

Pupil premium strategy statement St Peter's Catholic Primary School 2023-2024. PROVISIONAL

This statement details our school's intended use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the year 2023-24.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190 (Jan24)
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024 then Dec 24
Statement authorised by	TOD
Pupil premium lead	TOD GB
Governor / Trustee lead	TOD

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

Detail	Amount
Pupil premium funding allocation this academic year	£18990.41
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£TBC

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18990.41 Additional funds to be confirmed in March 24

Part A: 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

Challenges

This details the key challenges to achievement that we have 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. 17 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs.
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

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
<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 2024
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. Pupil progress children will have access to ELSA support.
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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)

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</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	1,4,5

<p><i>encouraged to respond to marking each day and be supported in this.</i></p> <p><i>JSk KS1 – 1-1 reading support</i></p>	<p>progress against standardised spelling scores. This has been seen overtime.</p>	
<p><i>Class TA intervention – homework support</i></p> <p><i>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></p> <p><i>AS – Homework club</i></p>	<p>EEF effective use of TA support</p> <p>– evidence from observations completed, pupils progress data and EEF reports indicate that pupils make good progress where homework tasks are shared and misconceptions addressed.</p> <p>EEF Pupil Premium Research – Effective feedback</p> <p>In school reading data – Star reader/ NFER data</p>	5
<p><i>Targeted Teaching – feedback for pupils post assessment</i></p> <p><i>ME to support year 6 for up to 2 mornings each week. MC to support years 3 and 4.</i></p> <p><i>NA to support year 2 one morning 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>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 Key Stage 2 attainment report 22-23</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.</i></p> <p><i>Reading targets</i></p>	<p>DFE – progress report for 2019/20 2020-21 Key Stage 2 attainment report 22-23</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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutor funding if allocated – MC to carry out interventions</i> <i>Reading and Mental Maths with years 3 and 4</i>	DFE – progress report for 2019/2020-21 Key Stage 2 attainment report 22-23 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.	1,4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support – 4 days a week in school timetabled to ELSA</i>		

Total budgeted cost: £18990.41 (Figures for March 24 to be confirmed)

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

In the year 2022-2023, key stage2 progress data was good.

Cohorts of pupil premium pupils are small and it is challenging to see patterns within the data for this reason. The school monitors the progress of individuals. Those expected to access the phonics screener and KS 1 assessments and meet age related expectations, did. End of KS2 PPG data refers to 2 pupils. It is important that analysis does not identify them. We have progress data for these individuals. Both had support plans and met end of year targets.

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 where required. PPG pupils received support in paying for school trips but this was often funded in other ways. PPG pupils 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. PPG pupils with complex needs are supported. Class TA support is then prioritised for PPG pupils 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. PPG pupils had access to this.

Homework materials were purchased for all pupils.

School based counselling was allocated to PPG pupils where needed. This was limited. This did take place.

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

