

# St Peter's Catholic Primary School

## Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to support and 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	St Peter's Catholic Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard McKenzie, Headteacher
Pupil premium leads	Jacqui Shabankareh & Marianne McDonnell, Deputy Headteachers
Governor / Trustee leads	Cath Woolford & Ann Marie Bevan, leads for disadvantaged pupils

### Funding Overview

Detail	Amount
Pupil premium funding allocation 2021-22	£47,292
Recovery premium funding allocation 2021-22	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£51,787</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress from their starting points 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 will 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 their needs, regardless of whether they are disadvantaged or not.

The principles at the heart of our strategy are:

- ✓ Ensuring we offer every child an outstanding and exciting curriculum in all subjects.
- ✓ High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. 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.
- ✓ Implicit in these principles, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- ✓ Ensuring that children from disadvantaged backgrounds are prioritised for all interventions and support as they are more likely to have been particularly affected by periods of school closure.
- ✓ The prioritisation of all children mental and emotional wellbeing, including the opportunity to exert themselves physically.

Our approach to delivering this strategy will be responsive both to common challenges and individual needs. We cannot simply rely on 'off the shelf' solutions and may have to review, audit and adapt our approach on many occasions. To ensure that our approach is effective, we will:

- ✓ ensure disadvantaged pupils are challenged in the work that they're set
- ✓ act early to intervene at the point need is identified
- ✓ adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

Key challenges to achievement that we have identified among our disadvantaged pupils:

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health (SEMH)
2	Gaps in Reading, Writing, Maths and Phonics
3	Access to wider opportunities
4	Attendance and punctuality

## 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 support all pupils emotional and mental health, particularly our disadvantaged pupils.	Secure pathways for identifying SEMH needs Designate a member of staff as school MH lead and initiate training ELSA support is deployed effectively. Wider strategies support children's home lives.
Improved attainment among disadvantaged pupils in Reading, Writing, Phonics and Maths	Disadvantaged children make at least expected progress and achieve outcomes in-line with national average by the end of KS2.  Disadvantaged Year 2 pupils achieve the national average expected standard in the Phonics Screening Check in the Autumn 1 2021 (not completed in Year 1 due to Covid) Disadvantaged Year 1 pupils achieve the national average expected standard in the Phonics Screening Check in Summer 1 2022  Disadvantaged children make at least expected progress; a minimum of 6 steps by the end of the year.  Disadvantaged pupils achieve national average progress scores in KS2 for all subjects
Children have good attendance.	Attendance and punctuality have a high profile in school e.g. in newsletters, assemblies etc.  Attendance gap closes between PP and rest of the school. (2020/21 the gap was 1.5% with 96.2% average attendance for disadvantaged children compared with 97.7% for the whole school).
Children have access to a broad range of wider experiences inside and outside class.	There is an increase in participation in enrichment activities, particularly among disadvantaged pupils.  An increased number of visits and activities are planned to make up for lost cultural opportunities due to the pandemic.  Pupil Passports are developed to tailor support for enrichment activities to each particular child.

## Activity in this academic year

This details how we intend to spend our pupil premium and Covid recovery premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13,704**

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and associated resources (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</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>2</p>
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Teachers ensure that 'mastered' statements from previous year are secure</p> <p>Teachers identify, track and support disadvantaged children who are at risk of making less than expected progress or have potential to make more than expected progress.</p> <p>Teachers plan and deliver interventions which have measurable impact on progress of disadvantaged children</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>2</p>
<p>Teaching Assistant time is funded in all classes for every morning, and a minimum of 50% of afternoons</p>	<p>Teaching assistants support the teacher in delivering high quality teaching and lead intervention groups (<a href="#">EEF Teaching &amp; Learning Toolkit</a>)</p>	<p>2</p>

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

Budgeted cost: **£37,224**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every Child Counts small group interventions	<p>We will run:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class@ Number 1</li> <li>• 1<sup>st</sup> Class @ Number 2</li> <li>• Success@ Arithmetic</li> </ul> <p>Interventions which have been produced by Every Child Counts. <a href="#">Evidence shows</a> that children in these interventions typically make an average Number Age gain of 13 months over the 4 months of the intervention, which is over 3 times the expected progress.</p>	2
Lightning Squad Reading Tuition	<p>We will continue the successful Lightning Squad Paired reading programme (<a href="#">developed by FFT</a>). Exit assessments from the Summer 2021 cohort showed children made accelerated progress in reading, closing the gaps with expected age-related standards.</p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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>	2
Additional catch-up sessions in areas not covered above e.g. handwriting/ spelling etc.	<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 and in small groups.</p>	2

**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designate and train lead member of staff for Mental Health, tasked with identifying those who need support and improving access to specialist services.</p> <p>Fund provision of ELSA Support sessions</p>	<p><a href="#">‘Big Ask’ survey</a> gave the views of 500,000 children in England – more than half of whom said that having good mental health was a priority for them.</p> <p>Evidence from current ELSA work shows impact on children’s targeted areas of need</p>	<p>1</p>
<p>Develop Pupil Passports with PP families to encourage uptake of funded/ reduced cost enrichment activities and trips.</p>	<p><a href="#">(EEF Teaching &amp; Learning Toolkit)</a> Research shows that increasing time in school, developing parental ‘buy-in’ and supporting pupils SEMH has a positive impact on learning, progress and attendance.</p>	<p>1.3 &amp; 4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £60, 928**

# Part B: Review of Outcomes in the Previous Academic Year

## Pupil Premium Strategy Outcomes<sup>1</sup>.

### Key areas of impact

#### Phonics:

In 2020 and 2021, the Year 1 Phonics Screening Checks (PSCs) were postponed from the summer term of Year 1 to the autumn term when the cohort was in Year 2.

- ✓ In autumn 2020, 96.6% of all Year 2 pupils and 75% of PP pupils achieved the pass mark
- ✓ In autumn 2021, 98.3% of all Year 2 pupils and 100% of PP pupils achieved the pass mark

#### Progress & Standards:

For 2020/21 the proportion of PP children from Y1 -Y6 who made expected or better than expected progress (school internal data measure of minimum 6 steps) was:

- ✓ 77% in reading.
- ✓ 66% writing
- ✓ 78% maths

KS2 results for PP children continue to improve and remain in line with national. In 2021, the proportion of PP children (7 pupils) who reached the expected standard for the end of KS2 (school internal data measure of 6W+) was:

- ✓ 71% in reading
- ✓ 43% in writing
- ✓ 43% in maths

This reflects our principle that reading is the route to learning and during the two periods of school closure and national lockdown that this cohort endured, every conceivable effort was made to continue the development of children's reading skills.

#### Attendance:

- ✓ Children on our disadvantaged register were incorporated into our vulnerable children cohort and encouraged to attend school full time during National Lock-downs.
- ✓ PP attendance figures for end of 2020-2021: 96.2% which is above national.

#### Wider Strategies:

- ✓ PP children are priorities for ELSA and other support programmes in school
- ✓ PP children have access to funded places in all externally provided clubs.

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<sup>1</sup> Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

## Externally provided programmes

Programme	Provider
Lightning Squad Reading Tuition	FFT
1 <sup>st</sup> Class @ Number 1	Every Child Counts
1 <sup>st</sup> Class @ Number 2	
Success @ Arithmetic	

## School-funded programmes

Reading Recovery
Lexia
Literacy for All (Specialist Teachers for Inclusive Practice)
TTR (Times Table Rockstars)