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

Detail	Data
School name	St Peter's Catholic Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	11% (inc 3 Services pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Dr C Moretto on behalf of the LAC
Pupil premium lead	Kathryn Thomas
Governor / Trustee lead	Keith Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,000
Recovery premium funding allocation this academic year	£6,127
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,127

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.
- 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 'one to one tuition' and booster groups in maths and English.
- Enrichment opportunities such as covering the cost of Junior Duke and Bikeability training.

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

Challenges

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

Challenge number	Detail of challenge
1	The progress of pupils in reading and writing is inconsistent across Key Stages and lower than other pupils in the school. This prevents PP children from attaining expected progress at the end of KS2 in Reading, Writing and Maths combined.
2	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.
3	A proportion of PP children have SEND needs, which also impacts on their ability to make progress and reach age related attainment goals in line with their peers.
4	For some of our pupils with PP their mental wellbeing has been negatively impacted as a result of two lockdowns. Levels of resilience, self-esteem and aspects of social, emotional and mental health are not as strong as they could be, often due to a range of factors. Weaknesses in Growth Mindset have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks

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
Consistent, higher rates of progress across KS1 & KS2 for all PP pupils not on the SEND register in Reading and Writing to ensure they make at least expected progress in Reading, Writing and Maths combined at the end of KS2 (1 out of 3 disadvantaged pupils made the expected standard in 2021)	Pupils eligible for PP make as much progress, consistently, as 'other' pupils in the school across both Key Stages in Reading and Writing. 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 MAT. Linked to SDP 2021/2022 – Aim 3. The sole PP child in EYFS did not achieve a 'Good Level of Development'. 100% KS1 children (2) reached the Expected Standard in R,W,M GPS. The PP child in Yr1 passed their phonics screening in 2022. 50% PP children made the expected standard in KS2 in 2022.
Pupil premium pupils but 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 MAT. Linked to SDP 2021/2022 – Aim 3. In 2022 we predict 4 out of 5 PP pupils in KS2 will attain the expected standard and 2 out of 5 will attain greater depth. In 2022 one of our PP pupils who was predicted GD left prior to SATs. Out of the 4 remaining 50% achieved the expected standard in R,W,M GPS. Of The two, one was GD in reading.
The SEND needs of PP pupils supported effectively so that their attainment increases rapidly.	Specific intensive intervention 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, book scrutiny and observations indicate that these pupils have made significant progress due to specific intensive interventions. We do however have some pupils with complex needs. All classes to have a TA in the mornings where teachers can timetable support and interventions.
PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations. This includes Growth Mindset and Mindfulness.	Pupils' wellbeing is greatly improved through significant increase and participation in enrichment activities, particularly among disadvantaged pupils. These pupils have developed a greater resilience and face challenges with this mindset leading to learners that are more aspirational. The school are devising an annual Enrichment Program following a successful trial in the Summer Term.

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement further CPD and subsequent monitoring of teaching in reading, writing and mathematics across the school through observation, book look and deep dive to ensure that long-term memory is a focus and feedback is timely and effective.	EEF toolkit suggests high quality feedback is an effective way to improve attainment across the school. 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	1,2
To continue to offer increased opportunities to write across the curriculum through the school's creative curriculum. We are currently trialling Herts for Learning Writing support across specific year groups.	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. The Assistant Head has taken on the Literacy Lead role to provide strong leadership in this area.	1, 2
To source quality emerging writing support for Y1 and Y3 using COVID Catch Up funding.	EEF tuition evidence in partnership with the NTP suggests that using catch up funding to support specific, targeted interventions such as writing support, is extremely effective based on 3 to 5 sessions of 30 minutes per week over a 10 week period. These sessions should then feed back into normal classroom teaching sessions. SLT are recruiting a TA to support Y1/2 to enable the class teacher to focus on small group teaching where appropriate.	1, 2

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / 1:1 sessions in reading, writing and maths and in addition to standard lessons targeted at pupils specific needs. Individual intervention timetables to be written by teachers for all PP pupils detailing specific interventions following PPM. Concrete resources for example AR books for book club and maths mastery boxes have been purchased.	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.	1,2,3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to offer funding towards at least one school club a term for PP pupils if necessary out of school activities, for example HWMC. Teachers to actively encourage PP pupils to get involved in clubs / sporting and arts activities. School also pay for hot meals for the pupils in Key Stage 2.	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. 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.	4

Total budgeted cost: £ 24,000

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.

We used the FFT Results Service and the data from Summer 2020 and Summer 2021, which suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum for KS1 and KS2. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not 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 teaching using Microsoft TEAMs. A number of our Pupil Premium children were in school during the partial school closures because of Covid. The implementation of Catch Up funding for the pupils in Year 6 showed an increased rate of progress in Reading, Writing and Maths combined. Booster sessions were provided by an existing member of teaching staff following data analysis by the SLT and Upper Key Stage 2 staff.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support was provided to services children who required additional emotional support through small group circle times and 1:1 sessions with staff giving them the opportunity to work through their emotional needs. Again, these children attended school during the partial school closures.

What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Again, these pupils attended school during the partial school closures.

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We will be undergoing a 'Peer Review' in the New Year, where one of the Key Lines of Enquiry was 'How successful are leaders in ensuring that the provision for the SEND and most disadvantaged pupils, enables these pupils to achieve their targets and make accelerated progress? This will provide us with an opportunity to undertake a forensic approach to our pupil premium support and outline specific areas for further development.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, learning walks and drop-ins, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's research and the Buckinghamshire Challenge Board. We followed, 'From Mitigation to Success – Improving Outcomes for Disadvantaged Learners' Training – Marc Rowland.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We adopted a learning led approach, not a label led approach.

We have put a robust evaluation framework, supported by the STCAT MAT, in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.