# 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 | 232 |
| Proportion (%) of pupil premium eligible pupils | 15% (35 children) |
| Academic year that our current pupil premium strategy plan covers | 2022-3 |
| Date this statement was published | 18th October, 2022 |
| Date on which it will be reviewed | October, 2023 |
| Statement authorised by | Mrs K Ryan |
| Pupil premium lead | Mrs S Cooke |
| Governor / Trustee lead | Mr P Murphy |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,685 |
| Recovery premium funding allocation this academic year | £2,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £51,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| In line with our mission statement, we seek through our Pupil Premium provision to celebrate each person’s uniqueness with joy, and to ensure that it is truly valued. We strive for excellence in all we do.  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.  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 | At the time of writing, attendance and punctuality for the youngest most disadvantaged children is below the school’s target level. |
| 2 | Speech, language, communication and oracy is below the expected stages of development for 11.5% of our Nursery children and 13% of our Reception children in ‘Development Matters’ on entry to school/ Nursery. |
| 3 | Compared to previous years, we now have lower levels of support from home with home learning (spelling, reading, homework) |
| 4 | Lower numbers of children achieving higher scaled score or Greater Depth Standard in Reading than in pre-pandemic years. (link to SDP) |
| 5 | Lower number of children achieving higher scaled score or Greater Depth Standard in Maths than in pre-pandemic years. (link to previous year’s SDP) |
| 6 | An inconsistent number of children achieving above age-related expectations across the school in RE and Science. (link to SDP) |
| 7 | Across school, different percentages *of our disadvantaged children* did not  attain age-related expectations in the following areas:  EYFS Good Level of Development: 50% did not attain this.  Y1 phonics check: 66.6% did not attain this (although there are only 3 children in the cohort)  Y2 phonics re-check: of the 7 children who took the re-check, 4 were disadvantaged. Of the 4 children who did not achieve the passmark in the re-check, 3 were disadvantaged.  Y2 Reading Writing and Maths combined: half of our 6 disadvantaged children did not attain expected standard or higher.  Y6 Reading Writing and Maths combined: half of our 6 disadvantaged children did not attain expected standard or higher. |

## 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 of Pupil Premium children 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 One, children make accelerated progress towards expected standards in reading, writing and maths.  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.  At the end of Key Stage 2, our most able children have progressed towards achieving a higher scaled score in Reading, Maths and SPAG.  Our most able children have been facilitated to achieve a greater depth standard or above age-related expectations in RE and Science.  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 SPAG, thanks to the knowledge they have gained in homework club and in interventions in school. |
| 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. |

## 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: £38,683.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching of phonics in Reception and Year 1 using Essential Letters and Sounds (ELS): government-accredited systematic phonics scheme.  Children in Year 2, 3 and 4 who did not pass their phonics check/ re-check access ELS interventions 4 times weekly | 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  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  £ 1,740 | 2,4,7 |
| English lead to spend time out of the classroom each week monitoring planning and suggesting improvements in the implementation of the teaching of reading and writing across the school. | [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  £5,424 | 4,7 |
| 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 the EEF guidance for teaching children with SEND in mainstream schools, and on Emotionally Friendly Schools.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  £5,874 + time for training staff | 7 |
| 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 | 3 |
| CPD: Specialist Knowledge for Teaching Mathematics (Turing Maths Hub)  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 Turing Maths Hub resources.  The Early Careers Teacher in Year 1 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/)  £6,876 | 5,7 |
| CPD: Ogden Trust Primary Earth and Space Conference, SEERIH networks  The Science leader will have release time to attend the above regular CPD and to implement a project to develop Physics in the primary sector, facilitated by the Ogden Trust. She will spend time ensuring that opportunities for our highest achievers are planned across the school. She will ensure a cumulative, sequenced curriculum by specifying previous and future learning associated with each unit of work in Science.  She will work with the University of Manchester and the recommendations of Dr. L Bianchi in the SEERIH hub to implement the considerations in the Ofsted research review for Science. | Working Scientifically: The Ogden Trust  [Research review series: science - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science)  £5,690 | 6,7 |
| Employment of a TA4 for one afternoon each week to deliver French teaching. | £1,641 | 7 |

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

Budgeted cost: £ 9,747

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Scode | [Schools | SCODE (scodespelling.co.uk)](https://scodespelling.co.uk/schools/#rationale)  £988 | 3 |
| 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.  £228 | 5,7 |
| One to one support for the safeguarding and emotional regulation of pupils. | Pupil Support Service and educational psychology reports  £8093 |  |
| Nessy Fingers | £120 |  |
| Rigolo | £318 |  |

**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 | 3 |
| Haven (for those children for whom the playground at lunchtime is not the ideal place) | £200 |  |
| Worry Wizards | £300 |  |
| Financial support for residential and day trips | £1,000 |  |

**Total budgeted cost: £ 51,780.25**

# 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 2021 to 2022 academic year.

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| Attendance data for 2021-2:  All children – 94.92  Disadvantaged children – 94.02  We understand that attendance was negatively affected, and our whole school percentage may be lower than usual, because of the number of children needing to be absent from school due to Coronavirus.  All children in school were facilitated to access residential and day trips, regardless of financial circumstances, and were facilitated to join clubs at school for which there were a fee. |
| GLD: 80.6% pupils achieved GLD at the end of their Reception year. Judgements were moderated internally. 30 out of 31 children achieved Communication and Language Early Learning Goals. The one who did not, and those for whom further support is appropriate, continue to be supported through provision identified on 4+1 statements.  Phonics check: 80% pupils achieved the pass mark in the Summer term of Year 1. There were 3 disadvantaged pupils in the cohort, one of whom achieved the pass mark.  Year 2: 67% children achieved age-related expectation in Reading. Of the 6 disadvantaged children, 50% achieved age-related expectations or higher. (Local – 53%, National – 52%)  75% achieved age-related expectations or higher in Writing. Of the 6 disadvantaged children, 50% achieved age-related expectations or higher. (Local – 43%, National – 41%)  71% achieved age-related expectations or higher in Maths. Of the 6 disadvantaged children, 67% achieved age-related expectations or higher. (Local – 54%, National – 52%)  Year 6:   |  |  |  | | --- | --- | --- | |  | Reading: Expected Standard or Higher – all children | Children entitled to the Pupil Premium | | St. Peter’s Percentage | 86.7 | 67% | | Local | 75.3 | 67% | | National | 74.5 | 62.5% |  |  |  |  | | --- | --- | --- | |  | Writing: Expected Standard or Higher | Children entitled to the Pupil Premium | | St. Peter’s | 93.3 | 83% | | Local | 67.7 | 57% | | National | 69.5 | 56% |  |  |  |  | | --- | --- | --- | |  | Maths: Expected Standard or Higher | Children entitled to the Pupil Premium | | St. Peter’s | 86.7 | 67% | | Local | 69.8 | 59% | | National | 71.4 | 57% |   Progress scores of Pupil Premium children were as follows:  Teacher Assessment of PP children Summer 2022   |  |  |  |  | | --- | --- | --- | --- | |  | AARE | ARE | BARE | | Writing | 2 | 25 | 10 | | From previous term:  2 children made accelerated progress from BARE to ARE.  1 child made accelerated progress from ARE to AARE.  1 child made less than expected progress from AARE to ARE.  All other children made expected progress. | | | | | GaPS | 2 | 20 | 5 | | From previous term:  3 children made accelerated progress from BARE to ARE.  All other children made expected progress. | | | | | Reading | 8 | 26 | 3 | | From previous term:  5 children made accelerated progress from BARE to ARE.  1 child made accelerated progress from ARE to AARE.  1 child made less than expected progress from AARE to ARE.  All other children made expected progress. | | | | | Maths | 1 | 28 | 8 | | 2 children made accelerated progress from BARE to ARE.  2 children made accelerated progress from ARE to AARE.  2 children made less than expected progress from ARE to BARE.  All other children made expected progress. | | | | |
| 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. |
| Children’s attainment data in Music shows that out of 177 children in Years 1-6, 156 of these children are working at or above age-related expectations. As stated, teachers remain in the classroom for reasons of professional development whilst music lessons take place, for reasons of professional development. Our school now has two members of staff who are associated with the local brass band, and who take home brass instruments in order to practise and then improve their teaching to the children.  Our choir has sung at two masses for First Holy Communion, and at all school masses. We have sung at the Young Voices event, at Stalybridge Street Fest and at the switch-on of Stalybridge Christmas lights. |

## 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 |
| Rigolo (French) | Oxford University Press |
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## Service pupil premium funding

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| Measure | Details |
| Not applicable in the previous academic year. |  |
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