

Ss Peter and Paul Catholic Primary School

Pupil premium strategy statement 2024- 2025

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	Ss Peter and Paul Catholic Primary School
Number of pupils in school	209 main school + 26 in nursery
Proportion (%) of pupil premium eligible pupils	86 children 41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25- 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£130,870.00
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	£130,870.00

Part A: Pupil premium strategy plan

Statement of intent

At Ss Peter and Paul we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

At Ss Peter and Paul, we assess the needs of children eligible for Pupil Premium individually, and as a group of children. This allows us to identify barriers to progress and to address these issues with targeted and group interventions rooted in careful observations and robust diagnostic assessment, not assumptions about the impact of disadvantage.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, who are looked after or have low attendance. The activities and resources we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach 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.

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'.

In 2024- 2025 we are also funding the provision of enrichment opportunities for pupils.

To ensure they are effective we will:

- *Improve classroom pedagogy by providing targeted support and supporting whole school adaptive teaching strategies- this enables us to act early to intervene at the point where need is identified.*

- *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.*
- *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	Limited oral language and communication skills for many children entering school, including pupil premium children. Limited communication on entry impacts on Phonics, Reading, Writing and Maths progress in subsequent years.
2	Some pupils struggle to attend regularly, and some are persistently absent. Our current attendance data among disadvantaged pupils has been lower than for non-disadvantaged pupils, particularly our free school meal children.
3	Some pupils eligible for pupil premium also have other factors such as SEND, EAL etc.
4	Social, emotional issues and mental health needs that affect learning behaviours.
5	Not all pupils have additional enriching opportunities to acquire the knowledge and cultural capital they need to succeed in life.

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
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<p>Improved oracy skills across school - oral language skills and vocabulary.</p>	<p>Assessment and observation indicate improved oral language skills across the school, especially in EY and KS1.</p> <p>Improved comprehension displayed in reading activities.</p>
<p>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<p>KS1 phonics outcomes in 2026/27 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>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 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities including school trips, particularly among disadvantaged pupils. ● a strong network of mental health support established linking school, home and external partners facilitated by our Child Wellbeing Lead.
<p>Ensure children attend school regularly and punctually – improve attendance and reduce persistent absence.</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all pupils to be in line with national percentages (97%+) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or negated. ● the percentage of all pupils who are persistently absent, including

	<p>disadvantaged, specifically FSM is significantly reduced.</p> <ul style="list-style-type: none"> strong relationships and partnerships established between school and home to support attendance facilitated by our Child Wellbeing Lead.
Enable children to access school provision in its widest sense e.g. creative and sporting activities	The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school. Children have the opportunities to experience the wider curriculum and enhance their cultural capital.
Provide children with effective feedback so that this helps them gain a clear understanding of what they need to do in order to improve.	The children get immediate feedback from teacher assessment tasks in Reading and Maths. Children in all year groups will make good assessment gains.

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: £ 70,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff (in school and external) on adaptive teaching informed by ongoing teacher assessment and live feedback.	<p>Sutton Trust – Improving the impact of teachers of pupil attainment (2011)</p> <p>importance of support staff deployment (Blatchford 2007) .</p>	1,3,4,5
Support staff deployed in all English and Maths lessons to support immediate feedback and adaptive teaching. This also enables teachers spend most	<p>Improved social interactions, behaviour with TA in classrooms (Rubie-Davies et al, 2010)</p> <p>EEF (2016) Making best use of teaching assistants</p>	1,3,4,5

<p>time with the most vulnerable pupils.</p>	<p>Maximising the Practice of TA (2009) DISS project.</p>	
<p>Continued in school training/ coaching/ Sounds Write training for all teaching and support staff from YN-Y6.</p> <p>Continue to work with St Michael's as a 'Graduated School'.</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: EEF T&L toolkit - Phonics</p> <p>To continue to ensure early writing and reading are a priority as well as ensuring misconceptions are addressed promptly.</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	<p>1,3,5</p>
<p>Purchase of high quality, phonetically decodable reading books.</p>	<p>Reading Framework (2021) EEF T&L toolkit - Phonics</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. Children should practice reading with a book decodable to them at their stage of learning. 'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words. Enough books are available at each stage of the phonics programme for children to practise reading.'</p> <p>The reading framework Teaching the foundations of literacy, July 2021</p>	<p>1,3,5</p>
<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</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3,5</p>

tracking procedures throughout KS1 and KS2 and ensure assessments are interpreted and administered correctly. * *(Y2/6 may differ)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time limited SALT interventions following targets implemented by SALT.</p> <p>Staff utilise materials and strategies in the whole class and intervention teaching such as ELKAN and a total communication approach.</p> <p>Working closely with external professionals such as SALT and the Inclusion Team particularly to enhance CPD.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3
<p>Targeted booster sessions in Y5 and Y6.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2,3,5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Effective deployment of TA/HLTA Small group / 1:1 intervention by class teacher / support staff / intervention teachers on Reading, Writing and Maths	EEF Guidance report for improving English and maths recommends high quality structured intervention as a method in small groups / 1:1 as required.	1,2,3,4,5

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

Budgeted cost: £ 34,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Wellbeing Lead (CWL) who leads on Mental Health, emotional resilience and attendance. Healthy Minds Educational Practitioner (HMEP) to deliver age appropriate, time limited session across full school. CWL and HMEP to work collaboratively to deliver Hearts and Minds to targeted pupils relating to attendance, behaviour and wellbeing.	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. Supporting the whole family (DfE) Parental Engagement – EEF toolkit https://bounceforward.com/healthy-minds-research-project/	3,4,5
Planned wider curriculum opportunities both inside and outside of school- trips, residential, music tuition	EEF tiered approach guidance.	5
Breakfast club- target children to enhance emotional wellbeing	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-	4,5

and improve attendance supporting all pupils including disadvantaged groups.	and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	
Character Development and Careers Curriculum.	<p>Opportunities for the full school to develop character and career opportunities to inspire pupil choices for careers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education5</p>	5

Total budgeted cost: £ 130,870

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.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

School had 41% disadvantaged pupils across Reception - Year 6.

20% of Pupil Premium children also received SEND support or had an EHCP.

End of year teacher assessment data (Summer 24) showed that there are still gaps between the attainment of PP and non-PP children across school. Statutory assessment data showed that this gap narrowed at the end of the foundation stage and in year 1 phonics.

In summer 2023 end of KS2 data showed that gap between PP and non-PP children had narrowed considerably or was non-existent both at expected and greater depth levels in reading, writing, maths and SPAG. In some areas PP children outperformed non-PP children. However, in Summer 2024 end of KS2 data showed that the gap between PP and non-PP had increased considerably. This reflects the whole cohort- overall attainment was the lowest in 11 years. Autumn 2023 to Autumn 2024 has shown a positive trajectory in which we aim to continue.

This data has been analysed and targeted support will continue to be deployed to ensure that the gap between PP and non-PP is reduced. We will look at certain cohorts where PP children are achieving well and use team teaching to share and work collaboratively.

Intended Outcome: Improved oral language skills and vocabulary among disadvantaged pupils.

Success Criteria: 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.

Intended Outcome: Improved phonics and reading attainment among disadvantaged pupils.

Success Criteria: Achieve at least national average expected standard in PSC for all pupils with the reduction of % difference between PP and non-PP.

Intended Outcome: Improved writing attainment for disadvantaged pupils at the end of EYFS/KS1 and KS2.

Success Criteria: Increased percentages of children achieving expected and greater depth standard in maths in all year groups and in KS2 assessments.

Intended Outcome: To improve children's maths fluency and recall skills enabling them to apply these to problem solving and reasoning activities.

Success Criteria: Increased percentages of children achieving expected and greater depth standard in maths in all year groups and in KS2 assessments.

Intended Outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. 22-23 94.10% all below national 22-23 Persistent Absence –13.64% decreased overall from 21-22. This continues in a downward trend for Autumn 24.

Success Criteria: Sustained high attendance from 2024/25 demonstrated by:

- 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.
- the percentage of all pupils who are persistently absent, including disadvantaged significantly reduced.
- strong relationships and partnerships established between school and home to support attendance facilitated by our Child Wellbeing Lead.

Phonics Slight gap between Pupil Premium/Non-Pupil Premium. Targeted support will continue through carefully planned lessons, early identification and precise interventions such as diagnostic screening, additional reading opportunities and support from The English Hub. Analysed data shows by the Summer Term the gap had narrowed and trajectory we aim to continue.

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
ELKLAN	Elklan Training Ltd
Nessy reading and Spelling Program	Net Educational Systems
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
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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