

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	410
Proportion (%) of pupil premium eligible pupils	21.5%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A. O'Neill Headteacher
Pupil premium lead	R. Yates Inclusion Manager
Governor lead	Lynda Corben lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360
Recovery premium funding allocation this academic year	£ 19,693
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	£138053

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.

Quality first 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 in schools.

Our approach will 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	Children in EYFS & KS1 have been adversely affected by the COVID pandemic in terms of their speaking, reading & 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 2021 / 2022 - 56% of disadvantaged pupils achieved expected standard or higher compared to 83% of non-disadvantaged pupils. In writing 44% of disadvantaged pupils achieved expected standard or above compared to 71% of non-disadvantage pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. In our school Year 1 phonics in 2021 / 2022 – 54% of disadvantaged pupils achieved expected standard compared to 87% of non-dis-advantaged 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 2021 / 2022 50% of disadvantaged pupils achieved expected standard compared to 83 % 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 school closure due to COVID.

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: £137088

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>Reading Rocketeers intervention, years 2-6.</p> <p>Assistant Headteacher works daily with children from Yr 6</p> <p>Members of the Senior Leadership Team teach identified targeted groups.</p> <p>Children in the Foundation stage are involved in Wellcomm language intervention with additional support if required.</p> <p>Targeted children read daily with allocated members of staff.</p> <p>Termly RAP's for targeted children are created to overcome individual barriers to enhance progress.</p>	1,2
Secure stronger phonics teaching for all pupils.	<p>Read,Write Inc resources purchased and staff trained to deliver quality lessons.</p> <p>Reading books purchased to support teaching of reading.</p>	1,2,3

	<p>Assistant Headteacher teaches targeted children in Yr 1.</p> <p>Streamed intervention phonics groups.</p> <p>Termly RAP's are created to overcome individual barriers to enhance progress.</p> <p>Assistant Headteacher runs a phonics after school club for PP children.</p>	
<p>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>	<p>Resources purchased to support quality teaching in Maths. White Rose Maths and Number Sense embedded in lessons.</p> <p>Assistant Headteacher works with Yr 6 children in Maths daily.</p> <p>Termly RAP's are created to overcome individual barriers to enhance progress</p>	1,4
<p>Concerns with Social and Emotional Mental Health.</p>	<p>Specific children 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> <p>Referrals are made to NHS Mental Health Team if appropriate.</p> <p>School have introduced the "My Happy Mind" mental health programme which is backed by the NHS.</p>	5

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.

As the academic performance of children including disadvantaged and vulnerable were disrupted due to partial closure of schools during the COVID pandemic, it is evident in the 2020 – 2021 assessments that the after effects of this has continued to have a negative impact on the progress. Writing and maths have been effected the most.

Although the interventions in place have had a positive impact on the personal progress of pupils, more intense teaching and learning needs to be carried out with this cohort of pupils to ensure this progress continues.

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.

Interventions have been effective in building language development, social skills, engagement in learning and independence.

Children experienced first hand learning and social experiences which were used across the curriculum.

Having reviewed the strategy we can identify that there are continuing challenges to meet the intended outcomes. However, it is felt that the activities and outcomes are highly aspirational and ambitious, although still relevant for our school. The intended outcomes and activities are challenging but still appropriate for the academic year 2022 / 2023.