

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 2024 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 | 263 |
| Proportion (%) of pupil premium eligible pupils | 27% - 70 pupils |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 and 2023/2024 |
| Date this statement was published | December 2022 |
| Date on which it will next be reviewed | July 2024 |
| Statement authorised by | V Aransiola |
| Pupil premium leader | P Bimson |
| Governor / Trustee lead | H Arnold |

In addition, of the 70 PP children, 41% are girls, 59% are boys, 60% are EAL, 29% are SEND and 10% of these SEND children have an EHCP.

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £110,916 (2023-24) |
| Recovery premium funding allocation this academic year | £11,020 (2023-24) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £121,936 |
| 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, children who have been looked after continuously for more than six months.

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 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 | Academic attainment in Reading and Writing Our assessments and observations show a higher proportion of PP children having attainment below the expected level and fewer at the higher standard to varying degrees in reading and writing. In some year groups their performance is not in line with national averages and in most cases there is a gap between the non-PP peers in school. Difficulties in the core can also impact on success in other subjects through difficulties in reading and writing. |
| 2 | Language Development Our observation, discussion and analysis of oracy demonstrates that there is a limited range of vocabulary choices for children to draw upon. Limited exposure to text and opportunity to discuss shared text has a significant impact on vocabulary development. |
| 3 | High levels of SEND needs A large number of PP+SEND children show a difficulty with social, emotional and mental health with roughly half having a speech, language and communication need. This impacts learning and success at school. |
| 4 | Wider experiences Limited opportunities for wider experiences beyond the classroom affects children's vocabulary and wider understanding of abstract concepts which have a negative impact on children's progress and attainment across the curriculum. |
| 5 | Self-help skills to manage dysregulation (Zones of regulation) Our observations, discussions and analysis of interventions have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | Parental engagement Integration and full access to all on offer at school can be hindered by financial, time, cultural, logistical and communication barriers. Observations and discussions demonstrate that there is a need to provide additional targeted support for families. |
| 7 | Attendance Our attendance data from last year indicates that attendance among disadvantaged pupils is at 93.4% which is 2 % lower than for non-disadvantaged pupils in the school. Assessments and observations show this negatively impacts children's progress and success at 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 |
|---|--|
| Consistent and effective quality first provision for all pupils in our school, particularly our disadvantaged pupils | Quantitative and qualitative information shows that teaching and learning is highly effective across the curriculum, year groups, classes and cohorts. |
| Achieve and sustain improvement in academic attainment and progress for PP children | Outcomes in all key indicators show the PP cohort are at least meeting national averages in attainment and progress from starting points. The in-school gap is narrowed in reading and writing. |
| 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. |
| PP children are fully integrated and benefit from all aspects of school life | This is demonstrated by: <ul style="list-style-type: none"> ● high levels of participation in trips, clubs and other experiences on offer ● high take up of additional support/enrichment activities targeted or prioritised for PP children ● qualitative data from pupil voice, parents/carers and staff observations |
| 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 ● 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 are engaged and able to support their children's learning and wellbeing. | A series of workshops, monthly coffee morning to support parents: <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. |
| To achieve and sustain improved attendance for all pupils, particularly our PP pupils (93.8%) | Attendance for PP children to be in line with non-PP children <ul style="list-style-type: none"> ● support with parental contract ● using external support EWO ● praising/celebrating attendance ● offering wrap around care |

Activity in this academic year (2023/2024)

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: £9,248.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Quality First Teaching: Training</p> <p>Excellent CPD including INSET, subject planning, leadership and cross-school support.</p> <p>Varied forms of support with planning, subject knowledge, pedagogy, teaching, meeting needs, accurate assessment, working with parents/carers.</p> <p>Early career teacher support – programme that meet and exceed expectations for the first year of teaching and for those in their second year.</p> <p>Teaching support staff CPD and support – training and development opportunities to build subject knowledge, strategies and skills to support children in lessons and at playtimes, run interventions.</p> | <p>EEF: “Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.”</p> <p>EEF: Continuing Professional Development</p> | |
| <p>Quality First Teaching: Curriculum</p> <p>Creating wider writing opportunities in a variety of genres and using Jane Considine to sharpen teaching and learning within the classroom. 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 children at home.</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>EEF: Oral Language Interventions</p> <p>EEF: Parental engagement</p> <p>Engaging with parents to support their children with the approaches used in school.</p> | 1,4,3,6 |

| | | |
|--|--|----------|
| <p>Assessment (PiXL resources Y2-6)</p> <p>PiXL assessments, planning, tracking systems, and use of standardised testing Y2 – 6 ensure accurate assessment of standards and identify strengths and areas to consolidate. Therapies to be used to narrow attainment gap.</p> | <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>EEF: Standardised tests Assessing and Monitoring Pupil Progress</p> | <p>4</p> |
| <p>Speech and Language</p> <p>ELKLAN trained tutors to deliver intervention across the school to deliver targeted speech and language support.</p> <p>Early Language Development Training to support children at the start of their school journey.</p> | <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>EEF: Oral Language Intervention</p> | |
| <p>Early Reading</p> <p>Embedding EYFS Little Wandle Phonics scheme for Nursery and continuing to close phonics gaps across the school.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: Phonics</p> | <p>2</p> |
| <p>Reading scheme</p> <p>Embedding a reading scheme from end of KS1 to KS2 with clear progression and comprehension strategies.</p> <p>Workshops to support parents with reading at home.</p> | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>EEF: Reading Comprehension Strategies</p> | |

Targeted academic support

Budgeted cost: £32,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Before school PiXL booster sessions for reading and maths Y2-6. | <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: EEF: aspiration intervention</p> <p>EEF: One-to-one tuition</p> <p>EEF: Small group tuition</p> | 2, 4 |
| Before school phonics booster sessions for reading and maths Y1 | <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: EEF: aspiration intervention</p> <p>EEF: One-to-one tuition</p> <p>EEF: Small group tuition</p> | 2,4 |
| Pastoral Tutor to provide individual/group support in the afternoon and after school to children in EYs, KS1 and KS2. Up to five hours per week additional to contract. | <p>In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>EEF: Mentoring</p> | 2,3,4,5 |

Wider strategies*

Budgeted cost: £80,337

*includes leadership of disadvantaged children

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Family support worker to identify and lead the strategy for supporting disadvantaged children - support with wellbeing - to support with workshops for parents | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers. EEF: parental engagement EEF: Mentoring | 1,2,3,4,5,6 |
| Family support worker to provide ELSA support for key children. | HLTA trained to provide emotional and social skills support to children. | 1,2,4,5,6 |
| Extra-curricular clubs and enrichment activities All disadvantaged children receive 2 free extra curricular club places per term. | Making extra curricular activities accessible increasing both confidence, creativity and cognitive ability. | 5 |
| Wrap around provision All disadvantaged children receive 12 free breakfast or after school sessions per term. | Disadvantaged children attending wraparound provision can benefit from improved diet and conditions to complete homework. EEF: Extending school time | 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. https://national.lgfl.net/smartbuy/devices | 3,4 |

Total budgeted cost: £136,010

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 2022 to 2023 academic year.

Pupil premium pupil outcomes 2022-23

- Key stage 2 (KS2) attainment 2022-2023 showed that 64.3% of disadvantaged children achieved Reading, Writing and Maths combined. This is 10% lower than non-disadvantaged children at 74.2%.
- KS2 Attainment for disadvantaged children in Reading improved to 79%
- KS2 Attainment for disadvantaged children in Reading improved to 93%
- KS2 Attainment for disadvantaged children in Maths improved to 71.4%.
- KS2 Attainment for disadvantaged children in Grammar, Punctuation and Spelling improved to 93%