

## 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  | 301                       |
| Proportion (%) of pupil premium eligible pupils                         | 27%                       |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to<br>2023/2024 |
| Date this statement was published                                       | December 2021             |
| Date on which it will be reviewed                                       | July 2022 – first review  |
| Statement authorised by   | V Aransiola               |
| Pupil premium leaders   | C Rough H Abdul C Mayanja |
| 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              |
| <b>Total budget for this academic year</b>  | <b>£135,971</b> |
| 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

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 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.

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, children who have been looked after continuously for more than six months.

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.

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.

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 | Challenge   |
|------------------|---|
| 1                | Low levels of oracy and range of vocabulary choices to draw upon  |
| 2                | High levels of SEND needs across the school                       |
| 3                | Low levels of parental engagement                                 |
| 4                | Low attainment levels particularly in the lower end of the school |
| 5                | Limited opportunities for wider experiences beyond the classroom  |
| 6                | Limited use of 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"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a reduction in bullying and pupils feeling unsafe</li> <li>● an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● 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</li> </ul>  |
| 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"> <li>● provide parents with the approaches used in school.</li> <li>● support parents to support their child</li> <li>● give parents a broader knowledge base around how children learn.</li> </ul> |

### 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 |
|--|---|-------------------------------|
| Effective use of PiXL primary resources Y2-6 to identify, diagnose and close specific gaps in reading, writing and maths   | <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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Engaging with parents to support their children with the approaches used in school.</p> | 1,4,3,6                       |
| Embedding the Little Wandle Phonics scheme to ensure that every child has firm   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>  | 2                             |

|  |   |              |
|--|---|--------------|
| <p>foundations for early reading including high quality texts to support the phonics scheme.</p>   | <p>necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>  |              |
| <p>Enhancement of our maths teaching and curriculum planning through White Rose Maths materials to ensure that children know and remember mathematical concepts in a logical way and can apply their knowledge in a range of contexts.</p> <p>Parent workshops to share the approach so parents can support their children's learning at home.</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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> | <p>1,2,4</p> |
| <p>Additional focus upon teacher CPD targeting:</p> <ul style="list-style-type: none"> <li>- building a learning culture for high pupil self-efficacy (the belief in your ability to achieve)</li> <li>- effective talk and questioning</li> <li>- knowledge, skills, learning intentions and co-constructed success criteria</li> <li>- feedback</li> </ul> | <p>Providing feedback has high impact upon learning outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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><b>In-house</b> 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>Before school PiXL booster sessions for reading and maths Y2-6.</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><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></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> | <p>2, 4</p>                   |
| <p>Before school phonics booster sessions for reading and maths Y1</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><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></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> | <p>2,4</p>                    |
| <p>Pastoral tutors provide individual/group support remotely within their own homes after school to children in EYs, KS1 and KS2. Up to five hours per week additional to contract.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>  | <p>2,3,4,5</p>                |

### Wider strategies\*

Budgeted cost: £91,860

\*includes leadership of disadvantaged children

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>ELSA support for key children will enable them to maintain high levels of confidence and self worth, essential in maintaining high expectations.</p>  | <p>HLTA trained to provide emotional and social skills support to children. This approach has been used consistently well over the past 3 years. Internal pre and post ELSA intervention data show strong progress in school and across the local authority.</p>   | <p>1,2,4,5,6</p>              |
| <p>Mindfulness and well being activities for pupils led by funded Place 2 Be mental health specialists to support with selfcare and provide strategies to deal with stress and anxiety.</p>            | <p>Pupils who are relaxed and without anxiety are better placed to learn than those who are anxious</p> <p><a href="https://www.calmerclassrooms.co.uk/">https://www.calmerclassrooms.co.uk/</a></p>   | <p>6</p>                      |
| <p>'Shine' Saturday school support provided by the Mitcham Schools cluster, provides academic and pastoral support for specific children across the year.</p>  | <p>Disadvantaged children attending additional educational provision can benefit from extending their knowledge and social skills in a small nurturing environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> | <p>1,2,3,4,5,6</p>            |
| <p>Family support worker to - identify and lead the strategy for supporting disadvantaged children - support with safeguarding - support with wellbeing issues - to organise workshops for parents</p> | <p>Parental engagement has a positive impact upon progress and helps to avoid a widening gap</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>  | <p>1,2,3,4,5,6</p>            |
| <p>All disadvantaged children receive 2 free extra</p>   | <p>Making extra curricular activities accessible increasing both confidence, creativity and cognitive ability.</p>   | <p>5</p>                      |

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| curricular club places per term.   |  |         |
| All disadvantaged children receive 12 free before or after school sessions per term.   | Disadvantaged children attending wraparound provision can benefit from improved diet and conditions to complete homework.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> | 2,3,4,5 |
| All disadvantaged children receive a loaned school Chromebook installed with LGFL e-safety features each year going forward until they leave Year 6. | Use of a loaned Chromebook will help children to learn at home.<br><br><a href="https://national.lgfl.net/smartbuy/devices">https://national.lgfl.net/smartbuy/devices</a>   | 3,4     |

**Total budgeted cost: £136,010**

#### **Future years**

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Year 4 children receive 'In2Music' small group teaching of three musical instruments across the school year £1,500 for PPG children | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> | 5                                    |

#### **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.

|   |
|---|
| <p>Pupil premium pupil outcomes 2021/22.</p> <ul style="list-style-type: none"> <li>• Key stage 2 (KS2) attainment 2021/22 showed that 65% (national 43%) of disadvantaged children achieved Reading, Writing and Maths combined. This was broadly in line with non-disadvantaged children in school at 68%</li> <li>• KS2 Attainment for disadvantaged children in Reading improved to 75%.(national 62%)</li> </ul> |
|---|



- KS2 Attainment for disadvantaged children in Writing improved to 70%. (national 55%)
- KS2 Attainment for disadvantaged children in Maths improved to 70%. (national 56%)
- KS2 Attainment for disadvantaged children in Grammar, Punctuation and Spelling improved to 80%.
- Progress in Reading, Writing and Maths showed positive growth from Key stage 1.
- Progress in Reading for disadvantaged learners was greater than that of non disadvantaged learners.

The significant success in academic outcomes is due to the following factors:

- Curriculum alignment and organisation of subject knowledge.
- Tailored additional educational support.
- Extended provision before, after school and at the weekends.
- Promotion of positive attitudes to learning to motivate, inspire and build resilience.