

## Pupil premium strategy statement 2021-22

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

Detail	Data
School name	St Peter's Catholic Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	FGB Chair T O'Donovan
Pupil premium lead	K Crees / S Davis
Governor / Trustee lead	G Byrd

St Peter's remains well below the national average for the number of pupils who are in receipt of the pupil premium grant. The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognize that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

### Funding Overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£21807.08 (0.4 2021 funding and 0.6 2022 funding)
Recovery premium funding allocation this academic year	£ 2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6346.00
<b>Total budget for this academic year</b>	<b>£30183.08</b>

# Pupil premium strategy plan - Statement of intent

Our intention is 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity 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 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that formative assessment and feedback clearly identify next steps of all pupils and they are able to act on them

## Key challenges to achievement identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Access to language – assessments and observations indicate that children with wider vocabulary and who regularly receive reading support at home and in school make better progress than those unable to access support, particularly at home. Pupils who speak English as an additional language require support in embedding vocabulary in order to make good progress.
2	Access to extra-curricular activities. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Behaviour – pupils with specific social and emotional needs which affect their learning rationale. Assessment evidence suggests that pupils with significant behavioural needs made less progress than their peers without behavioural needs. This is seen in reading, writing and maths. Our assessments),

	<p>observations and discussions with pupils and families have identified social and emotional issues for vulnerable pupils, notably due to a lack of teacher or TA support during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.</p>
4	Complex needs – pupils who also have a high level of SEND needs. Pupils with SEND make good progress at St Peter's. Where there is additional complex needs, progress is affected.
5	Environment – lack of additional work spaces to support intervention work
6	Support with maths and spelling homework and reading at home – capacity to do this. Our assessments and observations indicate that vulnerable pupils who are disadvantaged or/and who have complex needs make good progress against personal targets but are behind their peers in achieving attainment levels in reading.

#### Intended outcomes for our pupils in receipt of funding

Intended outcome	Success criteria
<i>100% of pupil premium pupils will make good progress against personal reading targets.</i>	100% of pupils achieve a personal reading target. This could be a target of minutes to read per day or an increased standardised score. This could also be to increase number of words that they are able to sight read on high frequency word lists and/or achieve target phonics score/band.
Progress score of PPG children at the end of KS1 and KS2 will increase in Reading, writing and maths.	Progress scores at the end of KS 1 and 2 will be in line with National scores at a minimum 2022
EYFS –Good progress is made against EYFS statements and phonics scores stay on track	PPG children will achieve a good level of development. The % of pupils working at a good level of development will be in line with National expectations.
Pupil premium children benefit from additional behaviour / emotional need support where required.	Pupil engagement will be good and observed throughout the year. Pupil feedback will be positive. Vulnerable pupils with additional behavioural needs will make good progress against personal targets.

## Activity in 2021-22

The information below outlines how we intend to spend Pupil Premium funding this academic year. It also indicated how we intend to measure progress and success.

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

Budgeted cost: £29733.0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Class TA intervention – supported reading. One to one reading with identified pupils.</i>	<a href="#">EEF effective use of TA support</a> – research suggests that effective TA support where there is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading <a href="#">EEF Pupil Premium Research – Effective feedback</a> where feedback focuses on targeted misconceptions or focusses on additional challenges; pupils make good progress In school reading data – Star reader/ NFER data	1, 6
<i>Class TA intervention – feedback support: Maths Spelling Class teacher to direct support staff to individuals/groups who have not met weekly learning objectives. Pupils to be encouraged to respond to marking each day and be supported in this.</i>	<a href="#">EEF effective use of TA support</a> <a href="#">EEF Pupil Premium Research – Effective feedback</a> In school reading data – Star reader/ NFER data In spelling, pupils who received a weekly intervention of teacher or TA support covering key spelling patterns and common words make better progress against standardised spelling scores. This has been seen overtime.	1,4,6
<i>Class TA intervention – homework support Ten minute task books have been purchased as a practical strategy to support learning at home. Time is required to complete tasks with disadvantaged pupils and mark and respond to completed tasks in reading comprehension and maths</i>	<a href="#">EEF effective use of TA support</a> – evidence from observations completed, pupils progress data and EEF reports indicate that pupils make good progress where homework tasks are shared and misconceptions addressed. <a href="#">EEF Pupil Premium Research – Effective feedback</a> In school reading data – Star reader/ NFER data	6

<p><i>Targeted Teaching – feedback for pupils post assessment</i></p> <p><i>NA to support years 2 and 3 for two mornings each week. Targeted support in literacy and numeracy sessions.</i></p> <p><i>Support to be in the form of evidence based interventions.</i></p>	<p><a href="#">EEF Pupil Premium Research – Effective feedback</a></p> <p>Giving pupils supported opportunities to respond to feedback and revisit learning objectives that have not been met or need extending enables pupils to make good progress.</p> <p><a href="#">DFE – progress report for 2019/20 2020-21</a></p> <p>In school NFER data. Maths standardised scores have been more greatly affected than reading. PPG children average standardised scores are lower than their peers.</p>	1,4,6
<p><b>Catch up funding – Tutor Programme</b></p> <p><i>Additional teacher support from Dec 1<sup>st</sup> to Easter break in class. Support to be in the form of evidence based interventions.</i></p> <p><i>£2030 allocated will be partially fund this intervention.</i></p>	<p><a href="#">DFE – progress report for 2019/20 2020-21</a></p> <p>In school reading data – Star reader/ NFER data supports the DFE report. Disadvantaged pupils have achieved lower average standardised scores in reading and maths compared to peers. This reflects national findings. This support will enable them to focus on gaps and catch up where required.</p>	1,4,6

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

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support with trips as and when required.</i></p> <p><i>Access to extra-curricular activities such as sports clubs and music lessons.</i></p>	<p>Progress data indicates that this is essential to maintain motivation and engagement. Enrichment activities boost pupils confidence making engagement more likely. Good progress has been seen where this has been able to be offered.</p>	2

**Total budgeted cost: £ 30183.08**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2019 in key areas of the curriculum. Across the school, disadvantaged pupils achieved a lower average standardised score in reading, spelling and maths compare to pupils considered as not disadvantaged.

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. Despite accessing quality, online provision and many being able to attend school, the impact of the disruption caused by the pandemic is clear. It is worth noting that despite this, disadvantaged pupils did make progress across the academic year from baseline assessments taken in the autumn of 2020. Although the school followed a recovery curriculum and pupils settled well, the experience was unsettling. The school looked to support pupils with a high level of emotional / behavioural need through contact with a learning mentor. (Which began 2021-22.) In addition to this, the school has limited access to a play therapist. This has been made available to children in receipt of pupil premium, although this has not been funded by PPG funding. All funding received is spent on staffing in order to support children both in class and through targeted groups.

Overall attendance in 2020/21 was good and was higher than the national average.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was reflected across the whole school, including disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Expenditure for 2020-21				
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Resources and teaching materials	PPG cohort make good progress in reading, writing and maths – in line with or above national	Where support is provided, evidence shows progress is good. TAs are able to provide targets support for PPG children and reduce group sizes	An additional lock down made it difficult to track pupil progress in the usual way. National KS1 and 2 assessments did not take place. Where support was available, progress was good. Pre-teaching vocabulary and responding to marking moved pupils forward. Class based staffing has enabled feedback groups to be smaller and has enabled pupils to act of feedback more efficiently. Additional CPD to share best practice would further develop this area.	
Class based staffing				
Targeted Support				
Supported teaching year 1 and 2 phonics	PPG cohort make good progress in reading, in line with or above national	Where support is provided, evidence shows progress is good	Significant progress across year one and two in phonics across the year. By the end of the year, the cohort was in line with 2019 national pass marks. At the beginning of the year, 90% of the cohort was below this level.	

## **Further Information 2021-22**

Not all support offered to vulnerable and disadvantaged pupils is funded through pupil premium funding as the level of need across the school exceeds the funds allocated. Whilst this poses a significant challenge, the school is able to offer the following:

This academic year the school will continue to have limited access to a school play therapist. Lack of funding prevents increasing this but priority is given to disadvantaged children where required.

One member of staff will engage in staff CPD in order to train as a learning mentor. Support sessions will be timetabled in order to increase pupil engagement and confidence where need is identified. Support will be limited to three afternoons for pupils across the school. Whilst pupil need is quite high, disadvantaged pupils will be able to access support either in the form of one – to – one or small group sessions. This is in response to challenge 3.

Staff CPD will focus on the continued importance of quality feedback. Following EEF guidance on effective deployment of teaching assistant support, teaching assistants will receive training in the development of effective pupil feedback. Where staff are deployed to lead small groups, the focus will be on supporting pupils to respond to quality feedback or to respond to gaps identified through formative assessment. Support will be planned with increased precision. Each class will have access to a teaching assistant each morning. In addition to this, two teachers and one teaching assistant will provide additional support sessions across the school in the form of group interventions. This is in response to challenges 1,4 and 6.

A significant barrier to learning is the lack of additional space in which to provide targeted interventions and behavioral support. It is not possible to acquire additional space through PPG funding. The best has been made of the space available to the school. Quite areas have been created where possible.