



Pupil premium strategy statement

September 2024

School overview

Metric	Data
School name	Paternoster School
Pupils in school	67
Proportion of disadvantaged pupils	48% (44% PP and 4% Service Premium)
Pupil premium allocation this academic year	£38,750 (April 24 – April 25 funding)
Academic year or years covered by statement	2022/2023 to 2024/ 2025
Publish date	September 2024
Review date	September 2025
Statement authorised by	J. Laird
Pupil premium lead	J. Laird
Governor lead	Mary Saunders

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,070 (April 24 – April 25 funding)
Recovery premium funding allocation this academic year	*
Service premium funding allocation this academic year	£680
Pupil premium funding carried forward from previous years	£30,000
Total budget for this academic year	£68,070

*Recovery Premium

Recovery premium was allocated to schools from 2021. For 2021 – 2022 the 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, due to the impact of Covid 19. In 2023 – 2024 this payment was £29,069 for Paternoster School.

For the academic year 2024-2025, Recovery premium payments have been ceased.



Service Pupil Premium

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Examples of how SPP has been used can be found in the Best Practice guide produced by the MOD.

How Service Pupil Premium differs from the Pupil Premium:

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

The percentage of pupils eligible for Service Pupil Premium at Paternoster for 2024-2025: 4.5%

Service premium funding for academic year 2024 – 2025: £680

This funding is used for ELSA (Emotional Literacy Support Assistant) individual or group time and interventions that support including: music and friendship groups. Individual breakdown of support available on parents' request.

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 sensory needs and dysregulation.
- Self-esteem / Social, Emotional Mental Health.
- School attendance, including persistent absence (added for 2023-2024)

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. This previously included school-led tutoring. The funding for which has ceased from academic year 2024-2025.

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	National data has shown that disadvantaged pupils generally make less progress against their academic target than non-disadvantaged pupils and oral language and/or communication skills, is therefore, 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 experiencing dysregulation and managing their readiness to learn.
3	Our observations, conversations with pupils and boxall profiling indicate that disadvantage pupils often require additional support with self-esteem and social, emotional, mental health to improve readiness to learn. Attendance data now shows that pupil premium and non-pupil premium attendance at Paternoster is similar and 50% of pupils requiring an attendance plan are in receipt of pupil premium. 2023 – 2024 attendance data shows a significant improvement and reduction in persistent absence from pupil premium pupils. Monitoring and maintenance for third year of strategy.
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. This has been the focus of the Recovery premium, which has ended for academic year 2024-2025.



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>SDP Priority 2 - To further embed the consistent delivery of the curriculum so this is secure across all classes and allows pupils to make best progress.</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>SDP Priority 2</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>SDP Priority 5 - To enhance our core offer through structured delivery of the zones of regulation concepts.</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><i>SDP Priority 5</i></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 with an improvement in attendance the incidents of persistent absence and lateness.</p> <p><i>SDP Priority 6 - To develop a coherently planned, consistent personal development offer through exceptional curriculum and extra curricula experiences.</i></p>	<p>Observed improvement in attitudes towards school achievement.</p> <p>Achievements regularly celebrated and shared with the school community.</p> <p>Continued improvement in attendance percentage for pupil premium pupils, so it is similar to non-pupil premium pupils and fewer incidents of persistent absence as shown by the attendance monitoring data.</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: **£30,000**

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, structured interventions – including use of service premium for pastoral support)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support 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 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: **£25,000**

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
Targeted groups / support including: Hydrotherapy sessions to support SEMH and positive adult / pupil interactions. Nurture groups set up during 2020, using Catch-Up Premium funding to be maintained with the use of Recovery Premium funding. Duke of Edinburgh Award to develop confidence and life skills. Peripatetic teachers to deliver quality teaching for enrichment activities.	The Education Endowment Foundation’s Magic Breakfast study showed that: <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>	2, 3, 4
(2023 to 2025) Individual targeted support to improve pupil attendance.	Individualised, targeted support – including provision of meals, breakfast club and parental engagement. <i>“We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.”</i> <i>EEF February 2023</i>	1, 2, 3, 4

Total Budgeted cost: £65,000



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 2023 to 2024 academic year.

For academic Year 2022-2023:

- **94%** of Pupil Premium pupils made 50% or more progress against EHCP targets.
- **88%** of Non-Pupil Premium pupils made 50% or more progress against EHCP targets.

For academic Year 2023-2024:

- **100%** of Pupil Premium pupils made 50% or more progress against EHCP targets
- **100%** of Non Pupil Premium pupils made 50% or more progress against EHCP targets
- **72.5%** of Pupil Premium pupils made 75% or more progress against EHCP targets
- **62.5%** of Non Pupil Premium pupils made 75% 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.**

2023 – 2024 data showed that the average percentage progress against EHCP outcomes was higher for Pupil Premium pupils than for Non-Pupil Premium pupils.

The average percentage progress was higher for Pupil Premium pupils in all subjects on the Blue Curriculum.

Pupil Premium pupils following the Yellow Curriculum made more progress than non-pupil premium pupils for Communication and Personal Development & Mutual Understanding.

**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:

59% of behaviour incidents that occurred were non-pupil premium pupils.

Whole school attendance for 2023 – 2024 = 93%.

- **91%** attendance for Pupil Premium pupils.
- **94%** attendance for Non-Pupil Premium pupils.

Aim: Increase social interaction between groups.

Outcome: funding secured for new EYFS playground.

Work with MAT central team to look at larger scale developments of the school.

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.

OFSTED graded good in all areas, October 2023.

