

# St Peter's Catholic Primary School

## Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	420
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorized by	Richard McKenzie, Headteacher
Pupil premium leads	Marianne McDonnell, Deputy Headteacher
Governor / Trustee leads	Cath Woolford & Ann Marie Bevan, leads for disadvantaged pupils

### Funding Overview

Detail	Amount
Pupil premium funding allocation 2022-23	£48,545
Recovery premium funding allocation 2022-23	£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>£53,090</b>
<b>Total allocated in this plan</b>	<b>£69,250</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	Detail of challenge
1	<b>Building strong foundations for learning</b> On entry to Reception class in the last years, a significant number of our disadvantaged pupils arrive below age-related expectations compared to other pupils.
2	<b>Academic Attainment - Reading, Writing and Maths</b> Assessments show that the percentages of disadvantaged children attaining Greater Depth is significantly lower than pupils that are non-disadvantaged across all ages and subject areas. Our assessments, observations and discussions with pupils and families have identified a range of barriers to learning, including low self-esteem, which affects pupils' readiness to learn in class. A significant number of our disadvantaged children also have special educational needs, often around behaviour, which inhibits progress.
3	<b>Communication &amp; Language</b> Assessments, observations and discussions with pupils indicate lower levels of speech and language skills (including vocabulary) among many disadvantaged pupils, particularly in EYFS/KS1, which impacts on learning.
4	<b>Cultural Capital</b> Children have had limited exposure to a range of cultural and sporting activities. Opportunities need to be offered to provide enrichment activities to develop the cultural capital, support personal development and improve social skills.
5	<b>Attendance &amp; Punctuality</b> Our attendance data indicates that attendance among disadvantaged pupils can be lower than non-disadvantaged pupils.
6	<b>Supporting the child's lived experience</b> Complex family needs – family deprivation (housing, food) parental separation, parental illness/bereavement and domestic abuse

## 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: **£20,000**

Activity	Evidence that supports this approach	Challenge addressed
Teaching Assistant time is funded in all classes for every morning, and a minimum of 50% of afternoons	Teaching assistants support the teacher in delivering high quality teaching and lead intervention groups ( <a href="#">EEF Teaching &amp; Learning Toolkit</a> )	1,2,3
Catch-up training and additional resources for Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 6
Ensuring challenge and having high expectations of all pupils raises the achievement of all. CT focus on PP children and high quality teaching	Specifically identifying those pupils that are higher attainers and focusing targeted support will improve their outcomes. <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Professional Development for teachers	CPD dedicated to support teachers in raising attainment among all pupils, including disadvantaged pupils.	All
Staff training and peer-to- peer support to ensure all staff are providing timely and effective feedback to enable all children to be clear about how to improve in their learning.	Providing early and effective feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback (including verbal and written) tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/feedback</a>	1, 2, 3,
Individualized personalized learning support (For targeted individuals, particularly SEN e.g.Lexia)	Individualized instruction is based on the idea that all learners have different needs, and therefore an approach that is personally tailored – particularly in terms of the activities that the individual undertakes and the pace at which they progress through the curriculum – will be more effective	1, 2, 3, 6

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

Budgeted cost: **£39,250**

Activity	Evidence that supports this approach	Challenge addressed
Nuffield Early Language Programme Targeted intervention (EYFS) to improve oral language skills and vocabulary for disadvantaged children (and other children)	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: <a href="#">Oral language interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1,2,3
Additional 'Keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support	Targeted intervention programs run by class teachers and TAs will be used to close gaps in learning. 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	2
Additional English targeted support / catch-up sessions in areas not covered above e.g. handwriting/ spelling/ Write Away Together/ Lexia / Literacy for All etc.	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.	2
Every Child Counts small group Maths interventions	We will run: <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> 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.	2
Year 6 'Catch Up' Groups Targeted teaching in reading, writing and maths by teachers to provide small groups of Y6 pupils (including disadvantaged pupils) the support they need to meet end of Key Stage 2 expectations.	Tuition in small groups, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge addressed
<p>Parental engagement/ Supporting the child's lived experience:</p> <p>Regular contact with parents (phone calls, emails to establish trusting relationships and encourage parents to see school as a supportive working partner).</p> <p>Workshops to help parents support children's learning – coffee mornings to build supportive relationships</p> <p>Offer of pastoral and family support when needed (to follow regular review and monitoring of vulnerable children)</p>	<p><a href="#">(EEF Teaching &amp; Learning Toolkit)</a></p> <p>Research shows that increasing time in school, developing parental 'buy-in' has a positive impact on learning, progress and attendance.</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>	4,5,6
<p>Develop Pupil Passports with PP families to encourage uptake of funded/ reduced cost enrichment activities and trips. Funded enrichment activities (educational visits, workshops, after school clubs)</p>	<p>Research has shown the overall impact of arts participation on other areas of academic learning appears to be positive (about an additional three months progress).</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Social &amp; Emotional Health &amp; Wellbeing</p> <p>Continue to fund:</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Rainbows Bereavement Support</li> <li>• Family Support Worker</li> </ul> <p>Introduce and provide training for all staff on Zones of Regulation. This will involve training and release time for staff to develop and implement procedures.</p>	<p>Evidence from current ELSA work shows impact on children's targeted areas of need. Social and emotional learning approaches have a positive impact, on average, of four months' additional progress in academic outcomes over the course of an academic year. 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)</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Attendance:</p> <p>Embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's <a href="#">Improving School Attendance</a></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>	All

**Total budgeted cost: £60, 928**

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

Intended outcome	Success criteria	Evaluation																																																						
To support all pupils emotional and mental health, particularly our disadvantaged pupils.	<ul style="list-style-type: none"><li>Secure pathways for identifying SEMH needs</li><li>Designate a member of staff as school MH lead and initiate training ELSA support is deployed effectively.</li><li>Wider strategies support children's home lives.</li></ul>	<ul style="list-style-type: none"><li>15 ELSA Sessions per week available for children</li><li>Children identified by staff, referral to SENCO who liaises with DSL Team as needed to determine need and allocate spaces.</li><li>35 Children accessed ELSA in 2021-22 – 42% were disadvantaged</li><li>Ruth Hall identified as Mental Health First Aider, training to be completed in Autumn Term 2022.</li><li>DHT identified as lead for Family Support along with PP Lead. Families now have one point of access for emotional and financial support. A new Family Support worker has been appointed and will begin in September 22</li></ul>																																																						
Improved attainment among disadvantaged pupils in Reading, Writing, Phonics and Maths	<ul style="list-style-type: none"><li>Disadvantaged children make at least expected progress and achieve outcomes in-line with national average by the end of KS2.</li><li>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)</li><li>Disadvantaged Year 1 pupils achieve the national average expected standard in the Phonics Screening Check in Summer 1 2022</li><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></ul>	<ul style="list-style-type: none"><li>Resources and training for Little Wandle RL&amp;S (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) purchased to secure stronger phonics teaching for all pupils. All relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</li><li>Internal progress data shows that disadvantaged children made more progress than non-disadvantaged peers.</li></ul> <table><tr><th>Internal progress measure (all yrs)</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Average</th><th>Average NON-Disadvantaged</th></tr><tr><td>6 steps or more</td><td>29.6</td><td>14.8</td><td>37</td><td>27.4</td><td>18</td></tr><tr><td>5 steps</td><td>37</td><td>37</td><td>29.6</td><td>34.4</td><td>41.1</td></tr><tr><td>4 steps</td><td>18.5</td><td>29.6</td><td>18.5</td><td>22</td><td>18</td></tr><tr><td>3 steps</td><td>0</td><td>3.7</td><td>0</td><td>1.1</td><td>1.7</td></tr><tr><td>2 steps</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>1 step</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0.3</td></tr><tr><td>0 progress</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0.3</td></tr><tr><td>Regressed</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	Internal progress measure (all yrs)	Reading	Writing	Maths	Average	Average NON-Disadvantaged	6 steps or more	29.6	14.8	37	27.4	18	5 steps	37	37	29.6	34.4	41.1	4 steps	18.5	29.6	18.5	22	18	3 steps	0	3.7	0	1.1	1.7	2 steps	0	0	0	0	0	1 step	0	0	0	0	0.3	0 progress	0	0	0	0	0.3	Regressed	0	0	0	0	0
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Regressed	0	0	0	0	0																																																			
Children have good attendance.	<ul style="list-style-type: none"><li>Attendance and punctuality have a high profile in school e.g. in newsletters, assemblies etc.</li></ul>	<ul style="list-style-type: none"><li>Overall absence (3.7%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation.</li><li>Persistent absence (6.3%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation.</li></ul>																																																						

Children have access to a broad range of wider experiences inside and outside class.	<ul style="list-style-type: none"> <li>• There is an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• An increased number of visits and activities are planned to make up for lost cultural opportunities due to the pandemic.</li> <li>• Pupil Passports are developed to tailor support for enrichment activities to each particular child.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of children in receipt of Pupil Premium have accessed at least one sports club over the course of the year, with some attending more than one. Factors impacting on children being able to attend were childcare/ multiple collections and lack of parental engagement</li> <li>• 15 children, either in receipt of Pupil Premium or being identified as vulnerable attended the Surrey SOLD Easter HAF camp at High Ashurst for 2 days. All costs, including food and transport were met by Surrey.</li> <li>• Pupil Passports were introduced and used to track engagement with external clubs &amp; use of PP for individual children. The data side however, was a doubling up of workload from normal pupil tracking and these will be phased out for next year as the FSW will take over monitoring external activity engagement.</li> </ul>
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## School-funded programs

Reading Recovery
Lexia
Literacy for All (Specialist Teachers for Inclusive Practice)
TTR (Times Table Rockstars)
1 <sup>st</sup> Class @ Number 1
1 <sup>st</sup> Class @ Number 2
Success @ Arithmetic