

St Peter and St Paul Catholic Primary School
Pupil Premium Strategy Statement 2023 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 and St Paul Catholic Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	20.6% (41)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024, 2024 – 2025, 2025 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mike Mainwaring (Headteacher)
Pupil premium lead	Paul Mackenzie (Deputy Headteacher)
Governor / Trustee lead	Jimmy McNamee (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,850
Recovery premium funding allocation this academic year	£5,510
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	£68,360

Part A: Pupil premium strategy plan

Statement of intent

At St Peter and St Paul Catholic Primary School it is our intention that all pupils, regardless of their background or life experiences, make excellent progress by offering them an exceptional quality of education through an ambitious curriculum designed to give them the opportunities and cultural capital they need to succeed in life; particularly those children who are entitled to pupil premium support.

Our pupil premium strategy is focused on how we can reduce the gaps between pupil premium children and their peers, year on year, to ensure all pupils are given the chance to achieve their full potential. It is used to consistently promote the personal development of pupil premium children, going beyond the expected, giving them access to a wide and rich set of experiences and providing opportunities for pupil premium children to build their cultural capital.

We aim to identify the challenges our pupil premium children experience through robust assessments, specific to elements of education as well as non-academic challenges, not assumptions about the impact of disadvantage. Our strategy plan links closely with our school development plan.

We will adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we aim to continue to invest in high quality CPD for all staff. Targeted support is carefully planned for in-light of children's needs including speech and language, reading, writing and maths. We also invest in wider strategies to support aspects of physical and mental wellbeing, and attendance.

To ensure our approach is effective we will:

- Ensure pupil premium children are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for the outcomes of pupil premium children, raising expectations of what they can achieve as well as inspiring greater aspirations within the children themselves.

Aims of our Pupil Premium Strategy

1. Ensure that the gap between pupil premium and non-pupil premium children working at the expected level in communication and behavioural areas of learning diminishes.
2. Maintain the high percentage of pupil premium children passing the phonics screening check at the end of year 1.
3. To develop the enjoyment of and achievements within reading for our pupil premium children.
4. Improve attendance (including persistent absentees) and punctuality in PP children across the school.
5. Improve % of PP children working at expected levels in reading.
6. To improve the SEMH of PP children across the school.
7. To provide pupil premium children with a wide variety of Cultural Capital opportunities that broaden their knowledge and understanding of the world in which they live.
8. Early identification of multiple barriers to learning for all pupils and necessary support to be put in place to enable those pupils to access the curriculum more effectively.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations completed early in reception indicate that pupil premium children have <u>under-developed communication</u> , <u>poor fine motor skills</u> and <u>social interaction skills</u> when compared to non-pupil premium. This includes <u>poor speech and language</u> as well as a <u>lower ability to share, take turns</u> and <u>play within a small group</u> .
2	Analysis of our attendance and punctuality data shows that some pupil premium children have <u>poorer attendance and punctuality</u> than non-pupil premium children. Our data shows that last year pupil premium children's attendance was much lower and 'lates' much higher than non-pupil premium pupils.
3	Statutory assessments across the primary phase and internal academic data shows that pupil premium <u>attainment is lower</u> than non-pupil premium.
4	Increasing numbers of our pupil premium eligible pupils and their families <u>experiencing trauma, crisis and/or emotional difficulties</u> (some with external support or early help support depending on circumstances). This <u>affects their learning, behaviour, attitudes and attendance</u> in school.
5	National studies from numerous institutions e.g. NHS research; informs us that children with a high number of ACES are at risk of a number of issues during adulthood e.g. smoker, drug addiction etc. Our knowledge of our pupils makes it clear that <u>'Adverse Childhood Experiences' (ACES) are much more prevalent in Pupil Premium children</u> .

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
Ensure that the gap between pupil premium and non-pupil premium children working at the expected level in communication and behavioural areas of learning diminishes. <i>This will be measured by internally and externally moderated teacher assessments and observations.</i>	At the beginning of 22/23 the gap between PP and non-PP was 66% in communication and language, and 50% in behavioural ELG. We aim for these gaps to be halved by the end of each academic year within the plan.
Maintain the high percentage of pupil premium children passing the phonics screening check at the end of year 1. <i>This will be measured by the phonics screening check outcomes at the end of year 1.</i>	Historically there has been a gap of 10% - 20% between PP and non-PP passing the PSC in year 1. We aim for that gap to be significantly reduced each year based on our ongoing internal assessments of each cohort.
To develop the enjoyment of and achievements within reading for our pupil premium children. <i>This will be measured through internal pupil questionnaires, moderated teacher assessments and end of year reading test scores.</i>	Internal observations and assessments show that PP children are less likely to enjoy reading, less likely to read a book in full before swapping it and are on average between 10% and 25% below their non-PP peers in reading attainment at the end of the year. We aim to improve the attainment of PP children and close the gap to 12% by the end of 23/24 and to see improvement in enjoying reading with PP children's questionnaires.
Improve attendance (including persistent absentees) and punctuality in PP children across the	22/23 saw a gap of 3.1% in attendance and 46 more 'lates' between pupil premium and non-

school. <i>This will be measured through analysis of attendance and punctuality data held in school.</i>	pupil premium children, our aim is to reduce both figures by half this year. In persistent absenteeism the gap between pupil premium and non-pupil premium is 9%, our aim is to reduce this by at least half this year.
Improve % of PP children working at expected levels in reading. <i>This will be measured through KS2 SATs results, internal test scores and teacher assessment at the end of the year.</i>	To close the gap (currently 24%) by at least 12% by the end of the school year.
To improve the SEMH of PP children across the school. <i>Measured through internal pastoral team work, observations and analysis.</i>	Information collated to show that: <ul style="list-style-type: none"> • PP children feel happy and safe in school • PP children feel supported to improve their emotional and mental health
To provide pupil premium children with a wide variety of Cultural Capital opportunities that broaden their knowledge and understanding of the world in which they live. <i>Measured through attendance, engagement and enjoyment with opportunities provided.</i>	All pupil premium children to be involved in Cultural Capital opportunities across the year providing them with the experiences needed.
Early identification of multiple barriers to learning for all pupils and necessary support to be put in place to enable those pupils to access the curriculum more effectively. <i>Measured through our internal tracking systems being updated and shared with staff, also through the involvement of internal and external support services as required.</i>	All pupil premium children with additional needs to be clearly identified and any additional support to be put in place e.g. EWO involvement, SEND assessments and referrals, Pastoral/Safeguarding processes to be implemented.

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.

Budgeted costs: £68,360.

Teaching

Activity	Evidence that supports this approach	Challenge numbers addressed
Additional teaching assistant employed in EYFS to support pupils in making good progress across the ELG	The DfE published 'Deployment of Teaching Assistants in schools' in June 2019 which highlights many benefits of using TAs in class including 'ensuring pupils benefit from the learning activities'. Other effects include developing independence, providing more opportunities for adult:child interaction and developing safe and trusting relationships. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf .	1, 4, 5
Develop the EYFS environment to support the development of	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1

<p>‘Communication’ and ‘Behaviour’ Early Learning Goals</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	
<p>To develop the knowledge and understanding of all staff in the delivery of Phonics and spelling</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>
<p>Improve the level of enjoyment pupils get from reading</p>	<p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Greater self-confidence as a reader; • General knowledge; • A better understanding of other cultures; <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>1,3</p>
<p>Teaching assistants to provide targeted academic support within classrooms</p>	<p>Making best use of Teaching Assistants – EEF report</p> <p>Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. Explicit links to classroom teaching made.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 3, 4</p>
<p>Improve the quality of social, emotional and mental health (SEMH) learning</p> <p>SEMH will be embedded into routine educational</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>

practices and supported by professional development and training for staff.	https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge numbers addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3

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

Activity	Evidence that supports this approach	Challenge numbers addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	2
EWO Attendance officer to work with families	<p>Following Covid lockdowns our school attendance data shows that pupil premium children's attendance rates are lower than non-pupil premium (see 'Intended Outcomes' section). Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
Subsidy to support the development of Cultural Capital throughout our school	<p>Educational visits/visitors to school enrich the curriculum by providing experiential learning for disadvantaged pupils, this in turn enables them in reading across the curriculum and develops their vocabulary.</p> <p>EEF/Pupil Premium Awards research on the importance of experiential learning.</p>	3

	Wider research regarding the importance of building cultural capital. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
PE teacher to lead after-school sports clubs including PP children to support confidence, resilience and teamwork.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4, 5

Total budgeted cost: £ 68,360.

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.

Teaching

During 22/23 support was given to the two PP children in EYFS and both made 'better than expected' progress in their communication and behavioural learning, although they did not meet the ELG expectation, both have settled well into year 1 and can access the national curriculum with support. Our phonics outcomes were excellent in 22/23 with all PP children passing the PSC in year 1 (9 children) and with 1 of the 2 PP children in year 2 passing their resit. PP children are talking positively about reading during pupil interviews across all subjects and are developing their enjoyment of reading through our 'reading for pleasure' time each day in class. The gap between attendance of PP and non-PP children decreased by 1.3% in 22/23 compared to 21/22, similarly PA data showed the difference between PP and non-PP was diminished by 10% between 22/23 and 21/22. This was due to the work of all staff including our EWO. Lates remained an issue and have been prioritised during this academic year. The percentage of PP children working at expected in RWM combined for PP was 50% (non-PP was 70%) and so this target has been changed to target reading moving forwards. All staff received CPD on the importance of SEMH on all pupils, particularly those who are disadvantaged, and how these events can have a huge influence of the pupils outcomes both in school and in later life. A wide variety of cultural opportunities were offered throughout the school year including access to specialist music lessons (Rocksteady, guitar) and after-school sports clubs.

Targeted academic support

Additional staff were very well used to support the most needy pupils across the school, this took place in one to one sessions as well as small groups. Phonics in particular was given a great emphasis, especially the year 1 cohort (current year 2) to ensure than numerous pupils who we were uncertain of passing the screening check, managed to do so.

Wider Strategies

Last year the school worked tirelessly to support the improvement of attendance and this proved to be successful in numerous cases. Although a handful of pupils continued to be relatively poor attenders, alongside our EWO, school managed to improve the attendance of key children who had been persistently absent. Our EWO and pastoral team worked to support as many families as possible to improve their child's attendance even providing a free access to breakfast club and some after school clubs. All staff received quality CPD on the affects of ACEs on pupils and how we can support those pupils to overcome and deal with the situations they face. The use of educational visits, visitors and cultural capital experiences such as drama productions meant that pupils received a broad range of support.