

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year 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	St Peters RC Primary
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A. O'Neill Headteacher
Pupil premium lead	R. Yates Inclusion Manager
Governor lead	Joanne Walsh Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,485
Recovery premium funding allocation this academic year	£ 11,418
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	£169, 903

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 continues to support disadvantaged pupils to achieve that goal.

Quality first teaching continues to be 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 in schools.

Our approach will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	On entry to EYFS children are assessed as having significant difficulties with their speaking, listening, reading and writing skills.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among our many disadvantaged pupils. In our school KS2 reading in 2023-2024 is 63.2% of disadvantaged pupils achieved expected standard or higher compared to 80% of non-disadvantaged pupils. In writing 47.4% of disadvantaged pupils achieved expected standard or above compared to 72.5% of non-disadvantage pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers on entry to school. However, in our school Year 1 phonics in 2023 / 2024 – 90% of disadvantaged pupils achieved expected standard compared to 88.9% of non-disadvantaged pupils.

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. In our school KS2 maths in 2023 / 2024 42.1% of disadvantaged pupils achieved expected standard compared to 82.5 % of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities following the impact of current financial constraints across the country.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading & writing attainment among disadvantaged pupils.	KS2 reading & writing outcomes in 2024/25 show that the gap has been narrowed between disadvantaged and non-disadvantaged pupils.
Improved attainment in phonics	KS1 phonics outcomes in 2024/25 show that the gap has been narrowed between disadvantaged and non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the gap has been narrowed between disadvantaged and non-disadvantaged pupils.
Concerns with Social and Emotional Mental Health	Behaviour logs will demonstrate limited numbers of extreme behaviours caused by SEMH needs. Families will continue to be supported in order to meet their needs.

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: £169,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Staff continue to assess pupils on a termly basis.	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>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.</p> <p>Deputy Head teacher taught targeted children in Year 6 and tutored 1-1, however due to her absence this was taken over by an experienced year 5 teacher.</p> <p>Assistant Headteacher works daily with targeted children in year 2.</p> <p>Inclusion Manager works daily with targeted children in Year 2 and 3.</p> <p>Members of staff teach identified targeted groups with a focus on reading daily.</p> <p>Children in the Foundation stage are involved in Wellcomm language intervention with additional support if required.</p> <p>SLT read daily with targeted pupils.</p> <p>Volunteer from "School Readers" works with targeted children weekly.</p>	1,2

	<p>Staff training with Lancashire County Council English consultant:</p> <ul style="list-style-type: none"> - trialling the Lancashire scheme to improve outcomes for all pupils including disadvantaged and raise expectations in this subject area. 	
Secure stronger phonics teaching for all pupils.	<p>The Head Teacher and English lead are continuing to work with St John Vianney's English Hub. School had a phonics audit with an action plan put in place.</p> <p>All staff had 2 days of INSET training with the updated Read, Write Inc Scheme in the summer term.</p> <p>A whole new reading scheme and resources were bought in the Spring term to support this.</p> <p>Reading books purchased to support teaching of reading.</p> <p>Assistant Headteacher is team teaching targeted children.</p> <p>Streamed intervention phonics groups.</p>	1,2,3
Enhancement of our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<p>Resources purchased to support quality teaching in Maths. White Rose Maths and Mastering number embedded in lessons.</p> <p>Three members of staff continue to be involved in the "Maths Hub Northwest" which provides training / further support in Foundation and KS 1.</p> <p>The 2 maths leads attended initial training in mastery maths readiness.</p> <p>Staff have continued to be involved in training with the Primary Consultant, Anthony Reddy. He supported in year 2 and year 4 with planning and delivery.</p>	1,4
Concerns with Social and Emotional Mental Health.	<p>Specific children continue to work with our ELSA TA's and targeted children attend Nurture daily.</p> <p>Referrals are made to BwD SEND Support SEMH Team if appropriate.</p>	5

	<p>Referrals are made to NHS Mental Health Team if appropriate.</p> <p>School used My Happy Mind until Easter 2024 and have since implemented the use of Mini Minds Matter.</p> <p>School support individual children who receive play therapy on a weekly basis.</p> <p>Referrals are made through the CAF process to Transforming Lives to support pupils and their families.</p>	
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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 2023 to 2024 academic year.

Internal and national assessments in 2024 indicate that disadvantaged children have made improved progress in KS2 reading.

Reading interventions were effective with our disadvantaged pupils, writing and maths will have an increased focus.

It is important that the interventions and the tutoring programmes continue to be implemented by school staff rather than external agencies.

We are committed to supporting children with social and emotional needs and have appointed two Nurture and ELSA staff. This was reviewed and evaluated during 2023-2024 to best meet the needs of the current pupils at St. Peter's RC.

Targeted teaching continues to be effective in building language development, social skills, engagement in learning and independence.

Children continue to experience visitors in school, educational trips and engaging activities to enhance the curriculum provision.

90% of pupil premium children passed the phonics screening check at the end of Year 1.

The targeted support to ensure children meet expected standards will continue to be a school focus.

The national tutoring programme has continued to support our disadvantaged children and targeted teaching will continue to be implemented by school staff rather than external tutors.

As we are in last year of the pupil premium strategy plan it must be noted that the challenge of increased in year transfers us considerable.

Having reviewed the strategy we can still identify that there are continuing challenges to meet the intended outcomes. However, it is still felt that the activities and outcomes are highly aspirational and ambitious, although still relevant for our school with minor amendments. The intended outcomes and activities are challenging but still appropriate for the academic year 2024 / 2025.