

Pupil Premium Strategy Statement – St Peter’s Catholic Primary School– 2024/27

December 2024 Year 1

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	77 (Dec 2024)
Proportion (%) of pupil premium eligible pupils	6.4% (5 pupils Dec 2024)
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)	September 2024 – July 2027 Year 1 of PPSP
Date this statement was published	31 st December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	LAC
Pupil Premium lead	K Thomas
Governor / Trustee lead	Alex Watson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£13,320
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>	£13,320

Part A: Pupil premium strategy plan

Statement of intent

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Our aims in deciding how to allocate Pupil Premium funding are:

- To ensure that teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. This includes using the hardship/contingency element of Pupil Premium funding.
- To allocate funds following robust needs analysis, identifying priority classes, groups or individuals.

We have identified how best to use this income to address inequalities, raise attainment and support these children.

This money has been allocated in the following ways:

- Extended school support; for example, to provide after school clubs, residential visits and subsidised educational visits, which will raise self-esteem and confidence and to ensure access to curriculum enrichment.
- Targeted support and additional Teaching Assistant time provides opportunities for teachers to plan effective interventions for groups and individuals.
- The provision of booster groups in Maths and English in the run up to key data points such as Phonics Screening, KS1 SATS, MTC and KS2 SATS
- Enrichment opportunities such as covering the cost of themed days and Bikeability training, clubs both inside and out of school such as Circus Passion and RockySteady Music.
-

The impact of the above will be to increase the rate of progress, attainment and attendance of Pupil Premium children and therefore narrow the gap between these children and other children in the school.

With only 5 children eligible for Pupil Premium in the 2024/2025 academic year the amount of funding going forward will significantly reduce. This is a concern.

Challenges

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

Challenge number	Detail of challenge
1	40% of PP children in have significant SEND needs (EHCPs & EBSA), which also impacts on their ability to make progress and reach age related attainment goals in line with their peers.
2	The attendance of PP children has been rigorously monitored in FFT and indicates that as a group their attendance and punctuality is below both Trust and National figures (2024 YTD 71.9% attendance v non FSM children 92.4%) This is a barrier to learning. The school is broadening its enrichment offer of targeted school and non-school (after school) clubs to encourage better attendance. Leaders are rigorously embedding the Attendance Policy.
3	Progress needs to be accelerated across both Key Stages to enable PP children to reach Greater Depth where there are no other significant barriers to their learning. KS2 SATs data 2024 showed no pupils achieved GDS in any area where there was no other barrier to their learning.
4	KS2 SATs data 2024 has shown attainment in Maths for PP children is not as high as in Reading or Writing. (20% EXS in Maths, 60% EXS in Writing, 80% in Reading)
5	Pupil Survey (Nov 24) data showed that 66% of Pupil Premium pupils felt neutral about chances to lead or help lead events in school.

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
The SEND needs of PP pupils supported effectively so that their attainment increases rapidly.	Specific intensive intervention such as Little Wandle Catch Up, Power of 2 and Reading and Maths Boosters will be in place for these pupils so that they make more rapid progress to narrow the difference between their attainment and that of 'other' pupils. Ongoing formative assessment, GL Progress tests, book scrutiny and observations will evidence this and be recorded on their School Support Plans. These pupils do have EHCPs and EBSA which needs to be noted
Attendance as a barrier to learning is addressed and robust measures introduced to ensure that PP children have attendance rates at or above the Trust and National average.	PP children will have attendance above National and Trust averages but fully embedding the Trust Attendance Policy and using reward-based initiatives.

Pupil Premium pupils with no other significant barriers to learning make accelerated progress and reach Greater Depth at the end of KS2.	The school's curriculum intent and implementation are embedded and there is consistency in the quality of T&L to maintain good+ at 85%+ This will be measured by teacher assessments in EYFS, Y1, Y2, Y3, Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school, Liaison Group and Trust.
Pupil Premium pupils with no other significant barriers to learning make accelerated progress in Maths by the end of KS2.	PP children's KS2 Maths data will be in line with Reading and Writing SATs results at the end of KS2.
Pupils with Pupil Premium are represented on the Mission Team and other leadership and pupil roles within the school.	When the pupils are surveyed again 66% of Pupil Premium pupils will respond positively to the same question regarding chances for leading events.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement further CPD and subsequent monitoring of teaching in reading, writing and mathematics across the school through observation, book looks and deep dives and analysis of GL assessment data to ensure that long-term memory is a focus and feedback is timely and effective.</p> <p>The school have invested in Little Wandle in October 2022 to rapidly increase Phonic and Reading outcomes and GL Assessments to</p>	<p>EEF toolkit suggests high quality feedback is an effective way to improve attainment across the school.</p> <p>EEF research suggests children will only make real progress if they remember something long term so we need to explain clearly, in small chunks to help information move through working memory without overloading it, into LTM. Then include frequent opportunities for recall to strengthen memory</p> <p>EEF: Teacher Feedback to Improve Pupil Learning</p> <p>EEF: Teaching and Learning Toolkit - Feedback</p>	1,3,4

<p>assess pupils progress accurately.</p>	<p>EEF: Teaching and Learning Toolkit - Phonics</p>	
<p>To continue to offer increased opportunities to read and write across the curriculum through the school's enhanced curriculum with cross curricular links.</p> <p>The school has purchased Literacy Tree as a complete thematic approach to teaching literacy from Reception to Year 6.</p> <p>Additional staff have been trained to analyse Accelerated Reader data and feedback to staff.</p>	<p>The NFER have compiled a number of reports into the inclusion of a more creative curriculum in schools and the benefits when aiming to improve raising academic standards.</p> <p>NFER: Partnerships for Creativity - Creative Curriculum Evidence</p>	<p>1,3, 4</p>

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school have invested in White Rose Fluency Bee in September 2024 to rapidly increase Maths outcomes and GL Progress Tests in addition to end of unit White Rose Assessments to assess pupils progress more accurately.</p> <p>In KS2 Maths is being taught separately.</p>	<p>Targeted intervention such as those based around fluency can be an effective method to support low attaining pupils or those falling behind.</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>EEF: Maths Promoting Fluency</p> <p>EEF: Improving Maths in KS2 and KS3</p>	<p>1,4</p>
<p>Small group / 1:1 sessions in phonics, reading, writing and maths and in addition to standard lessons targeted at pupils' specific needs.</p>	<p>EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.</p>	<p>1,3,4</p>

<p>Individual intervention timetables to be written by teachers for all PP pupils detailing specific interventions following PPM and Trust monitoring visits.</p> <p>Concrete resources for example AR books for Book Club and maths mastery boxes have been purchased.</p> <p>All PP children are provided with pencil cases and stationery.</p>	<p>EEF: Teaching and Learning Toolkit - Small Group Tuition</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to offer funding towards at least one school club a term for PP pupils if necessary out of school activities, for example Circus Passion or Music Centre.</p> <p>Teachers to actively encourage PP pupils to get involved in clubs / sporting and arts activities.</p> <p>School also pay for hot meals for the pupils in Key Stage 2.</p>	<p>EEF research indicates that overall, the impact of sports, art and extra-curricular participation on academic learning is positive and improved outcomes in English, maths and science learning have been identified particularly in younger learners.</p> <p>EEF: Physical Development Approaches</p> <p>EEF: Teacher Toolkit - Arts Participation</p> <p>Evidence from Carol Dweck suggests that children's mindsets affect their motivation to learn and their aspiration to achieve. Her research with children, which shows how those who have a fixed mindset tend to limit their aspirations and wilt when the work gets difficult, whereas those with a growth mindset are not afraid of failure and are much more resilient when faced with tough problems</p> <p>How Carol Dweck's Mindset Theory Can Change UK Schools</p>	<p>2</p>

School to broaden the Mission Team and explore an enhanced School Council and actively encourage pupils with Pupil Premium to take an active role in leading events.	EEF: Toolkit: Aspiration Interventions	5
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------	---

Total budgeted cost: £ 13,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance Data 23/24 for FSM V non-FSM children

In data from the FFT Attendance Tracker Sept 23 – April 24 attendance was 93.5% for non-FSM pupils and 87% for FSM children. Although there are multiple reasons for this attendance gap it will continue to form one of the ‘challenges’ in the new 3 Year Pupil Premium Strategy Statement.

Academic Data 23/24

In Year 2 50% of FSM children reached the EXS standard in the optional KS1 SATs the percentage of non-FSM pupils reaching the EXS standard in KS1 SATs was 77%. 100% of FSM achieved EXS or above in Reading in KS1 SATs. There was a 100% phonics pass rate in the YR2 retest for FSM pupils compared to 75% for non-FSM pupils. In Year 6 25% of FSM pupils reached the EXS in R/W/M combined. The percentage of our non-FSM reaching the same standard was 69%. The National Average for all pupils was 61%. The National figure for ‘disadvantaged pupils’ was 45%. We would have exceeded this however one pupil missed reaching the EXS in maths by 1 point. This brought our average down. 75% of FSM achieved EXS in Reading and Writing in KS2 SATs.

Behaviour Data

There were no exclusions for any of our FSM pupils during the academic year.

Other Data

All of our FSM children attended all trips offered – this includes the Yr6 week long residential. 71% attended a club or had music lessons funded by the school. We do not collect specific wellbeing data from FSM children but did conduct a pupil survey. As this was anonymous we cannot attribute results to FSM and non-FSM pupils

SEN Data

15% of our FSM children have an EHCP. 43% of the cohort have a SEND need resulting in a K code on SIMS.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Support was provided to services children who required additional emotional support. We are exploring funding ELSA and nurture training when we have staff available to do this.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children. Data from our pupil survey could not be attributed to this group due to it being anonymous.

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.