

Pupil premium strategy statement – St Peter’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lisa Kelly
Pupil premium lead	Lisa Kelly
Governor / Trustee lead	Cath Woolford Zuzanna Weetman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,340.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,340.00
Total allocated for this year	£59,202.00

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Catholic Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. School leaders at St Peter's Catholic Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Parental disengagement (High barrier)</p> <p>Low engagement with school Parent/carer not acting as educators Lack of educative conversation at home Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary</p>
2	<p>Lack of cultural capital (High barrier)</p> <p>Pupils not attending clubs, not taken to theatres, museums, galleries, Lack of books at home Not engaged in enrichment activities</p>
3	<p>Economic hardship (Medium barrier)</p> <p>Insufficient funds for resources Crowded home, not conducive to learning</p>
4	<p>PP status coupled with other needs (Medium barrier)</p> <p>Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention. Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn</p>
5	<p>Attainment in phonics, reading, writing and maths</p>

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 improve parental engagement for our disadvantaged pupils.	Parents/carers will have access to regular workshops Parents will take part in reading cafes Parents will be invited to see their child learn in class
Improved oral language skills and vocabulary among disadvantaged pupils.	ELKLAN teaching assistant in place delivering SALT intervention
Ensure that children have a wide range of experiences to develop cultural capital.	Children to report positively about the opportunities provided in the main curriculum and through enrichment activities. Children will take part in enrichment experiences, Children will have music lessons Children will experience school trips/residential experiences Children will have accessed extracurricular activities (drop in/after school clubs)
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97%
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency)	Children to: Achieve at least NA for disadvantaged children in the phonics screener. Achieve at least NA for disadvantaged pupils at the end of Y2 and Y6. Achieve the national average progress scores in KS2 Reading (0+)
Children to achieve national expectations in progress and attainment	Children will achieve national average progress scores in KS1 Reading, Writing and Maths Children will attain in line with non - disadvantaged pupils/national averages RWM % (EXS/GDS) Children will achieve national average GLD % Children will achieve national average phonics % Children will have accessed small group in class support

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 12640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA's to provide targeted support in class Teaching Assistant time is funded in all classes during the morning</p>	<p>Teaching assistants support the teacher in delivering high quality teaching and lead intervention groups</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	1 & 5
<p>CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Live marking <input type="checkbox"/> Feedback <input type="checkbox"/> Little Wandle <input type="checkbox"/> Language skills <input type="checkbox"/> Quality interactions EYFS <input type="checkbox"/> Behaviour 	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	1 & 5
<p>Feedback to pupils Teachers and support staff will spend lessons</p>	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation</p>	1 & 5

<p>prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.</p>	<p>strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). (EEF –Teaching and Learning Toolkit - Feedback)</p>	
<p>CPD for teachers planned and delivered regularly through the year</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safeguarding <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Communication and language <input type="checkbox"/> Subject leadership <input type="checkbox"/> Metacognition <p>CPD meetings will involve quality pedagogical discussions about learning.</p>	<p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	<p>1 & 5</p>

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

Budgeted cost: £ 15,577.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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: Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 5</p>

end of Key Stage 2 expectations.		
Speech and Language Interventions – ELKLAN	Elkan offers nationally recognised training which enables speech to be corrected. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. (EEF Teaching and Learning Toolkit – Oral Language Interventions)	1 & 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support – Same day intervention for pupils falling behind as identified through our phonics scheme 'Little Wandle.'	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics)	5
Additional support for targeted lowest 20% in 1:1 reading from Reading Intervention teaching assistant (5 mornings each week)	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	5
Ensure that every class has a range of interventions available: Lexia TTR One-minute maths Numbots	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1,3&5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30986.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement (particularly in EYFS) Phonics and reading CPD Stay and play Workshops/CPD Social Media Cafes Events Joining lessons</p> <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through newsletters and the school website</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>(EEF Teaching and Learning Toolkit – Parental Engagement)</p>	<p>1,2,3,4 &5</p>
<p>Social & Emotional Health & Wellbeing Continue to fund:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELSA <input type="checkbox"/> Rainbows Bereavement Support <input type="checkbox"/> Family Support Worker <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>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaboration groups so that learners can support each other and make their thinking explicit through discussion. (The EEF Teaching and Learning Toolkit, July 2021)</p>	<p>4</p>

<p>Behaviour Review of Whole School Behaviour Policy and introduction of targeted behaviour interventions where appropriate</p>	<p>Behaviour interventions have an impact through increasing the time that the pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove children from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate.</p> <p>(The EEF Teaching and Learning Toolkit, July 2021)</p>	<p>All</p>
<p>Enrichment/Extra-curricular provision After school clubs Drop ins Sports events Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non - disadvantaged pupils</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	<p>2 & 3</p>

Total budgeted cost: £ 59,202.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes	Evaluation
Children to achieve national expectations in progress and attainment	<p>Results at the end of KS2: (11 pupils)</p> <p>Reading – 72.7% EXS, 45% GDS</p> <p>Writing – 45.5% EXS, 18% GDS</p> <p>Maths – 54.5% EXS, 18% GDS</p> <p>RWM – 45.5% EXS, 18% GDS</p> <p>GPS – 63.6% EXS, 27% GDS</p> <p>Phonics: (4 pupils)</p> <p>50% achieved the standard</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	ELKLAN teaching assistant working with identified children across the school.
To improve parental engagement for our disadvantaged pupils.	Reading Café initiative has improved attendance at events. Parent evenings well attended.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>Three ELSAs in place delivering afternoon sessions to pupils.</p> <p>Amanda Walsh is now our Senior Mental health Lead. She has set up a group of well-being ambassadors to work on initiatives around wellbeing across the school. Zones of regulation is becoming embedded across the school.</p>
Ensure that children have a wide range of experiences to develop cultural capital.	Trips and clubs subsidised for those pupils who are unable to afford these events.
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency)	Reading teaching assistant appointed to deliver one to one and group phonics sessions to those children in Reception and Keystage 1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme
Lexia Literacy for All (Specialist Teachers for Inclusive Practice) TTR (Times Table Rockstars) Dynamo maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.