# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | SS Peter and Paul Catholic Primary |
| Number of pupils in school  | 129 |
| Proportion (%) of pupil premium eligible pupils | 39% (50) |
| Academic year/years that our current pupil premium strategy plan covers  | 2023-24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | The Curriculum Committee |
| Pupil premium lead | Laura Adams/ Claire Faulkner  |
| Governor / Trustee lead | Jackie Davies  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74, 205 |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to provide first class education to develop and fulfil the potential of all pupils in our care, and faith development of our pupils is of paramount importance.‘**With Jesus as our guide, we learn, pray and live together in a safe and happy way**.’At SS Peter and Paul’s we are passionate about the educational and personal development of your child. Pupil Premium funds are used to support the pupils in lots of ways including academic and non-academic areas. This financial plan lists the different ways in which funds are used in school. Pupil premium funding is used to help support good attendance, progress and wellbeing of all our pupils. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social, emotional mental health |
| 2 | Attendance  |
| 3 | Poor oral and communication skills especially within the Early Years |
| 4 | Low starting points |
| 5 | Some parental engagement and high deprivation factor  |
| 6 | Reading and phonics |
| 7 | Writing across all year groups  |
| 8  | Subitizing and fluency of number  |

## 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.

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| Intended outcome | Success criteria |
| To promote positive wellbeing in pupils especially PP and vulnerable children. | For children to be able to talk about their thoughts and feelingsFor children to be able to identify their feelings For children to have coping/ de-escalation strategies for using in difficult situationsBuilding positive relationships with the children where they feel safe and valued. For pupils to use the above to be able to access all areas of the curriculum and achieve their full potential.  |
| To improve the attendance of all pupils especially PP children.  | For all children to attend school regularly at least 90% and enjoy coming to school.  |
| Improve the oral communication and language skills for pupils eligible for PP in the Early Years | Use a screening tool that will provide accurate assessment of early communication to inform leaders of children underperforming who need targeted intervention. small group intervention for reception children in speech and language to improve % of children gaining the ELG in communication and language |
| For all children, especially PP to make at least expected progress in core subjects across the year | At least good quality first teaching across the school promotes positive learning experiences where the children make at least good progress.At least good quality intervention and support form TAs and LSA’s to ensure good progress against targets and in the curriculum.  |
| To use parental sessions in school to inform and upskill parents to ensure they can support learning effectively at home. | Parents invited into school to participate in workshops twice yearly. Parents to ensure that all homework tasks are completed.Reading cafes during the year for parents to help support readingPhonics workshops for parents to help them support phonics learning Parents have class teacher emails to request additional support where needed. Ensuring all pupils in receipt of FSM are able to attend all wider school opportunities such as school trips, clubs and music tuition.  |
| To increase the percentage of PP children attaining the phonics standard at the end of Y1 | A higher percentage of pupils will attain expected standard in the phonics screeningThe daily intervention in phonics and catch up sessions are led by an effective TA. Teachers following the Little Wandle programme of study and intervention programme effectively  |
| Use quality first teaching and progression of skills to ensure all children, especially PP children are making good progress in their writing especially in the strand of spelling, punctuation and grammar. | Higher percentage of children attaining age related expectations at the end of the academic year.Targeted tutoring sessions for PP children to help progress and attainment in writing |
| Use first quality teaching to ensure the progress and understanding of all children especially PP children in subitizing and fluency of number  | Teachers use the mastery of number programme daily in EYFS and KS1 to ensure the fluency and subitizing of number are embededUse mastery of number as an intervention for some of the weaker SEND/PP pupils to help with progress and attainment  |

## 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: £ 48,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of screening tool to assess children needs in language development to ensure intervention is targeted and effective  | EEF evidence 6months+ communication and language approaches  | 3 |
| Small group support in the class by teacher or experienced teaching assistant. Verbal feedback in lesson to allow children to make improvements to work 1:1 intervention where needed | EEF evidence 4 months + : Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | 4 |
| Quality first teaching of writing across all classrooms using progression of skills Quality small group support in the class by experienced Tas. 1:1 intervention when needed. Verbal feedback given to ensure children make improvements and develop editing skills. Coaching sessions to upskill TAs in supporting additional needs and to enhance subject knowledge | EEF Guidance: ‘Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently’ | 7 |
| Daily focused, whole class phonics lessons Intervention and catch up sessions to meet the needs of all pupils in phonics Books are accurately matched to the ability of the pupils Guided reading sessions three times a week and led by capable adults  | DFE guidance:By ensuring high-quality phonics teaching the government wants to improve literacy levels to:give all children a solid base upon which to build as they progress through schoolhelp children to develop the habit of reading widely and often, for both pleasure and information | 6 |
| Daily focused, whole class mastery of number sessions Intervention with some older children to help their understanding of number  Coaching of TAs to ensure subject knowledge is strong in supporting children in maths sessions  | EEF guidance:Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other’s progress + 5 months | 8 |

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

Budgeted cost: £ 24,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 intervention by teacher/ HLTA/TA or small group editing work | EEF evidence as above for small group.Pupils are given the tools to recognise how to improve their writing and grow in independence in this skill, which allows them to produce better quality writing independently. | 4,6,7,8 |
| 1:1 intervention or small group in RWM for PP children | EEF evidence as above for small group Targeted intervention for weak areas that have developed over loss of learning due to Covid. PP children specifically targeted in order to achieve in line with peers. | 4,6,7,8 |
| Targeted small group or 1:1 tutoring in reading, writing, maths and phonics  | Tuition is one of the best evidenced interventions we have to support disadvantaged pupils’ attainment.- Professor Becky Francis | 4,5,6,7 and 8 |

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

Budgeted cost: £ 15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Wellbeing sessions in class.Check ins for vulnerable pupils. Continuation of WRAPs for pupil wellbeing. Nurture group sessions and forest school sessions.Sensory circuits and sensory breaks timetabled in when needed. Reasonable adjustments made to ensure each child feels secure.  | * Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.
* SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.
* Three broad categories of SEL interventions can be identified:
* School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;
* Universal programmes which generally take place in the classroom with the whole class;
* More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.

**EEF Impact +4 months** | 1,2,3 and 4  |
| All pupils have the opportunity to participate in the wider school context And all aspects of school life without barriers (trips, music tuition, workshops, visits) | * School should be growing a rounded child and pupils should be given opportunities to excel outside of the curriculum
 | 1,2,3 and 4 |
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**Total budgeted cost: £***87,000*

# 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.

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| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned | *cost* |
| Improve oral and communication language skills for pupils eligible for PP in the Early Years. | Rich language in Early Years | 83% at expected standard in speaking by the end of YR 54% at expected standard in YN- YN weak cohort and will need further support in YR | YN children very low starting points and will need extra support in YR this year | *6,000* |
| For all children, especially PP to make at least expected progress in core subjects across the year | Targeted teaching | In Y1-5 all PP pupils made progress in line with other children or better. In Y6 Broadly in line with progress for Reading and writing but 24% less than others in maths  | The children who did not make the expected progress were those who did not get support at home and did not attend session of tutoring  | *20,000* |
| Use quality first teaching and progression of skills to ensure all children, especially PP children are making good progress in their writing especially in the strand of punctuation and grammar.  | Targeted teachingSmall group interventiontutoring | Pupil premium children in Y1-5 made progress in line or better than others in writing.SPAG was weak in Y6 in all children with only 42% of children meeting expected standard, however they could demonstrate a good application of grammar, spelling and punctuation in their writing with 72% gaining expected standard  | Focus on SPAG this year and INSET training refresh for all staff  | *12,000* |
| Improve standards in spelling and phonics | Quality first teaching and targeted support | 65% of children achieved expected standard in Phonics – slightly more than last year- support from the English hub has shown a definite rise in standards of phonics teaching and children’s knowledge is much better embedded – reading at the end of KS1 was 9% increased  | Carry on with support from the English hub to improve phonics provision also the online spelling programme with KS2 children and the weekly competition | *12,000* |
| To use parental sessions in school to inform and upskill parents to ensure they can support learning effectively at home.  | Developing parental engagement | Parent sessions for reading and phonics were well attended  | To run these sessions again this year  | *500* |
| To ensure PP children close the gaps created by absences due to Covid-19 | Catch up sessions and interventionTutoring | The data shows the progress made by all pupils but especially PP pupils is encouraging, the vast majority of pupils making at least expected progress across the year.  | To continue with support to support progress  | *30,000* |
| To improve wellbeing in pupils especially PP and vulnerable children.  | NurtureForest schoolsWRAPS Targeted support | Feedback from our wellbeing sessions from both children and parents is overwhelming positive- sessions have helped children to be able to access more time in the classroom and have productive learning experiences  | To continue in this year  | *20,000* |

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## 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*

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| Programme | Provider |
| Phonics and early reading  | Little Wandle  |
| Mastery of maths (KS1 and early Years) | Maths Hub  |

# Further information (optional)

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| *This plan sets out the priorities we have for pupil premium funding and our aspirations through the year. However, there are times when extraordinary decisions need to be made to support individual children and their needs. These decisions are made in order to fully support all our pupils to achieve potential.* |