esteem and independence for our young learners.	Observed improvement in attitudes towards school achievement – using the Leuven Scale for wellbeing. Achievements regularly celebrated and shared with the school community.



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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of individualised learning on Yellow or Blue Curriculum.	EEF Studies show that, <i>“On average, individualised instruction has a positive effect on learners.”</i>	1,2
Small class sizes.	<i>“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”</i> Education Endowment Foundation	1,2

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

Budgeted cost: **£4,000** (+ school-led tutoring funding £7,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support (including school-led tutoring) and interventions. Targeted EHCP support	<i>“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</i> Education Endowment Foundation	1
ELSA training for x2 teaching assistants to deliver Emotional Literacy Support for pupils who are experiencing temporary or longer term additional emotional needs – <i>Carried forward from 2020 due to Covid limiting training opportunities.</i>	<i>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</i> Education Endowment Foundation	2, 3, 4
Robust EHCP assessment and monitoring to ensure pupils make progress against EHCP outcomes. Purchase Earwig Academic to support.	To ensure that our assessment provides valid and reliable accounts of pupils’ learning, procedures need include quality assurance and quality control of teachers’ judgements. <i>Assessment Reform Group – Nuffield Foundation</i>	1, 2



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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support LP in place for one-to-one support with transitions and integrating into the classroom.	The Early Intervention Foundation provides evidence to suggest that that targeted provision to support Social and Emotional Literacy have a positive impact on short term and long-term outcomes – depending on the strategies used.	2, 3
<p>Targeted groups / support including:</p> <p>Hydrotherapy sessions to support SEMH and positive adult / pupil interactions.</p> <p>Nurture groups set up during 2020, using Catch-Up Premium funding to be maintained with the use of Recovery Premium funding.</p> <p>Duke of Edinburgh Award to develop confidence and life skills.</p> <p>Music Interaction to develop communication, interaction and wellbeing.</p>	<p>The Education Endowment Foundation’s Magic Breakfast study showed that:</p> <p><i>“...where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.”</i></p>	2, 3, 4

Total Budgeted cost: £39,000



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.

We have based our judgements on 30% of a level using the SOLAR Paternoster Steps assessment as being 'good' progress for pupils working on the Blue Curriculum.
This judgement has been made in relation to other special schools (including an OFSTED Outstanding school) using the same steps on SOLAR to track their pupil progress.
Due to a change in Curriculum delivery for pupils on the Yellow Curriculum, these pupils will be working on 4 sequential learning pathways and progress will be recorded against EHCP outcomes for individuals.

Aim: Improve progress and raise standards of achievement for Pupil Premium pupils.
To address inequalities between children eligible for Pupil Premium and others.

Outcome:

Cohort for analysis:

24 PP pupils (60% of pupils analysed).

16 non-PP pupils (40% of pupils analysed).

- Pupil Premium pupils, **79%** of pupils made good progress, or above, in English.
- Non-Pupil Premium pupils, **87%** of pupils made good progress, or above, in English.
- Pupil Premium pupils, **87%** of pupils made good progress, or above, in Maths.
- Non-Pupil Premium pupils, **75%** of pupils made good progress, or above, in Maths.

Pupil Premium pupils are making more progress than Non-Pupil Premium pupils in Maths.

Aim: Increase engagement in learning by improving behaviour and the social and emotional wellbeing of pupils.
Build self-esteem, confidence, and independence.
Build resilience through self-regulation of behaviour and moods.

Outcome:

1244 (56%) behaviour incidents from PP pupils

Increase of 209% from 2019 - 2020

994 (44%) behaviour incidents for non PP pupils

Increase of 186% from 2019 – 2020

Aim: Increase social interaction between groups.

Outcome: Development of communal areas following Covid restrictions.

Lunchtime groups set-up by the end of Term 2.

Pupils to be identified for targeted nurture and Play Nurture Plus interventions following Catch-Up Premium Strategy.

To mitigate the impact of staffing individual nurture interventions we ensured staffing and support was in place to allow for release of specialised staffing to deliver programmes.

