

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	227
Proportion (%) of pupil premium eligible pupils	14.6% (33 children)
Academic year that our current pupil premium strategy plan covers	2023-4
Date this statement was published	9 October, 2023
Date on which it will be reviewed	October, 2024
Statement authorised by	Mrs K Ryan
Pupil premium lead	Mrs S Cooke
Governor / Trustee lead	Mr P Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,810
Recovery premium funding allocation this academic year	£2,937
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,747

Part A: Pupil premium strategy plan

Statement of intent

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 improvement priorities.

A tiered approach is taken to address the root causes of underachievement through:

1. teaching
2. targeted academic support, and
3. wider strategies.

School leaders train and support staff to deliver and sustain quality first learning for all pupils. Professional development for teachers is prioritised, for example:

- During this three-year strategy, our SENDCO has shared the intent and monitored the implementation of the EEF recommendations for learners with SEND.
- Our maths – subject leader, along with a teaching assistant, has attended maths training delivered by the Turin maths hub. This has been cascaded to all classroom staff and actions have been monitored as part of our whole school monitoring cycle.
- Our English subject leader has identified the lowest quintile of readers in each year group and has led discussion within the senior leadership team so that specific, timed interventions have been implemented in order to facilitate accelerated progress for these children. She has also made explicit the age-related expectations in writing for each year group and she continually supports teachers to plan and deliver quality first teaching to facilitate our children to reach these expectations. All of this is done in the light of the EEF published research: 'Improving Literacy in Key Stage One and Two.'

This 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.

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	The WellComm assessment shows that speech, language, communication and oracy is below the expected stages of development for 20% of our Nursery children on entry to Nursery.
3	Compared to previous years, we now have lower levels of support from home with home learning (for example, with weekly spelling, daily reading and home-work, or with access to wider opportunities, such as music, dance, sport and drama).
4	Lower numbers of children achieving higher scaled score or Greater Depth Standard in maths than in pre-pandemic years. (link to 2023-4 SDP).
5	An inconsistent number of children achieving above age-related expectations across the school in RE and Science. (link to 2023-4 SDP)
6	Across school, different percentages <i>of our disadvantaged children</i> did not attain age-related expectations in the following areas: EYFS Good Level of Development: 25% did not attain this (1/4). Y1 phonics check: 25% did not attain this (1/4). Y2 phonics re-check: of the 7 children who took the re-check, 3 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: 75% (3/4) of our disadvantaged children did not attain expected standard or higher.
7	We have a greater number of children on our SEND register than we have had historically, and a greater proportion of these children are pupils with Social, Emotional and Mental Health Needs. We also have a greater number of children who are both disadvantaged and who have SEND in addition to this.

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
Our Pupil Premium children are in school and are punctual.	Attendance of Pupil Premium children over 95% Full / almost always full punctuality Academic year 2022-3: PP attendance 94.4% Whole school attendance 95.3%

	<p>Weeks 1-4 of Autumn term1, 2023: PP attendance 94.08%.</p> <p>PP punctuality is lower than non-PP punctuality in seven out of our eight year groups.</p>
They are ready to learn.	Our Pupil Premium children have full uniform, PE kit and stationery, and have subsidised access to enrichment clubs.
<p>Our Pupil Premium children are making academic progress.</p> <p>Expectations for all children are high.</p>	<p>Children have a progress score of 6 or above on our internal progress trackers.</p> <p>Pupils make expected or accelerated progress (evidenced on trackers and in Pupil Progress meetings) so that attainment is high.</p> <p>Children in the EYFS make accelerated progress towards achieving Early Learning Goals in Reading, Writing and Number.</p> <p>Children in Year 1 and 2 make accelerated progress towards achieving the pass mark for their phonics check.</p> <p>In Key Stages One and Two, children make accelerated progress towards expected standards and/or towards GDS in reading, writing and maths.</p> <p>At the end of Key Stage 2, our most able children have progressed towards achieving a higher scaled score in Reading, Maths and SPAG.</p> <p>Our most able children have been facilitated to achieve a greater depth standard or above age-related expectations in RE and Science.</p> <p>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.</p>
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 during this calendar 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 6 have had the opportunity to attend a residential trip, regardless of parental financial circumstances. All children in Key Stage 2 have 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: £33,039

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. Specific children have been identified to access intervention from the Early	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. <u>£650</u> for 'Evolve' day. <u>£320</u> for subscription to ELS	2, 3, 4, 6

<p>Literacy Kit as an alternative to phonic intervention.</p>	<p><u>£330</u> for workbooks <u>Total: £1,300</u> Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>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.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) <u>£5,424</u></p>	<p>2, 3, 4, 6</p>
<p>One half day per week for the SENDCO to address challenges and provision for Pupil Premium children who also have SEND.</p>	<p>Pupil Premium children with SEND have provision needs identified. Resources, adult support and a tailored curriculum is in place.</p> <p>Attainment and progress data of our SEND children provides evidence to support this approach.</p> <p>The SENDCO has trained staff on the EEF guidance for teaching children with SEND in mainstream schools.</p> <p>She has also gained the ELSA (Emotional Literacy Support Assistant) qualification. This academic year she will spend time cascading this pedagogy to all staff.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>About ELSA – ELSA Network <u>£5,874</u> + time for training staff</p>	<p>7</p>
<p>Music teacher</p>	<p>Children’s attainment and progress data in Music.</p> <p>Teachers remain in the classroom whilst the music lesson takes place. This is for their own professional development.</p> <p><u>£4,425</u></p>	<p>3</p>
<p>CPD: Specialist Knowledge for Teaching Mathematics (Turing Maths Hub)</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will</p>	<p>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).</p>	<p>3, 4</p>

<p>fund teacher release time to embed key elements of guidance in school and to access Turing Maths Hub resources.</p> <p>The Early Careers Teachers in 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.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Mastering Number NCETM</p> <p><u>£1,440</u></p>	
<p>CPD: Ogden Trust Primary Earth and Space Conference, SEERIH networks</p> <p>The Science leader will have release time to attend the above regular CPD and to implement an action plan for school to achieve the Space Education Quality Mark, 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, and by specifying detail in curriculum experiences that our children encounter.</p> <p>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.</p>	<p>Working Scientifically: The Ogden Trust</p> <p>Bing Videos: link to Ofsted video (Science curriculum insights)</p> <p>Research review series: science - GOV.UK (www.gov.uk)</p> <p><u>£5,690</u></p>	3, 5
<p>Teacher to deliver PMFL to our Key Stage 2 children.</p>	<p><u>£4,896</u></p>	3
<p>INSET training for all staff in de-escalation, co-regulation and positive handling.</p>	<p>Developing and supporting positive behaviour management – Team Teach</p> <p><u>£3,990</u></p>	7

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

Budgeted cost: £10,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Clicker' software	Reports from Pupil Support Service for individual children £1,500	2, 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. <u>£190</u>	4
Change to the staffing structure so that all year groups have the support of a full-time teaching assistant to carry out interventions with our children.	Pupil Support Service and educational psychology reports Ealy Literacy Kit (National Dyslexia Association) Teaching mathematics in primary schools - GOV.UK (www.gov.uk) <u>£8,350 (ie additional money spent on full-time TAs in each year group)</u>	2, 3, 4, 5, 6
Nessy Fingers	<u>£120</u>	3, 6
Rigolo	<u>£265</u>	

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

Budgeted cost: £6,100

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. <u>£1,500</u>	1
Homework club	<u>£350</u>	3 (link to SDP: attainment at GDS in maths)
Haven (for those children for whom the playground at lunchtime is not an easy place to be)	<u>£750</u>	2, 7
Worry Wizards	<u>£300</u>	2, 7
Financial support for residential and day trips	<u>£1,500</u>	3
Provision of uniform, stationery and access to extra-curricular activities	<u>£200</u>	1, 3
Provision of milk for all children at lunchtime	<u>£1,500</u>	3

Total budgeted cost: £49,564

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 2022 to 2023 academic year.

Attendance data for 2022-3:

All children – 95.3%

Disadvantaged children – 94.4%

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: 83% of our children achieved a Good Level of Development at the end of their Reception year. Judgements were moderated internally. 27 out of 30 children achieved both Communication and Language Early Learning Goals. The three who did not, as well as those for whom further support is appropriate, continue to be supported through provision identified on 4+1 statements and through quality-first teaching.

Phonics check: 87% pupils achieved the pass mark in the Summer term of Year 1. There were 4 disadvantaged pupils in the cohort, three of whom achieved the pass mark.

Year 2: 80% children achieved age-related expectation in Reading. Of the 4 disadvantaged children, 1 achieved age-related expectations or higher.

73% achieved age-related expectations or higher in Writing. Of the 4 disadvantaged children, 1 achieved age-related expectations or higher.

90% achieved age-related expectations or higher in Maths. Of the 4 disadvantaged children, 2 achieved age-related expectations or higher.

Year 6:

	<u>Reading: Expected Standard or Higher – all children</u>	<u>Children entitled to the Pupil Premium</u>
St. Peter's Percentage	73.3%	66.7%
Local	71.7%%	62.7%
National	72.6%	60.2%

	<u>Writing: Expected Standard or Higher</u>	<u>Children entitled to the Pupil Premium</u>
St. Peter's	90%	83.3%
Local	68.8%	57.9%
National	71.5%	58.1%

	<u>Maths: Expected Standard or Higher</u>	<u>Children entitled to the Pupil Premium</u>
St. Peter's	80%	83.3%
Local	72%	61.9%
National	72.9%	58.8%

Full attainment of Pupil Premium children across school was as follows:

Teacher Assessment of Pupil Premium Children - Summer 2023

EYFS

Prime Areas	Aspect	BARE	ARE	AARE	Comment
Communication and Language	Listening, Attention and Understanding	1	7	0	Majority ARE
	Speaking	0	7	1	Majority ARE
Personal, Social and Emotional Development	Building Relationships	0	8	0	All ARE
	Managing Self	0	7	1	Majority ARE
	<u>Self Regulation</u>	0	8	0	All ARE
Physical Development	Gross Motor	0	8	0	All ARE
	Fine Motor	2	5	1	Majority ARE
Specific Areas					
Literacy	Comprehension	1	7	0	Majority ARE
	Reading	2	6	0	Majority ARE
	Writing	2	5	1	Majority ARE

Disadvantaged Children Achievement July 2023

Mathematics	Number	2	5	1	Majority ARE
	Numerical Patterns	2	6	0	Majority ARE
Understanding the world	Past and Present	1	7	0	Majority ARE
	People, Culture and Communities	1	7	0	Majority ARE
	The Natural World	1	6	1	Majority ARE
Expressive Arts and Design	Being Imaginative and Expressive	1	7	0	Majority ARE
	Creating with Materials	1	6	1	Majority ARE

Year 1-Year 6

Subject	BARE	ARE	AARE	Comment
Reading	12	18	5	Majority ARE
Writing	13	20	2	Majority ARE
Maths	9	25	1	Majority ARE
Science	8	23	3	Majority ARE
R.E.	5	22	0	Majority ARE
History	6	19	2	Majority ARE
Geography	5	20	2	Majority ARE
Art	2	23	2	Majority ARE
Computing	2	22	3	Majority ARE
P.E.	1	26	0	Majority ARE
Music	4	19	4	Majority ARE
MFL (KS2 only)	4	15	1	Majority ARE
D&T	1	25	1	Majority ARE

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 27 children entitled to the Pupil Premium in year groups 1-6, 23 are working at age-related expectations or above, with 4 children achieving 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 mass for First Holy Communion, and at all school masses. We have sung at the Young Voices event, at Stalybridge Street Fest and at a Tameside Music Service event with other Key Stage Two children. The extra-curricular experiences offered to our choir are wide.

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

Programme	Provider
Rigolo (French)	Oxford University Press

Service pupil premium funding

Measure	Details
Not applicable in the previous academic year.	