

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saint Peter's Catholic Primary school - A Voluntary academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	6 pupils – 2.9%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L Rinaldi-Oxley
Pupil premium lead	L Rinaldi-Oxley
Governor / Trustee lead	J Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,352
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,357
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,709 (including recovery premium funding) £19,709 (Excluding recovery premium funding – see separate document for allocation of spending)

Part A: Pupil premium strategy plan

Statement of intent

At Saint Peter's each pupil has its own strengths/weaknesses and background that is individual. We nurture and support each child as the individual they are. We ensure that support is given when needed to overcome barriers and close any learning gaps.

Quality first teaching is essential for any child to succeed and is the highest importance at St Peter's. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We recognise that low numbers of pupil premium pupils statistically skew data when comparing but we continue to work on these pupils, knowing at times that they may also fall into other groups such as SEND or EAL.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of what makes our children unique.

Many of the interventions and approaches have been adopted at a whole school level.

We recognise and extend the use of this grant to pupils who give cause for concern due to financial constraints. Many have not made a free school meal application (this is largely down to universal free school means at KS1). To pupils who are struggling emotionally (particularly due to the impact of COVID 19), also family issues that impact learning and progress.

Our approach ties in with our recovery funding and how that is being implemented.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings. Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance.

From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some are being supported by other professionals. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that phonics knowledge and reading is lower than what we would expect at St Peter's in EYFS and Year 1.
2	Assessments indicate that writing for many of our KS1 and KS2 disadvantaged pupils is lower than that of non-disadvantaged pupils.
3	Issues with self-esteem, confidence and mental well-being.
4	Year six will need extra support to do as well as other year 6 years in SATs this year due to disruption from the pandemic (this is built into the recovery spend).
5	Assessments to be addressed at least termly, to identify and address any gaps forming. Quality first teaching will ensure good or better progress.

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
To ensure that phonics at Saint Peter's is given extra resources both for staff and for pupils, to increase phonics knowledge and application to reading.	<p>To ensure good progress is made in phonics and all PP pupils pass the phonics screening check.</p> <p>Pupils show a love of reading throughout the school.</p> <p>All new and existing staff have a renewed confidence in the teaching of our phonics programme. Staff will have access to on-line training resources as well as SLT refresher training.</p>
Targeted interventions will help children make progress.	Pre and post intervention assessment will show clear improvements and impact of an extra tuition. Notably for the after school

	writing groups, phonics groups and year 6 booster groups.
To raise %'s of pp pupils achieving expected or above in reading, writing and maths.	As above. Noted gap analysis in pupil progress meetings and in daily class teacher's ongoing assessments, for in lesson time interventions. To track increases in progress data termly (at least 2 bands progress per term).
To ensure the continuation of high quality learning and teaching within lessons.	Teaching is observed to be good and better in all classes. Any CPD is disseminated to others to benefit also. Governor learning walks, book scrutinies and pupil interviews show that teaching and learning is effective.
Any children's mental well-being or short-term anxieties are addressed quickly, so as not to become a barrier to learning.	Staff are able to look for signs and address them early by completing an ELSA form for a block of supervision to stop it becoming a barrier to learning – (Entrance and exit questionnaires completed if given ELSA support).

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: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support teachers to deliver quality first teaching.</i>	EEF – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’, so ensuring that teaching is of a consistently high standard across all subjects is a key priority.	1,2,4,5
White Rose Maths annual subscription	White Rose has been used to supplement quality maths teaching and provision, as can be seen with past internal data, maths books and helpful resources for online learning.	5

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

Budgeted cost: £9,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led after school tuition with a focus on writing with disadvantaged pupils in small groups. (Phonics and Yr 6 SATs prep funded by recovery – See recovery funding allocation document)	Small group tuition led by skilled practitioners in school can be evidenced from last year’s tuition programme and internal data logged. SLT and class teachers all work together to ensure tuition is successful.	1,2,4,5
School led, school time targeted intervention of pupils.	Small group led targeted intervention groups used to catch up, raise attainment and accelerate progress of pp pupils with other vulnerable pupils. Impact can be seen in pupil progress	1,2,4,5

	meeting forms, book scrutinies and pupil interviews.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of ELSA supervision (topped up with recovery funding – see recovery document)	<p>Targeted intervention work that supports the behaviour and emotional welfare of individuals. Questionnaires are completed pre and post blocks of ELSA and progress data shows improvements.</p> <p>Gov.uk guidance – Promoting and supporting mental health and wellbeing in schools and colleges.</p> <p>‘Taking a co-ordinated and evidence informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.’</p>	3
Part time Lay Chaplain employed to guide pupils to lead in AOW, charity, fundraising, pastoral role.	<p>Gov.uk guidance – Promoting and supporting mental health and wellbeing in schools and colleges.</p> <p>‘Taking a co-ordinated and evidence informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.’</p> <p>To give pupils and pp pupils a greater purpose in the school life and support the well-being of pupil premium pupils</p>	3
Funding of educational visits, uniform	Historically our disadvantaged families have not been able to fund educational trips, especially residential. By partially funding them we are levelling opportunity and the self-esteem of wearing new uniform.	3
Beyond bullying accreditation ‘Gold Award’	To keep a focus of all pupils being treated the same regardless of ANY differences. To ensure that school is a happy place where learning can take place. Impact seen in pupil questionnaires.	3,5

Funding of resources to be used at home for disadvantaged pupils.	We have noted that parents need further guidance to support their pupils with homework tasks – these resources provide just that.	
Funding to replenish Ruth Miskin reading resources for pupils	Reading is the gateway to learning. After audit we are needing to replenish pupil's reading books.	1,3,5

Contingency - £380

Total budgeted cost: £ 19,709

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.

- Of the pupil premium children in year 6 (3 pupils), In reading 0% achieved at expected standard, 0% at greater depth. However, 100% achieved expected progress and 100% greater than expected progress. In writing 0% achieved expected attainment. However 100% achieved expected progress in reading, writing and maths.
- **Overall in school Pupil Premium Attainment (9 pupils)** 33.3% of pupil premium pupils are at expected standard+ in reading, 22% of pupil premium pupils are at expected standard in writing, 22% of pupil premium pupils are at expected standard in maths.
- **Overall in school Pupil Premium Progress** Reading 78% made expected progress+ / 11% made greater than expected progress, in writing 89% made expected progress+ and 22% made greater than expected progress and in maths 89% made expected progress+ 0% made greater than expected progress in the academic year.
- ELSA group work and the assistance of our Lay Chaplain impacted positively on the peer relationships, developing self- esteem and readiness to learn.
- Children in year 6 were able to join the experience of team building and outdoor based activities, such as a climbing wall that they might not experience. Supporting both the wider learning experience, further development of social skills and a growing independence.
- Day trips and uniform were sensitively paid for by school, which allowed greater self-esteem of appearance.
- Boosters enhanced the provision of learning outside the school day. This enabled the year 6 class to have a broad and balanced curriculum in their timetable.
- 1-2-1 support in the foundation stage has helped to improve behaviour and therefore learning.
- Ed Psych assessments have been used throughout this year to aid next steps and support needed for both pupils and parents.
- Educational subscriptions have been used at a premium this year due to National lockdowns which has aided work set and produced.
- Some spend allocated this year was unable to be spent due to COVID restrictions, this money will carry forward to next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ruth Miskin Phonics	Ruth Miskin
White Rose Maths	White Rose