

## 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	Ss Peter and Paul Catholic Primary School
Number of pupils in school	203 main school + 18 in nursery
Proportion (%) of pupil premium eligible pupils	82 children 37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Maria Butt Headteacher
Pupil premium lead	Ashleigh Rutherford
Governor / Trustee lead	Anthony Whalen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,420
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,180

# Part A: Pupil premium strategy plan

## Statement of intent

*At Ss Peter and Paul Catholic Primary School we are committed to ensuring that all children receive the support and resources they need in order to make good progress and achieve high attainment in their learning, irrespective of their background or the challenges they face.*

*As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. This strategy will allow our pupils to be supported and challenged. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring curriculum with our Gospel Values at the heart of all we do.*

*The school aims to effectively and efficiently use resources to have the maximum impact on the outcomes of disadvantaged pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, research shows that the negative impact will be worse for disadvantaged pupils (DfE). We will carefully consider the challenges faced by vulnerable pupils, based on robust assessment and knowledge of our children; however, the provision outlined in this statement is also intended to support the needs of all pupils at Ss Peter and Paul, regardless of whether they are disadvantaged or not.*

*The pupil premium strategy is cyclical and embedded within a broader strategic, school improvement cycle. The evidence-informed approach we adopt at Ss Peter and Paul is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow us to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation'.*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. In addition, the school will adopt a tiered approach to supporting disadvantaged pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies, in line with EEF recommendations. The tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.*

*To ensure they are effective we will:*

- *Improve classroom pedagogy by providing targeted support and supporting whole school adaptive teaching strategies*
- *Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.*
- *Ensure that ALL pupils, including our disadvantaged, are challenged in the work they are set with high expectations and aspirations.*
- *Act early to intervene at the point where need is identified.*
- *Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations following the COVID -19 pandemic indicate underdeveloped gross and fine motor skills. This is due to a lack of opportunities during COVID-19 to experience activities such as climbing and outdoor play. This impacts on manipulation of tools for writing and mark making and stamina for writing further up the school.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities, isolation and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic. 15 children working with Life Cycles and CYPS, 4 working with the Healthy Minds team and 10 working with the MHFA in school- either one to one or small groups. Over 60% of these children are disadvantaged.</p>

5	COVID-19 has impacted negatively on the academic progress of pupils across the school due to a significant amount of lost face-to-face learning within the classroom and as a consequence of varying degrees of support received from parents to support children with their home learning
6	Our current attendance data among disadvantaged pupils has been lower than for non-disadvantaged pupils, particularly our free school meal children. 10% of disadvantaged pupils (specifically Free School Meals- 18.82%) have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>EYFS 75%+ of disadvantaged pupils met the ELG and is in line or above with national standards</p>
Improved phonics and reading attainment among disadvantaged pupils.	<p>KS1 phonics outcomes in 2024/25 show that more than 90% of pupils met the expected standard and is in line or above with national standards.</p> <p>KS1 data shows that more than 75% of disadvantaged pupils met the expected standard and more than 20% achieved greater depth in reading. Data is in line or above with national standards.</p> <p>KS2 data shows that more than 80% of disadvantaged pupils met the expected standard and more than 25% achieved greater depth in reading. Data is in line or above with national standards.</p>

<p>Improved writing attainment for disadvantaged pupils at the end of EYFS/KS1 and KS2.</p>	<p>KS1 data shows that more than 75% of disadvantaged pupils met the expected standard and more than 20% achieved greater depth in writing. Data is in line or above with national standards.</p> <p>KS2 data shows that more than 80% of disadvantaged pupils met the expected standard and more than 25% achieved greater depth in writing. Data is in line or above with national standards.</p>
<p>To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>● a significant increase in participation in enrichment activities including school trips, particularly among disadvantaged pupils.</li> <li>● a strong network of mental health support established linking school, home and external partners facilitated by our Inclusion and Attendance Lead.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall attendance rate for all pupils to be in line with national percentages (96%+) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or negated.</li> <li>● the percentage of all pupils who are persistently absent, including disadvantaged, specifically FSM is significantly reduced.</li> <li>● strong relationships and partnerships established between school and home to support attendance facilitated by our Inclusion and Attendance Lead.</li> </ul>
<p>Children have the opportunities to experience the wider curriculum and enhance their cultural capital.</p>	<p>The curriculum is planned to include purposeful opportunities for the children</p>

	to experience the wider curriculum both in and out of school
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## 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: £ 80,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in QFT CPD for all staff – ensuring teachers spend most time with the most vulnerable pupils.</p> <p>Support staff deployed in all English and Maths lessons to support QFT.</p>	<p><a href="#">Sutton Trust – Improving the impact of teachers of pupil attainment (2011)</a></p>	1,2,3,4,5,6
<p>CPD for teaching staff and support staff to ensure best use of support staff- use in school and external training providers.</p>	<p>Importance of support staff staff deployment (Blatchford 2007) .</p> <p>Improved social interactions , behaviour with TA in classrooms (Rubie-Davies et al, 2010)</p> <p><a href="#">EEF (2016) Making best use of teaching assistants</a></p> <p><a href="#">Maximising the Practice of TA (2009) DISS project.</a></p>	1,2,3,4,5,6
<p>Sounds Write training for all teaching and support staff from YN- Y6.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme Sounds - Write to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">EEF T&amp;L toolkit - Phonics</a></p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	1,3,5

stronger phonics teaching for all pupils.		
Purchase of high quality, phonetically decodable reading books.	<p><a href="#">Reading Framework (2021)</a>  <a href="#">EEF T&amp;L toolkit - Phonics</a></p> <p>The new reading framework explains the importance of having appropriate resources at the right stage of reading. Well organised resources which allow children to apply what they have been taught.</p> <p>Children should practice reading with a book decodable to them at their stage of learning.</p> <p>'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.</p> <p>Enough books are available at each stage of the phonics programme for children to practise reading.'</p> <p><a href="#">The reading framework Teaching the foundations of literacy, July 2021</a></p>	1,3,5
<p>Purchase of standardised diagnostic assessments. (NFER)</p> <p>Purchase of Fischer Family Trust tracking and assessment system.</p> <p>Training for staff to ensure consistency in assessment and tracking procedures throughout KS1 and KS2 and ensure assessments are interpreted and administered correctly. *</p> <p>*(Y2/6 may differ)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2,3,5
<p>Little Movers movement programme for EYFS.</p> <p>Purchase of large and small equipment to aid physical development</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches?utm_source=/education-evidence/early-years-toolkit/physical-development-approaches&amp;utm_medium=search&amp;utm">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches?utm_source=/education-evidence/early-years-toolkit/physical-development-approaches&amp;utm_medium=search&amp;utm</a></p>	2,4

and both gross and fine motor skills.	_campaign=site_search&search_term=Physical%20develop	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 21,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN training for HLTA- dissemination to all staff.  Staff utilise materials and strategies in the whole class and intervention teaching.	<a href="https://www.elklan.co.uk/OurWork/">https://www.elklan.co.uk/OurWork/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1,5
National Tutoring programme 70% government 30% recovery premium	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,5
<b>TA/HLTA time</b> Small group / 1:1 intervention by class teacher / support staff / intervention teachers on Reading, Writing and Maths	EEF Guidance report for improving Literacy and Numeracy recommends high quality structured intervention as a method in small groups / 1:1 as required.	1,2,3,4,5,6

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

Budgeted cost: £ 37,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of Inclusion and attendance coordinator who leads on Mental Health</p>	<p>Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and everyday life. Schools play a vital role in supporting families to do this effectively and with confidence.</p> <p><a href="#">Supporting the whole family (DfE)</a> <a href="#">Parental Engagement – EEF toolkit</a></p>	<p>4,6</p>
<p>ELSA Training for HLTA- dissemination to all staff.</p> <p>Staff utilise materials and strategies in the whole class and intervention teaching.</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.</p>	<p>4,6</p>
<p>Planned wider curriculum opportunities both inside and outside of school- trips, residential, music tuition</p>	<p>EEF tiered approach guidance.</p>	<p>5</p>
<p>Breakfast club- target children to enhance emotional wellbeing and improve attendance.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p>	<p>4,5,6</p>

**Total budgeted cost: £ 140,180**

## 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.

#### December 2022 review

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. School had 45% disadvantaged pupils across Reception - Year 6.

- Assessments and observations throughout the academic year have shown an improvement in oral language among disadvantaged pupils. Book looks have shown evidence of improved use of vocabulary in written work.
- We have achieved Early Years Communication Friendly Status after one of our HLTA's completed the ELKLAN course.
- All children have made good progress from their starting points. Data shows that by the end of KS2, the gap between disadvantaged and non-disadvantaged children has narrowed in reading and maths.
- School trips have begun again following COVID restrictions allowing for wider opportunities to enhance children's cultural capital.
- All children given opportunity to attend Thurston Outdoor Education Centre.
- Mental Health provision and support is well established within school.
- A new member of staff has been appointed as Child Wellbeing Lead and was in post from September 2022. She has established strong links with families of persistent absentees.
- The Healthy Minds Team offered in school support to a number of children this academic year.
- Coffee morning/afternoon initiated to establish and sustain parent links and support mental health and wellbeing of disadvantaged families. SENDCo and Child wellbeing lead on this.
- Healthy School Award reaccredited in July 2022.
- All children have the opportunities to experience the wider curriculum and enhance their cultural capital.
- Curriculum has been carefully planned with BCCET and staff training/collaborative planning opportunities have taken place.

### 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
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ELKLAN	Elklan Training Ltd
Nessy reading and Spelling Program	Net Educational Systems
Mathletics	3P Learning
Bug Club Reading	Pearson
Reading Plus	Reading Plus

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*