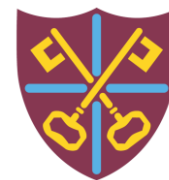


# St Peter's Catholic Primary School

## Pupil Premium Strategy Statement



### School overview

Metric	Data
School name	St Peter's Catholic Primary, Leatherhead
Pupils in school	424
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£42,625
Academic year or years covered by statement	2019-21
Publish date	December 2020
Review date	December 2021
Statement authorised by	Richard McKenzie
Pupil premium lead	Jacqueline Shabankareh
Governor lead	Cath Woolford

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A*
Writing	N/A*
Maths	N/A*

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A*
Achieving high standard at KS2	N/A*

\*Due to end of KS2 assessments being cancelled as a result of the Covid-19 pandemic, we have no data for performance of pupils who triggered pupil premium funding for 2019-20. The next review will cover the two-year period 2019-2021.

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<ul style="list-style-type: none"><li>Teachers ensure that 'mastered' statements from previous year are secure</li><li>Teachers identify, track and support disadvantaged children who are at risk of making</li></ul>

	<p>less than expected progress or have potential to make more than expected progress.</p> <ul style="list-style-type: none"> <li>Teachers plan and deliver interventions which have measurable impact on progress of disadvantaged children</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Ensuring staff use evidence-based teaching interventions</li> </ul>
Projected spending	£ 50,614

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> <li>Disadvantaged children make at least expected progress; a minimum of 6 steps by the end of the year.</li> <li>Disadvantaged pupils achieve national average progress scores in KS2 for all subjects</li> <li>Covid catch up premium is used as an additional source of funding for disadvantaged children who require targeted support.</li> </ul>	July 2021 with half-termly review points
Progress in Writing		July 2021
Progress in Mathematics		From Autumn 2 2020
Phonics	<ul style="list-style-type: none"> <li>Disadvantaged Year 2 pupils achieve the national average expected standard in the Phonics Screening Check in the Autumn 1 2020 (not completed in Year 1 due to Covid)</li> <li>Disadvantaged Year 1 pupils achieve the national average expected standard in the Phonics Screening Check in Summer 1 2021</li> </ul>	<p>December 2020</p> <p>July 2021</p>
Other	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils meets LA average</li> </ul>	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Disadvantaged children at risk of failing to make expected progress are prioritised for individual, paired and small group tuition.
Priority 2	Disadvantaged Year 1 and 2 children at risk of failing to pass the Phonics Screening Check are prioritised for individual, paired and small group tuition.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Projected spending	£25,307
--------------------	---------

### Wider strategies for current academic year

Measure	Activity
Priority 1	Children from disadvantaged families are prioritised for tuition programmes funded by the Covid Catch-Up programme
Priority 2	Families of disadvantaged children are offered additional financial support from sources such as: <ul style="list-style-type: none"> <li>- Diocesan Hardship Fund</li> <li>- Foodbank</li> <li>- DfE and Local Authority ICT funding/equipment</li> </ul>
Barriers to learning these priorities address	Children's individual learning needs are met and they are well nourished and appropriately clothed.
Projected spending	Alternative funding sources and Covid Catch-Up programme

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teacher judgements about progress are secure  Phonics teaching is expert and meets the needs of all learners in Years 1 & 2	Use of staff meetings/INSETs for moderation between partners in year group and across phases  Phonics Training sessions for all staff Monitoring of all children's progress by class teachers
Targeted support	Ensuring that disadvantaged children who do not make expected progress or who face barriers to learning are prioritised	Class teachers to report on the progress and attainment of disadvantaged pupils at half termly Pupil Progress meetings
Wider strategies	Engaging the families facing most challenges.	Senior leaders and class teachers work to maintain good communication channels with families  Regular offers of additional support in newsletter

### Review: last year's aims and outcomes\*

\*Due to end of KS2 assessments being cancelled as a result of the Covid-19 pandemic, we have no data for performance of pupils who triggered pupil premium funding for 2019-20. The next review will cover the two-year period 2019-2021.