

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	194
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	FGB Chair T O'Donovan
Pupil premium lead	K Crees /L Gordon
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 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£18005.00
Recovery premium funding allocation this academic year	£2610.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£20615.00

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.

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	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 for 2022-23

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 2023
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 2022-23

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.

PPG funding was not used to fund CPD which would come under the heading of "Teaching". In the section "Further Information" it is possible to see how CPD funded by other means is impacting on vulnerable pupils.

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

Budgeted cost: £20615.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Class TA intervention – supported reading. One to one reading with identified pupils.</i>	EEF effective use of TA support – 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 EEF Pupil Premium Research – Effective feedback where feedback focuses on targeted misconceptions or focusses on additional challenges; pupils make good progress In school reading data – Star reader/ NFER data	1, 5
<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>	EEF effective use of TA support EEF Pupil Premium Research – Effective feedback 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.	1,4,5
<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</i>	EEF effective use of TA support – evidence from observations completed, pupils progress data and EEF reports indicate that pupils make good progress where homework tasks are shared and misconceptions addressed. EEF Pupil Premium Research – Effective feedback In school reading data – Star reader/ NFER data	5

<i>respond to completed tasks in reading comprehension and maths</i>		
<p><i>Targeted Teaching – feedback for pupils post assessment</i></p> <p><i>ME to support year 6 for up to 3 mornings each week. MC to support years 3 and 4. Targeted support in literacy and numeracy sessions.</i></p> <p><i>Support to be in the form of evidence based interventions.</i></p>	<p>EEF Pupil Premium Research – Effective feedback</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>DFE – progress report for 2019/20 2020-21</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>	1,4,5
<p>Catch up funding – Tutor Programme</p> <p><i>Additional teacher support – MC to provide intervention support for 10 identified pupils. Reading targets</i></p>	<p>DFE – progress report for 2019/20 2020-21</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. 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
<p><i>Development of SEND space for pupils with SEMH needs to access interventions and support</i></p> <p>No costs from PPG funding – funded through PTA?</p>	<p>Lack of additional space for pupils with SEMH needs to access counselling and other interventions is required.</p>	3,4

Total budgeted cost: £ 21065

Review 2022-23 (Updated December 2023)

This information will inform the strategy plan for 2023-2024.

Where support was in place, progress was good. Additional teacher and TA support was limited this year due to financial savings that had to be made. PPG funding does not meet the costs of the interventions in place for pupils in receipt of funding.

The school remains well below national for the % of pupils in receipt of pupil premium funding. Funding is typically spent on staffing as opposed to interventions, but this does not mean that such interventions do not take place.

Last year, in 2022-23, the school provided ELSA support for pupils in receipt of PPG funding where required. These pupils received support in paying for school trips but this was often funded in other ways. Pupils in receipt of funding could access after school clubs free of charge where possible. AH monitors club provision to ensure that this is the case.

TA support reduced last year due to financial cuts made across the school. TA support is largely directed towards SEND pupils and pupils with complex needs are supported. Once the needs of these pupils are met, Class TA support is then prioritised for pupils in receipt of funding where possible. Teacher interventions were limited in 2022-23. ME supported year 6 for three mornings per week. MC supported year 3 and 4 for one morning as data indicated that these years had the largest progress gaps post Covid closures.

AS and GC provided a home work club. Pupils in receipt of funding had access to this.

Homework materials were purchased for all pupils.

School based counselling was allocated to pupils where needed. This was limited. PPG funding was not used for this but pupils in receipt of funding has accessed to the service when required.

The DEN opened in January 2023. This enabled SEND pupils to access interventions and support in an appropriate and nurturing environment.

Children in receipt of pupil premium funding made progress against personal targets in reading, writing and maths.

In Keystage 1, pupils in receipt of pupil premium made good progress against phonics targets.

Review of Pupil Premium Spending for 2021-22 INFORMATION THAT INFORMED 2022-23 PLAN

Our internal assessments during 2021/22 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.

As evidenced in schools across the country, school closure due to Covid 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 was clear. Tthe school followed a recovery curriculum and pupils settled well. The school supported 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 had 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 2021/22 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 2021-22				
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	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. 1-1 reading and support with comprehension tasks has had an impact on progress in reading.	
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. Staff CPD in phonics would ensure progress is sustained.
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Further Information 2021-22

NO EXTERNALLY PROVIDED PROGRAMMES HAVE BEEN PURCHASED IN ADDITION TO THIS AND THIS IS THE REASON WHY THEY ARE NOT REPORTED ON.

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 continue to 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.