

# 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	10
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23-24
Date this statement was published	November 23
Date on which it will be reviewed	July 24
Statement authorised by	Kerry McLean
Pupil premium lead	Kerry McLean
Governor / Trustee lead	Jim Bridgman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9045
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>	£11045

# 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: £7795

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: £1250

<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 - £250	3

**Total budgeted cost: £11,045**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Key Stage 2 results:

The two PP pupils in Year 6 achieved the expected standard in Reading, Maths and SPaG. One achieved the expected standard in Writing. One achieved a score in excess of 110 in Reading and SPaG.

Statutory Assessment Tests May 2023				Score of 110+	
	Number of children who sat the test	School	National	% of pupils achieving a higher standard	School
Expected Standard in Reading	5	100%	73%		60%
Expected Standard in Writing	5	60%	69%		0%
Expected Standard in Mathematics	5	100%	73%		20%
Expected Standard in Grammar, Punctuation and Spelling	5	100%	72%		40%
Combined Reading, Writing, Maths (reached expected standard in all three subjects)	5	40%	59%		

#### Phonics Screening:

One PP pupil retook the phonics screening and passed.

#### In-School Data:

One pupil in Y3 moved from WTS to EXS in all subjects.

All children have transitioned to high school effectively. Parents and high school staff all report that children are confident and at least at the expected level.

The children enjoyed a range of trips including:

- Chester Zoo
- Science Museum
- Tattenhall residential
- Christmas pantomime

Ethos council events and sporting competitions

## 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.*