

Pupil premium strategy statement - St Peter's Catholic Primary School

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	213
Proportion (%) of pupil premium eligible pupils	6.6 % 14 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Paula McArthur
Governor / Trustee lead	Lucy Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18152
Recovery premium funding allocation this academic year	£0
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
Total budget for this academic year <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>	£18152

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
It is the intent of St Peter's Catholic Primary School that pupils from all backgrounds are able to grow as individuals and become healthy, positive members of their community with the possibility of achieving in many ways. Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help pupils and their families overcome obstacles so that these pupils can achieve personal and academic success through quality provision and tailored support.
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
The plan we are implementing will provide support for pupils to ensure that they are able to access a challenging curriculum with a positive mental mind-set. This will very much be focused on quality classroom provision with the addition of adult intervention for personal and academic support.
- *What are the key principles of your strategy plan?*
Our key principles are to provide quality input from highly trained adults who can support pupils with precision delivery based on their specific needs. This support will come in the form of the following:
 - Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
 - Teaching Assistant intervention for personal and academic development.
 - Specialist counselling for pupils with greater emotional needs.
 - Additional English and/or mathematics to support pupils.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment</u> Attainment of our pupils in receipt of PP can be lower than those pupils not eligible for PP. Some basic language skills can be low on entry, and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension. Some pupils demonstrate gaps in skills, knowledge and understanding because of poor retention, working memory or absence.
2	<u>Cognitive Overload</u>

	Cognitive Overload hinders some of our disadvantaged pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented so that it meets the needs of all disadvantaged pupils, particularly in KS2. Ensuring that teachers implement carefully planned and sequenced lessons to ensure disadvantaged pupils obtain and retain skills and knowledge progressively to improve their outcomes
3	<u>Cultural Capital</u> Some pupils in receipt of PP have limited life experiences beyond their own home and immediate community, creating a 'cultural capital' disadvantage. They may have limited access to resources.
4	<u>Family Backgrounds</u> Complex family backgrounds where parents are struggling with various issues which lead to pupils not being emotionally ready for learning. Some parents work long hours and have limited spare time to support learning outside of school.

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
All pupils experience high-quality first teaching across the curriculum that enables them to attain highly.	<ul style="list-style-type: none"> - Quality first teaching in all classes which is focused on a 'keep up, not catch up' approach. - All staff follow EEF 'five-a-day' principles and the 10 principles of Opening Worlds so that pupils learn more and remember more. - Early intervention used in Early Years and Key Stage 1 to address issues early. - Support for less fluent readers in KS2. - Robust tracking systems in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind. - Early Year's curriculum is focused on developing language, vocabulary, and oracy. - RWI sessions in Early Years follow a consistent approach, with fidelity to the RWI scheme. - High-quality interventions are used to accelerate progress in basic skills, with a focus on reading. - Pupils achieve highly in National tests in line with their peers.
Pupils in Early Years will have constant opportunities to develop their communication and will speak with developing confidence,	<ul style="list-style-type: none"> • There is an ambitious curriculum in place in EYFS • Staff will model effective communication and will provide quality opportunities for oracy. • Use of books to support the delivery of the curriculum will focus on vocabulary and language development.

<p>accuracy and clarity in various contexts.</p>	<ul style="list-style-type: none"> • Interventions will emphasise language development regardless of the subject. - Phonics teaching will be effective in developing pupils' ability to read with clarity
<p>Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following years curriculum.</p>	<ul style="list-style-type: none"> - Curriculum design uses themes and research to inform what substantive and disciplinary knowledge is taught and when. - Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. - Using the EEF '5-a-day' approach, Rosenshine Principles and 10 principals of Opening Worlds. - Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions. - Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.
<p>Pupils attain as well as non-PP peers</p>	<ul style="list-style-type: none"> -Statutory and internal data evidence that pupils are meeting age related expectations -Internal data shows progress
<p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<ul style="list-style-type: none"> -Pupils feel safe and happy in school and know who they can speak to if they need support. - Clear systems in school that support pupil wellbeing. (Nurture groups, Rainbows, external support where required) - Pupil surveys reflect their positive well-being.
<p>Educational visits, visitors and experiences enhance learning, understanding and increase aspiration for PP pupils across school.</p>	<ul style="list-style-type: none"> -Pupils experience a wide variety of activities within their school career. - Pupils have been exposed to a range of activities and opportunities. - Potential talents are identified and aspirations are raised. - Specific after school activities are identified for PP pupils to access.
<p>The attendance of Pupil Premium pupils will be in line with the national average at 96% or above. There will be no PP pupils who are persistent absentees.</p>	<ul style="list-style-type: none"> • Monitoring identifies positive attendance and pupils where attendance is an issue. • Certificates for high attendance are provided termly support pupils' self-esteem. • Communication with parents clearly indicates issues and expectations. • Support is provided where there are clear reasons for low attendance.

<p>Parents will read regularly with their children at home with an understanding the need to do this to support early reading.</p>	<ul style="list-style-type: none"> • Phonics reading programme will be structured so that parents support reading at home weekly. • Monitoring shows that parents do read with their children. • Where parents/carers are unable to read themselves, pupils are provided with additional support within the school day to complete the activity. • Texts will be matched to the phonics programme carefully. • When pupils have completed the phonics programme, they have access to Accelerated Reading programme. • Parents have attended workshops so that they can support children at home with their learning.
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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: **£ 5840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring an effective teacher is in front of every class.</p> <p>Focus on high quality first teaching, following the Rosenshines's Principals and the 10 principals of Opening Worlds.</p> <p><i>Opening Worlds</i></p>	<p>Quality first teaching that supports all learners to make effective progress is the key aspect for all.</p> <p>Flashback 4 system used following Rosenshine's Principles to encourage sticky learning in all pupils across the curriculum.</p> <p>Opening Worlds Curriculum is used by KS2</p>	<p>1 and 2</p>
<p>Read Write Inc - Training and monitoring Accelerated Reading programme</p>	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in line with all other pupils nationally.</p>	<p>1 and 2</p>

<p><i>£244 per year</i> <i>£4736 per year</i></p>	Consistency of reading & phonics teaching practice across the school.	
<p>Provide bespoke training to staff for children with SEND</p> <p><i>£680</i> <i>£180</i></p>	Quality first teaching that supports all learners to make effective progress is the key aspect for all.	1, 2 and 3

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

Budgeted cost: **£ 10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring an effective teacher is in front of every class – Focus on High quality first teaching following Roshenshine and EEF five-a-day approach, supporting all teachers through a carefully planned programme of PD.</p> <p><i>£8000</i></p>	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Effective questioning</p> <p>What should I do first?</p> <p>Is anything confusing to me?</p> <p>Can I explain what I have learnt?</p> <p>Should I ask for extra help?</p> <p>Why did I get this answer wrong?</p> <p>Can I apply this in different contexts?</p> <p>How can I do this better next time?</p>	1 and 2
<p>Read Write Inc programme and accelerated reading</p> <p>TA time</p> <p><i>£2500</i></p>	<p>Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home. EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is explicit and systematic</p>	1,2,3,4

	throughout school. It is matched to children's current level of skill in terms of their phonetic awareness. There has been and continues to be significant investment within the RWI programme and PD related to this.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rainbows training and materials</i> £450	There are several pupils who require support to support their personal/ emotional development. Without this being tackled, these pupils will not be able to focus to their optimum and achieve their potential.	1 and 4
Mindfulness sessions/ resilience	Pupils have strategies and tools that support them in managing their own mental health and well-being including growth mindset / resilience	1,2 and4
Motivational certificates / awards £60	Learning behaviour and attitudes are outstanding	1 and 4
Wider curriculum opportunities £1170 <i>breakfast club</i> £435 <i>trips</i>	Pupils have access to a wide range of activities within and beyond the curriculum, experiences to enhance their cultural capital.	3 and 4

Total budgeted cost: £ 18,455

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023

Our two main aspects of support beyond the classroom were based on 1-1 intervention from Teaching Assistants and class teacher interventions. There were positive outcomes in respect of children's access to learning and progress.

Key data showing impact:

July 2023	Pupils / PP	School results	PP results	National averages
<u>GLD achieved</u>	30/1	83%	100%	66%
<u>Phonic screening check</u> 32/40 pass	30/1	90%	100%	79%
<u>KS1 SATS EXS+</u>	28/3			
Reading		75%	100	70%
Writing		82%	100	63%
Maths		82%	100	72%
<u>Maths Tables Check</u>	32/2			
Full marks 25/25 pass		43%	50%	33%
Average score		22.5		20.5
<u>KS2 SATs EXS+</u>	31/2			
Reading		94%	100%	73%
Writing		88%	100%	71%
Maths		88%	100%	72%
GPS		94%	100%	72%
R/W/M combined		87%	100%	59%
Attendance	209	96.6%	95.45%	96%

