

SS Peter and Paul Catholic Primary School



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	SS Peter and Paul Primary
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 – first review
Statement authorised by	D Hennessey
Pupil premium lead	P Bermingham
Governor / Trustee lead	H Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,084
Recovery premium funding allocation this academic year	£6,887
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£135,971
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide the children with the knowledge, the skills and the understanding to enable them to achieve their best.

We aim to enable the children to become articulate, confident, resilient, self-managing and above all, supportive of others, through opportunities sought out for them.

As a Catholic school, we aim to support children to develop a deeper understanding of their own beliefs and those of other faiths, developing their values and the ability to make reasoned and informed judgements about religious and moral issues. We aim to enhance their spiritual, moral, social and cultural development, within discussion, opportunities provided for them and through all areas of the curriculum.

The academic progress of children eligible for the Pupil Premium is carefully monitored using an internal tracking system which informs decision making regarding appropriate interventions.

Wider school experiences such as attendance at clubs and opportunities to engage in extracurricular activities are also carefully monitored to ensure pupils at social disadvantage have a rich and broad school experience.

The curriculum and the wider opportunities offered by the school enables children to value the achievements of others:

- artistic and sporting achievement
- scientific breakthrough and discovery
- where problems have been solved and
- where human endeavour has succeeded, even against the odds.

In valuing the achievements of others, our children will learn how to value themselves.

We use the Pupil Premium to support individuals and groups of children who have been registered for free school meals at any point in the last six years and/or children who have been looked after.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support all children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching, with clear learning objectives and outcomes is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is aimed to support children to become independent learners with the skills required to apply to all areas of learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be based on evidence, not assumptions. It will ensure that pupils are challenged regardless of their starting points. That support will be put in place when required and all staff will take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of oracy and range of vocabulary choices to draw upon
2	High levels of SEND needs
3	Socio-economic factors that have an impact upon children's engagement with school.
4	Low attainment levels
5	Limited opportunities for wider experiences beyond the classroom
6	Self-help skills to manage anxiety and stress

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in bullying and pupils feeling unsafe • an increase in participation in enrichment activities, particularly among disadvantaged pupils

	<ul style="list-style-type: none"> meditation, mindfulness and breathing techniques are commonplace within the classroom, leading to sustained focus and relaxed pupils within the classroom and less boisterous play outside
Parents engaged and able to support their children's learning and wellbeing.	<p>A series of workshops to support parents from now to 2023/24 will:</p> <ul style="list-style-type: none"> provide parents with the approaches used in school. support parents to support their child give parents a broader knowledge base around how children learn.

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4
<p>Embedding dialogic activities, Storytelling Schools approach school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Parent workshops to share the approach so parents can support</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion with high impacts on reading and writing</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Engaging with parents to support their children with the approaches used in school.</p>	1,4,3,6
Purchase of a Little Wandle systematic synthetic phonics	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	2

<p>programme to secure stronger phonics teaching for all pupils.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to observe effective practice in other settings</p> <p>Parent workshops to share the approach so parents can support</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4</p>
<p>Additional focus upon teacher CPD targeting:</p> <ul style="list-style-type: none"> - building a learning culture for high pupil self-efficacy (the belief in your ability to achieve) - effective talk and questioning - knowledge, skills, learning intentions and co-constructed success criteria - feedback 	<p>Providing feedback has high impact upon learning outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Having clear, precise learning objectives and succinct success criteria leads to a clear understanding of what the learning is and provides children the structure to take ownership of their own learning and identify their successes.</p>	<p>1,2,4</p>
<p>In-house staff training on dyslexia and challenges facing pupils with low reading and writing scores</p>	<p>Improve the knowledge and understanding of the best ways to enable all pupils to access the curriculum.</p>	<p>4,2</p>

Targeted academic support

Budgeted cost: £34,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with FFT “Lightning Squad” reading tuition programme</p> <p>Reading with children whom require catch up</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>
<p>Marks Shine interventions. Addressing misconceptions from test gap analysis</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Targeted maths intervention</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

Study support after school hours through the local cluster	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Additional research within the domain of social and creative aspects, new experiences - accompanied by opportunities to speak, listen and share.</p>	1,4,5,6
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Wider strategies*

Budgeted cost: £91,860

*includes leadership of disadvantaged children

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train an additional ELSA and supervision for two ELSAs ELSA salaries and training	Teaching assistants trained to provide emotional and social skills support to children.	1,2,4,5,6
Becoming a core member of the anti-bullying alliance	<p>Increased knowledge and support in the ways to tackle bullying.</p> <p>https://anti-bullyingalliance.org.uk/aba-our-work/our-members</p>	1,2,5,6
Mindfulness and well being activities for pupils to support with selfcare and provide strategies to deal with stress and anxiety.	<p>Pupils who are relaxed and without anxiety are better placed to learn than those who are anxious.</p> <p>https://www.calmerclassrooms.co.uk/</p>	1,2,4,5,6
<p>Assistant Headteacher and Family support worker to</p> <ul style="list-style-type: none"> - identify and lead the strategy for supporting disadvantaged children - support with safeguarding - support with wellbeing issues - to organise workshops for parents 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact upon progress and helps to avoid a widening gap</p>	1,2,3,4,5,6

Mosaic workshop	To partake in a creative opportunity that they would not otherwise experience.	1,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £136,010

Future years

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in Rights Respecting Award accreditation	There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/	1,2,3,5,6
Antibullying workshops	Pupils will be able to see what bullying looks like and how to tackle it and prevent it from occurring. https://antibullyingworkshop.co.uk/about/	1,2,5,6
Mosaic workshops	To partake in a creative opportunity that they would not otherwise experience.	1,5,6

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.

The outcomes for disadvantaged children were, for the majority of year groups, below those of all pupils. Only the cohort of children in Year 3 achieved higher outcomes. The disadvantaged children were supported throughout the pandemic lockdown with devices provided to them, distributed by school staff. The second lockdown added to the challenges that disadvantaged children had already faced in the previous academic year.

The school's leaders put in place a programme of recovery and amended the curriculum to enable all pupils to re build their learning, but the outcomes demonstrate that although there were qualitative strengths (enjoyment of school, mixing with peers again), learning was compromised.