# 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  | 131 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | September 2021- July 2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | The Curriculum Committee (governors) |
| Pupil premium lead | Liz Woolfenden / Claire Faulkner |
| Governor lead | Jackie Davies  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £36,320 |
| Recovery premium funding allocation this academic year | £5,220 |
| 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 | £41,540 |

# 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 | Poor oral and communication skills in particular within the Early Years |
| 2 |  Low starting points |
| 3 |  Weak pencil control and handwriting |
| 4 |  Spelling and phonics |
| 5 |  Writing with SEN pupils and EYFS |
| 6 | Attendance  |
| 7. | Low self-esteem /resilience/ aspiration/ wellbeing  |
| 8. | High deprivation factor  |

## 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 |
| Improve oral and communication language skills for pupils eligible for PP in the Early Years. | Implement a new 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. |
| Develop children’s fine motors skills and ensure that children are holding the pencil and forming letters correctly | Pupils to have neater presentation in work across the school. |
| Improve standards in spelling and phonics | A higher percentage of pupils will attain expected standard in the phonics screening and standardised spelling tests. |
| Improve writing skills of pupils eligible for pupil premium across the school but especially in Y5 and 6 | Pupils eligible for pupil premium to make rapid progress to achieve expected at the end of the year and our more able to achieve GD |
| To ensure PP children close the gaps created by absences due to Covid-19 | PP children will close the gap in line with their peers and make good progress in maths and English across the year. |
| To improve resilience and self-worth in pupils especially PP and vulnerable children. Improve attendance of these children. | Pupils will be more eager to attend school, because they are proud of who they are and what they are achieving |

## 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: £ *26, 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 Use of NELI resources to support underachieving pupils in reception class. | EEF evidence 6months+ communication and language approaches NELI funded by DFE and EEF | 1 |
| Small group support in the class by teacher or experienced teaching assistant. Verbal feedback in lesson to allow children to make improvements to work Use of experienced teacher to work with targeted children in small groups in addition to high quality first teaching  | 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. | 2 |
| Buy in new phonics scheme of work for the school to implement to improve standards in teaching of phonics Daily focused, differentiated phonics lessons to meet the needs of all pupils | 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 | 4 |

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

Budgeted cost: £ 14, 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 writing 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.  | 3, 5 and 4  |
| 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.  | 3, 4 and 5  |

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

Budgeted cost: £10, 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|  RHE/ PHSE sessions on a weekly basis that cover anxiety, self-esteem and friendships. Check ins for vulnerable pupils. Continuation of WRAP for pupil wellbeing. Nurture group sessions Progressive sports programme | Pupils feel anxious about many aspects of home and school life. They need to be able to recognise the triggers that are causing the anxiety and to learn strategies that help them to deal with their feelings and emotions. To challenge low attendance by making children want to come to school- exploring the reasons why they find coming to school difficultNational focus on pupil and staff wellbeing and it’s importance post lockdown | 6 and 7 |
| All pupils have the opportunity to participate in the wider school context And all aspects of school life without barriers | School should be growing a rounded child and pupils should be given opportunities to excel outside of the curriculum  | 6,7 and 8  |

**Total budgeted cost: £50,000**

# 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* |
| Improved oral and communication language skills in Early Years speech | Rich language focus in Early Years | 46% of children in YR gained a GLD in speaking and 54% in listening, the targets at the start of the year had been higher and we were expecting about 65% of pupils to gain a GLD in these areas. However, losing nearly a term out of class effected children progress and despite parents working at home with the children, the standards in speaking and listening had significantly dropped when the children returned to school after the lockdown. | To continue to support children in Speaking and listening activities as starting points continue to be low. See above for new measures in speaking and listening delivery and assessment. | *6,000* |
| Improve English and Maths skills of pupils eligible for pupil premium | Targeted teaching | Summer 2021 data YR: % of GLD is much lower than in previous years –. Issues due to children working over lockdown but working memory being lost and a lot of what they had learnt in the likes of phonics being lost on return to school. Y1: Attainment is very disappointing in all areas. SEND and EAL weakest in reading and writing Send weakest in maths Y2: Attainment in reading is 65% which is pleasing with a lockdown, writing and maths not as strong. SEND lowest in reading, writing and Maths Y3: Attainment in 60%s for reading and maths which is pleasing with a lockdown, writing as a class needs targeting. SEND and EAL lowest in reading and writing SEND lowest in maths Y4:Progress weakest in school. 56% attainment in reading and maths but very low 19% in writing. SEND, girls and PP lowest in reading, writing and maths. Y5: 65% in reading, 55% in maths and 50% in writing at expected standard which is acceptable with a terms lockdown SEND and PP lowest in Reading, writing and maths. Y6:71% reading 50% writing 64% maths at expected standard, of these 21% in reading, 7% in writing and 21% in maths gained greater depth. | Continue to support all PP children where needed in RWM especially in Year groups 5 and 6 this year | 8,000 |
| SEN and pupil premium children –raise standards in English and Maths | intervention – small group or 1:1 | SENCo monitored and evaluated impact of interventions – some children made good progress against ISP’s, but this was affected by the lockdown in the spring term | To try and ensure a full year of support for the weakest children to help them make progress against IEP and EHCP targets. | 12,000 |
| EAL support to standards in English and maths | intervention – small group and 1:1 | SENCo monitored and evaluated impact of interventions. Interventions again effected by the lockdown in the spring term, children playing catch up in the summer term | To take children out for pre-learning and or extra support if they are struggling to understand concepts | 2,500 |
| To support children who find coming into school difficult | SLT member available to support children in the morning arrival. | Having two members of staff on the school gate in the morning to support those children who find coming into school difficult in the morning made transition into school easier to manage. | We will continue with this approach as it is working and the parents and children have a routine to follow |  |
| Provide enrichment opportunities for all children. | Trips | When lockdown restrictions started to ease, all classes were encouraged to have at least one trip out of school, we also had a fun day with inflatables and an ice cream van for wellbeing for the children | We will repeat this next year as the children loved the day and it lifted their wellbeing | 1500 |
| Increase the number of After School clubs so as to cater for all children at all Key stages. | After school clubs | Clubs were not able to run again due to covid restrictions | Re-start some after school clubs to allow the children to engage in a range of activities outside the curriculum | 2000 |
| To improve attendance of our most vulnerable pupils | Attendance monitoring | Attendance meetings held for persistent absentees up until December 20 when school was closed to all but vulnerable and key worker children. Certificates given for very good attendance. We encouraged many of our vulnerable children to attend school for 1 day a week during lockdown | Attendance to be continued as a target for 96% if possible but may impacted due to isolation around covid-19 symptoms | 3,600 |

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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 |
| Nessie Spelling programme |  |
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# 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.*  |