

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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

Detail	Data
School name	SS Peter and Paul Catholic Primary
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022- July 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	The Curriculum Committee (governors)
Pupil premium lead	Laura Adams / Claire Faulkner
Governor lead	Jackie Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76945
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76945

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge
1	Poor oral and communication skills in particular within the Early Years
2	Low starting points
3	Writing across all Key stages: Punctuation and Grammar.
4	Spelling and phonics
5	Parental engagement
6	Attendance
7.	Social emotional mental health.
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.

Intended outcome	Success criteria
Improve oral and communication 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.
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.	Higher percentage of children attaining age related expectations at the end of the academic year.
Improve standards in spelling and phonics	A higher percentage of pupils will attain expected standard in the phonics screening and standardised spelling tests.
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.
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 wellbeing in pupils especially PP and vulnerable children.	Pupils will be able to access all areas of the curriculum as they have the confidence in their own ability and do not fear failure.

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: £ 38, 300

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	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 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.	2
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.	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'	3
Fully implement the 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 school help 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: £ 20,150

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.	1,2,3,4
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.	1,2,3,4

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

Budgeted cost: £18, 500

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.	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <p>EEF Impact +4 months</p>	5, 6 7 and 8
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	5, 6,7 and 8

Total budgeted cost: £76,950

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 2021 to 2022 academic year.

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 at the end of 2021. This year the results were significantly higher with 70% in listening and 80% in speaking.	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
For all children, especially PP to make at least expected progress in core subjects across the year	Targeted teaching	2022 data is as follows: PP children across the whole school made better progress than other children in writing (+12%) and maths (+9%) and equal progress in reading.	Continue to support all PP children where needed in RWM especially in Year groups 2 and 6 this year	20,000
Develop children's fine motors skills and ensure that children are holding the pencil and forming letters correctly	Targeted intervention and quality teaching	Book trawls show that presentation is improving across the school. Children are forming letters and numbers correctly in early years.	Continue focus	3,000
Improve standards in spelling and phonics	Quality teaching and small group support	65% of pupils met the phonics standard this year. The new scheme was only implemented for two terms, internal data shows the scheme is impacting well, but there was not enough time to fully embed this year	Continue focus	12,000
Improve writing skills of pupils eligible for pupil premium across the school but especially in Y5 and 6	Quality first teaching Tutoring Small group support Catch up sessions	Focus was placed on Y2 and y6 rather than Y5. At the end of 2021 % of children attaining ARE Y6 =50% Y2= 38% at the end of 2022 the percentage of children attaining ARE was y6=71% and Y2= 53% Pupil premium children attaining ARE has increased by 8% in Y2 and 30% in Y6.	Continue focus – dependent on funding for tutoring	15,000
To ensure PP children close the gaps created by absences due to Covid-19	Quality first teaching Catch up sessions	PP attainment Y2 reading +25% writing +8% Maths +25% Y3 reading +10% Writing -20% Maths -24% (change of cohort)	Continue the focus	20,000

	Small group and 1:1 Tutoring	Y4 reading = % Writing +25% Maths +25% Y5 reading -6% Writing -6% Maths -6% (change in cohort) Y6 reading +46% Writing +23% Maths +17%		
To improve resilience and self-worth in pupils especially PP and vulnerable children. Improve attendance of these children.	Nurture Sensory room WRAPS 1:1 Small group support	Attendance has been effected by Covid this year as well as last. It is difficult to measure the attendance and any improvements this year. There has been a huge focus on wellbeing and mental health and all of our children do feel safe and listened to.	Continue focus	6,000

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

Programme	Provider
Nessie Spelling programme	

Further information (optional)

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.