



Pupil premium strategy statement

September 2022

School overview

Metric	Data
School name	Paternoster School
Pupils in school	67
Proportion of disadvantaged pupils	50% (47% PP and 3% Service Premium)
Pupil premium allocation this academic year	£37,720 (April 22 – April 23 funding)
Academic year or years covered by statement	2021/2022 to 2023/2024
Publish date	September 2022
Review date	July 2023
Statement authorised by	A Fidderman
Pupil premium lead	J Laird
Governor lead	T Oosthuizen

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,720 (April 22 – April 23 funding)
Recovery premium funding allocation this academic year	£12,284
Pupil premium funding carried forward from previous years	£3,793
Total budget for this academic year	£53,797

Recovery Premium

For 2021 – 2022 a new one-off Recovery Premium for state primary and secondary schools, building on the Pupil Premium, was provided to schools to use as they see best to support disadvantaged students. This has been continued for 2022 – 2023 where Paternoster School will receive **£12,284**. 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 (2021-2022)*

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
<p>Pupils make at least expected progress in English and Maths</p> <p><i>2022 – 2023 SDP Priority 3: To improve outcomes in phonics and reading by introducing a new VSS Phonics and Reading programme (Read, Write Inc)</i></p>	<p>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.</p>
<p>Pupils make at least expected progress against EHCP outcomes</p> <p><i>2022 – 2023 SDP Priority 6: Continue to develop, plan and sustain high quality teaching to achieve the best pupil outcomes.</i></p>	<p>Assessment of pupils progress towards EHCP outcomes shows PP pupils making the same progress against EHCP targets as non PP pupils.</p>
<p>To improve behaviour and attitudes to learning.</p> <p><i>2022 – 2023 SDP Priority 1: To raise pupil attendance and specifically address persistent and severe absence.</i></p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/2024.</p> <p>Fewer behaviour incidents recorded for identified pupils.</p> <p>Robust and supportive behavioural interventions in place for these pupils.</p>
<p>To increase the number of positive social interactions with adults and peers.</p>	<p>Fewer behaviour incidents recorded for identified pupils.</p> <p>A range of groups offering opportunities for positive social interactions for these pupils.</p>
<p>To improve self-esteem and independence for our young learners.</p>	<p>Observed improvement in attitudes towards school achievement – using the Leuven Scale for wellbeing.</p> <p>Achievements regularly celebrated and shared with the school community.</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: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of individualised learning on Yellow or Blue Curriculum. Included specialised curriculum resources and teaching support.	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: **£8,000** (+ school-led tutoring funding £8,883 (based on 60% funding for 21 pupils))

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 trained staff – 1 full time and 1 part time member of staff, without classroom commitments to deliver Emotional Literacy Support for pupils who are experiencing temporary or longer term additional emotional needs.	<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 hardware to support implementation of Earwig assessment tool.	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>Peripatetic teachers to deliver quality teaching for enrichment activities.</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: £48,000



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 2021 to 2022 academic year.

In 2021 we introduced a new curriculum model based on 4 curricular, depending on pupil need. These are:

Yellow curriculum – 4 individualised pathways.

Blue curriculum – Individualised pathways for Communication, Reading, Writing and Maths.

EYFS – based on the 7 areas of learning and development.

Moving On, Moving Up – a KS4 curriculum based on functional skills and accreditation.

Due to the new data set we do not have a basis for 'good' progress but have carried out Pupil Progress meetings x3 a year where pupils' achievements and barriers to learning are discussed and individualised actions are put into place. This has seen that pupils are making good progress against personal goals.

Progress against EHCP outcomes are RAG rated as follows:

Green – 75% and above of targets achieved

Amber – 50% - 74% of targets achieved

Red – 0% - 49% of targets achieved

For academic Year 2021-2022:

- **65%** of Pupil Premium pupils are making 50% or more progress against EHCP targets.
- **50%** of Non-Pupil Premium pupils are 50% or more progress against EHCP targets.

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

Blue Curriculum Outcome:

Cohort for analysis:

19 PP pupils (54% of pupils analysed).

16 non-PP pupils (46% of pupils analysed).

- Pupil Premium pupils, **94%** of pupils made 30% progress, or above, in Communication.
- Non-Pupil Premium pupils, **81%** of pupils made 30% progress, or above, in Communication.

- Pupil Premium pupils, **75%** of pupils made 30% progress, or above, in Reading.
- Non-Pupil Premium pupils, **84%** of pupils made 30% progress, or above, in Reading.

- Pupil Premium pupils, **84%** of pupils made 30% progress, or above, in Writing.
- Non-Pupil Premium pupils, **100%** of pupils made 30% progress, or above, in Writing.

- Pupil Premium pupils, **45%** of pupils made 30% progress, or above, in Number.
- Non-Pupil Premium pupils, **38%** of pupils made 30% progress, or above, in Number.

- Pupil Premium pupils, **50%** of pupils made 30% progress, or above, in Shape, Space and Measure.
- Non-Pupil Premium pupils, **25%** of pupils made 30% progress, or above, in Shape, Space and Measure.

Pupil Premium pupils have a higher average percentage progress in all areas of English and Maths than Non-Pupil Premium pupils for the year 2021-2022.



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:

313 (52%) behaviour incidents from PP pupils

Decrease of 931 incidents from 2020 - 2021

294 (48%) behaviour incidents for non-PP pupils

Decrease of 700 incidents from 2020 – 2021

There has been a greater reduction of incidents from Pupil Premium pupils compared to the previous year.

2021-2022 Attendance:

PP pupils = 84%

Non-PP pupils = 91%

2022 – 2023 target to address and monitor regarding Aim: It improve behaviour and attitudes to learning.

Aim: Increase social interaction between groups.

Outcome: Development of communal areas.

New bench seating and planed area installed.

Gazebo, benches and playground markings in area outside of Sports Hall.

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.

