# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St. Peter’s Catholic Primary School |
| Number of pupils in school | 226 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year that our current pupil premium strategy plan covers | 2021-2 |
| Date this statement was published | 1st November, 2021 |
| Date on which it will be reviewed | November, 2022 |
| Statement authorised by | Mrs K Ryan |
| Pupil premium lead | Mrs S Cooke |
| Governor / Trustee lead | Mrs H Murray |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,210 |
| Recovery premium funding allocation this academic year | £1,522 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £32,732 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Data is gathered and interpreted throughout the academic year to accurately identify focussed improvementpriorities.  A tiered approach is taken to address the root causes of underachievement through teaching, targeted academic support and wider strategies.  School leaders train and support staff to deliver and sustain quality first learning for all pupils. Professional development for teachers is prioritised.  The plan takes into consideration the pastoral, academic, curricular and extra-curricular needs of individual pupils.  Pupil Premium provision aligns with the school’s overall mission, goals and whole school strategy. Links between the School Development Plan and this Pupil Premium Strategy Plan are clearly identified. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance and punctuality for the most disadvantaged children is below the school’s target level. |
| 2 | Speech, language, communication and oracy is below the expected stages of development for 24% of our Nursery children and 26% of our Reception children in ‘Development Matters’ on entry to school/ Nursery. |
| 3 | The ability to make relationships and to manage feelings and behaviour is below expected stages of development in ‘Development Matters’ on entry to school/ Nursery: 24% and 26% respectively were not observed to be within age-related expectations in these areas of learning. |
| 4 | Low reading engagement is a factor for 40% of our children. Our survey showed that approximately 40% children were not a member of the local library, did not read a story before bed each night, or could not easily identify a  favourite book. |
| 5 | Lower levels of support from home with home learning (spelling, reading, homework) |
| 6 | Following the periods of school closure, a wider gap in the achievement of children and the age-related expectation in writing. |
| 7 | The positive mental health and emotional wellbeing of our children after the impact of the Covid-19 lockdown |

## 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.

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| Intended outcome | Success criteria |
| Our Pupil Premium children are in school and are punctual. | Attendance over 95%  Full/ almost always full punctuality |
| They are ready to learn. | Our Pupil Premium children have full uniform, PE kit and stationery, and have subsidised access to enrichment clubs. |
| Our Pupil Premium children are making academic progress.  Expectations for all children are high. | Children have a progress score of 12 or above on our internal progress trackers.  Pupils make expected or accelerated progress (evidenced on trackers and in Pupil Progress meetings) so that attainment is high.  Children in the EYFS make accelerated progress towards achieving Early Learning Goals in Reading, Writing and Number.  Children in Year 1 and 2 make accelerated progress towards achieving the pass mark for their phonics check.  In Key Stage 2, more than 50% of our disadvantaged children are on track to achieve age-related expectations in writing.  In maths throughout the school, 80% or more children are on track to achieve age-related expectations.  Children on our SEND register are facilitated to meet targets on their 4+1 statements. Professionals and parents work together to ensure progress, attainment and a reduction in barriers to learning for these children. |
| Children make progress in early communication, listening and attention skills, pronunciation of speech sounds and the social element of communication. | Children make progress towards targets identified on their speech and language therapy reports, their 4+1 statements or their EHC Plans. Children communicate freely with adults and peers alike. They understand and use spoken language at levels identified for their age – EYFS Communication and Language ELGs, or Speaking and Listening objectives in KS1 or 2. |
| Children recall and apply knowledge they have practised and consolidated from provision of opportunities in homework club and through interventions. | All children are progressing towards age-related expectations in reading, writing, maths and spelling. |
| Children’s lives are enriched. | All children in Key Stage 2 have had the opportunity to take a brass instrument home, and have had access to brass instrument tuition this academic year. They have the opportunity to sing in the community as a member of our school choir, which meets after school once each week.  All children in Year 5 and 6 have had the opportunity to attend a residential trip, regardless of parental financial circumstances.  All children in Key Stage 2 have had access to high quality teaching in PMFL from a teacher who is a native French speaker. |

## 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: £18,722.05

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| For one term: additional teacher in Year 2 one afternoon per week to lead phonics intervention. | Progress from phonics baseline in September of Year 2 to phonics check result in December of Year 2.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  £1,650.92 | 4, 5, 6 |
| Additional teacher in upper key stage 2, two morning per week, to teach writing to groups of Pupil Premium children. | Progress scores of children who benefitted from this approach. All Pupil Premium children were included in the group, and others were chosen by the class teacher based on formative and summative assessment.  [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  £3,301.85 | 6 |
| One half day per week for the SENDCO to address challenges and provision for Pupil Premium children who also have SEND. | Pupil Premium children with SEND have provision needs identified. Resources, adult support and a tailored curriculum is in place.  Attainment and progress data of our SEND children provides evidence to support this approach.  The SENDCO has booked time to train staff on precision grid teaching, the Boxhall profile and Emotionally Friendly Schools.  £4,175.44 + time for training staff | 2, 3, 5, 6 |
| Music teacher | Children’s attainment and progress data in Music.  Teachers remain in the classroom whilst the music lesson takes place. This is for their own professional development.  £4,425.25 | 2, 7 |
| CPD: White Rose maths and Anthony Reddy Maths – mathematical facts and patterns  Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Turin Maths Hub resources.  Teachers in Reception, Year 1 and Year 2 will have release time to attend CPD in the ‘Mastering Number’ training from the National Centre for Excellence in the Teaching of Mathematics. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and CPD (including Teaching for Mastery training).  [Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  [Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  [Mastering Number | NCETM](https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/)  £4,907.62 | 6 |
| Teacher release time to develop a whole school methodology for our lowest-attaining quintile of readers. | [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  £260.97 | 4 |

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

Budgeted cost: £ *10,776*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Essential Letters and Sounds: government-approved phonics scheme of work  New decodable reading books, closely matched to the phonics teaching and learning experienced by pupils that week. | Developed by the Knowledge Skills Trust, one of whose core objectives is to transmit a core body of knowledge to all pupils.  Essential Letters and Sounds is a systemic phonics programme. These programmes are recommended by the EEF with high evidence to support children’s progression in phonics.  £7,013 | 4,6 |
| Scode | [Schools | SCODE (scodespelling.co.uk)](https://scodespelling.co.uk/schools/#rationale)  £250 | 4, 5, 6 |
| White Rose | We use the concrete, pictorial and abstract methodology of White Rose Maths to dovetail with the approaches outlined in ‘Improving Mathematics’ from the Educational Endowment Foundation.  £160 |  |
| NELI (Nuffield Early Language Intervention) | [Nuffield Early Language Intervention (NELI) | Project - Nuffield Foundation](https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention#:~:text=The%20Nuffield%20Early%20Language%20Intervention%20%28NELI%29%20is%20an,assistants%20in%20groups%20of%20three%20to%20four%20children.)  20 week programme: £2,812  Payment of teaching assistant: £421 | 2, 3, 4, 5, 6 |
| Nessy Fingers | £120 | 4, 5, 6 |

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

Budgeted cost: £ 3,350

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club | Attendance and punctuality of our most disadvantaged children has increased markedly since the offer of breakfast club to these families. Evidence of individual attendance and punctuality can be viewed on SIMS.  £1,500 | 1 |
| Homework club | £350 | 4, 5, 6 |
| Haven (for those children for whom the playground at lunchtime is not the ideal place) | £200 | 7 |
| Worry Wizards | £300 | 7 |
| Financial support for residential trip | £1,000 | 1 |

**Total budgeted cost: £ 32,848.05**

# 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 2020 to 2021 academic year.

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| GLD: 70% pupils achieved GLD at the end of their Reception year. Judgements were moderated internally.  Phonics check: 50% pupils achieved the passmark when a past version of the test was carried out in the Summer term of Year 1.  Year 2: 67% children achieved age-related expectation in Reading, Writing and Maths.  Year 6: 90% children achieved a scaled score of 100 or more in all four areas of Reading, Writing, SPAG and Maths.  69% children achieved a higher scaled score in SPAG  62% achieved a higher scaled score in Reading.  24% achieved greater depth in writing.  59% achieved a higher scaled score in Maths.  All of the above teacher assessments were carried out in school as part of our end of year assessment programme.  Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 5 years in key areas of the curriculum. Despite being on track during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium-funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources (such as those provided by White Rose) alongside our own teachers’ recorded teaching, which was delivered to families via our online learning portal, Tapestry. Although overall attendance in 2020/21 was lower than in any preceding years at 97.5%, it was higher than the national average. (Autumn term 2020 saw a national average attendance of 86% in primary schools). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.5% higher than their peers. This is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding and Covid catch-up funding to provide wellbeing support for all pupils, and targeted interventions where required. Our Covid catch-up plan can be viewed on our website. We are building on that approach with the activities detailed in this plan.  Our pupils have benefitted indirectly from the training that our pupil premium lead, Mrs Cooke, undertook last academic year. This training was implemented by the local authority, but the underlying principles of writing a Pupil Premium strategy were researched and publicised by the Educational Endowment Foundation. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Numicon catch-up and intervention | Oxford University Press |
| Project X (reading intervention) | Oxford University Press |

## Service pupil premium funding

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We spent £350 on Teacher assistant provision to carry out a tailored phonics intervention with Year 1 pupils. |
| What was the impact of that spending on service pupil premium eligible pupils? | The pupil achieved age-related expectations in reading and writing before she left St. Peter’s in the Spring term of 2021. |