

## Pupil premium strategy statement

School name	St Peter's Catholic Primary School
Pupils in school	120 (excluding Foundation 1 and Nursery provision)
Proportion of disadvantaged pupils	55.35%
Pupil premium allocation this academic year	£105,600
Academic year or years covered by statement	2021-24
Publish date	01 September 2021
Review date	August 2022
Statement authorised by	Sarah Parry with Governors
Pupil premium lead	Louise Gorry
Governor lead	Sarah Evans & Dominic Richmond

### Overview of funding available

Funding information 2020-21			
Total number of pupils	160	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	88	Total PP budget	£116,160
Estimated Funding information 2021-22 (indicative figures based on current numbers)			
Total number of pupils	160	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	80	Total PP budget	£105,600
Estimated Funding information 2022-23			
Total number of pupils	160	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	80	Total PP budget	£105,600

## Disadvantaged pupil progress scores for last academic year of statutory testing (2019)

Measure	Score
Reading	-1.21
Writing	-7.22
Maths	-2.70

## Disadvantaged pupil performance overview for last academic year

Measure	Score (Expected+)
Reading	80.0%
Writing	40.0%
Maths	40.0%
Reading, Writing & Maths	30.0%

## St Peter's Catholic Primary School

### Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring Quality First Teaching is delivered in every classroom and in all interventions.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour
- Ensuring that the PPG reaches the pupils who need it most.

We have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to realise their full

potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. We are engaged in and committed to partnership working with a range of groups and organisations which enhance our provision.

### **Objectives of Pupil Premium Spending**

Our key objective in using the Pupil Premium Grant is to diminish the difference between pupil groups. We have analysed our data thoroughly and have used research such as the Education Endowment Fund to inform our decision making.

Aims	Academic Barriers to Attainment	Non-Academic Barriers to Attainment	Success Criteria
<p><b>(i)</b> To improve language and communication outcomes for pupils at end of EYFS Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. CPD opportunities will be in place for support staff and teaching staff.</p>	<p><b>(i)</b> Low starting points on entry particularly in communication, literacy and language skills.</p>	<p><b>(iv)</b> Lack of aspirations and parental involvement which can lead to a lack of value placed in education resulting in low attendance, persistent absenteeism and poor punctuality.</p>	<p>Language and communication outcomes for PP children at the end of F2 will improve and be in line with none PP children.</p>
<p><b>ii)</b> To ensure the proportion of PP pupils achieving the expected and higher levels in reading and writing matches or exceeds the national average for non-disadvantaged pupils in writing.</p>	<p><b>(ii)</b> Weaker writing skills and low attainment in reading &amp; writing of children eligible for pupil premium compared to non-pupil premium pupils.</p>	<p><b>(v)</b> Social and Emotional factors. Many of our PP children are faced with difficult and complex home lives which impact on academic achievement, self-esteem, self-confidence and mental health.</p>	<p>The % of Pupil Premium children achieve EXP+ and the higher levels at the end of KS2 will exceed the national average for non-disadvantaged pupils.</p>
<p><b>(iii)</b> Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children's overall Summative academic attainment. Measured through attainment and progress data and</p>	<p><b>(iii)</b> Limited Life Skills and Cultural Capital Deficit. Children's experiences and understanding of the world are limited because of context and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the primary phase since pupils are unable to draw upon models for progressive learning therefore leading to a potential gap between the attainments of disadvantaged pupils' comparative to the national average of all pupils.</p>		<p>Pupil Premium pupils will be in line with or above the national average both at the expected and at the higher standard at the end of KS2. Children's vocabulary will be developed through a range of experiences. These experiences will support their attainment in writing and reading as they will have a wider range of experiences to draw upon. PP children will attend residential visits and participate in educational visits and enrichment activities at school helping to develop life and social skills. A higher % of PP children will access extra-curricular activities. 100% of children will have access to outdoor learning opportunities.</p>

pupil voice.			
<p><b>(iv)</b> To increase rates of attendance and parental engagement for children eligible for PP. Attendance will be in line with overall school percentage %.</p>			<p>PP absence will be reduced so that it is in line with national figures. Pupils' improved attendance will result in improved progress and attainment. Parents engaging in workshops and an increased number of PP parents attending Parents Evenings.</p>
<p><b>(v)</b> To continue to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children.</p>			<p>As a result of strategies that target social and emotional learning pupils interactions with others improve and they are better able to self-manage their emotions. Once children have a positive mental attitude and feel mentally healthy they are better equipped to focus on the academic and cognitive elements of learning.</p>

Strategy Aims for Disadvantaged Pupils - Planned expenditure					
Academic year		2021-22			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Priority (i)</b> <b>To improve language and communication outcomes for pupils at end of EYFS</b>	<u><b>Speech &amp; Language targeted support</b></u> – Skilled TA to spend half a day a week working with children identified as having speech & language needs at baseline assessment. TA to support colleagues in the delivery of continuous SALT activities for identified pupils.  <b>Cost = £5000</b>	Improved speech and language development through targeted support.  Increased confidence.  Reducing barriers to learning by supporting children in communication.  Children identified with low base lines can be targeted through interventions where progress is monitored and measured. EEF Toolkit: Early Years Intervention is highly effective (+5months).  EEFhas evidence that Oral Language Development is also effective.	EYFS Leader to liaise with SENCO & S&L TA to manage & monitor the use of the S&L TAs time.  Termly data analysis& ongoing impact of provision/ interventions to be measured.  Termly pupil progress meetings held between EYFS staff & assess. Leader to monitor & track the progress of children accessing specific interventions.	S&L TA EYFS Leader with SENCO	December 2021 April 2022 July/Sept. 2022
	<u><b>Wellcom Screening Tool</b></u> is being used to identify early difficulties in language. <b>Cost = No Additional Cost</b>	The Wellcom screening tool identifies specific needs and early difficulties in language which allows teachers to plan focused interventions.	Leader to monitor & track the progress of children accessing specific interventions.		
	<u><b>NELI Screening Tool &amp; Targetted Intervention</b></u> All Pupils across EYFS are screened using the NELI tool to identify early gaps in early literacy and language acquisition. <b>Cost = £6000</b>	The NELI intervention aims to close the gaps related to language acquisition in EYFS pupils. Trained staff will deliver both the screening and identification of pupils and then work with SLT to plan and deliver the 20 week intervention programme. This will also include continuous monitoring and moderation and feedback of outcomes.	Learning Walks/ Lesson Observations/ Work Scrutiny  Monitoring of parent workshops and take up.		
	<u><b>SALT interventions</b></u> EYFS staff have been trained by speech therapist to deliver early speech and language support/interventions. <b>Cost = No Additional Cost</b>	The number of children identified with early language difficulties is too high for the S&L TA to be able to support on a weekly basis, therefore other staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication EEF Guidance Report 'Preparing for Literacy' recommends that <i>high quality targeted support can ensure that children falling behind catch up as quickly as possible.</i>			

**Part Funding of Additional TA's in EYFS** – high adult ratio so support can be focused and targeted with interventions being delivered.  
**Cost = £5000**

**Parent Workshops & 'Shared Reading' sessions**  
**Cost = No additional cost**

Children identified with low base lines can be targeted through interventions where progress is monitored and measured.  
EEF Toolkit: Early Years Intervention is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months)

Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment. EEF Guidance Report 'Preparing for Literacy' recommends that *effective parental engagement has the potential to improve children's communication, language and literacy and this includes the running of workshops showing parents how to read and talk about books with their children.*  
*There is evidence that efforts to support parents in helping their children learn have the potential to improve outcomes for children.*  
EEF Parental Engagement Evidence Report states – *'promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy.'*

**Overall Cost = £16,000**

Teaching Priorities for Current Academic Year					
<p><b>Priority (ii)</b>  <b>To ensure the proportion of PP pupils achieving the expected and higher levels matches or exceeds the national average for non-disadvantaged pupils in reading and writing.</b></p>	<p><b>Quality First Teaching</b> will enable barriers to learning to be removed.  <b>Cost = No Additional Cost</b></p>	<p>All children will receive quality first teaching both within and outside of the classroom. To enable growth all staff will receive regular CPD through INSET, courses, coaching, etc. Need will be informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report 'Closing the Attainment Gap' states that <i>what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i></p>	<p>Regular monitoring of teaching through observation and review cycle. This will include observations of small group interventions and 1:1. Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria. Half termly pupil progress meetings to be held between Assessment Leader &amp; year group teachers. Intervention impact and value for money will be measured half termly</p>	<p>HT/ Assess. Leader</p> <p>QA by Governors</p>	<p>Half termly monitoring review WB.September 27<sup>th</sup> 2021 November 2021 January 2022 March 2022 May 2022 July 2022</p> <p><b>Overall Cost = £45,000</b></p>
	<p><b>One to one tutoring time</b> for Year 2 and Year 6 PP pupils  <b>Cost = £4000</b></p>	<p>The aim is to increase the percentage of PP children achieving the expected and higher level/greater depth in reading and writing at the end of KS1 and KS2. Previous experience of out of school tutoring has had a positive impact and allows work to be personalised so that it addresses individual's specific gaps in learning. It also enables school's to target children for whom there is little or no home support, <i>EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p>			
	<p><b>Part Funding of TAs</b> attached to each year group enabling targeted interventions for more able PP learners led by teachers/TAs.  Interventions to include Nessy, Dyslexikit, Probes, Reading and Comprehension.  <b>Cost = £30,000</b></p>	<p>Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individual's needs and gaps in the curriculum.  Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment &amp; progress of our pupils.  EEF Report 'Closing the Attainment Gap' states that <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</i></p>			



<p><b>Reading Buddy Training and Monitoring</b> for Year 5 and Year 6 Pupils <b>Cost of Training = £250</b></p>	<p>Cross age tutoring involves older pupils working with younger (Year 1 and 2 pupils) to support them with their reading. Older pupils are well trained and provided with support to ensure that the quality of peer interaction is high and this is monitored by the English Leader.</p> <p><i>EEF evidence indicates that peer tutoring approaches appear to have a positive impact on learning with an average positive effect equivalent to approximately five additional months' progress. Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high.</i></p>			
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<p><b>Training</b>  CPD for identified staff linked to the teaching of writing and how best to support children in developing reading and writing skills  Phonics training for whole staff  <b>Cost = £6,000</b></p>	<p>EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</p>			
<p><b>Software Licenses</b>  Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and assessment  <b>Cost = £1250</b></p>	<p>Developing efficient and effective strategies to identify gaps in prior knowledge and assess effective teaching. Identified children will make accelerated progress as a result of the early identification of gaps in learning and focused interventions being put in place.  <i>EEF - The attainment Gap Research Jan. 2018</i> Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track.</p>			
<p><b>Purchasing of IT learning</b>  (reading/maths)  programmes/software that can be used in school and at home <b>Cost = £3,500</b></p>	<p>This ensures all children have access to good quality resources at home as well as in school to support learning, e.g ‘times table rock stars’.  The EEF Guidance Report ‘Using Digital Technology to Improve Learning’ states ‘<i>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i>’</p>			

Wider strategies for current academic year					
<b>Priority (iii)</b> <b>Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences.</b>	<b>Enrichment Activities</b> Subsidising school trips and enrichment activities including theatre, art gallery trips etc. all of which will help enhance the curriculum and ensure engagement of all through financial support. <b>Cost = £15,000</b>	Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils.	Monitoring of school trips/visitors/ Enrichment opportunities etc. linked to the curriculum	PE Leader with HT	Dec. 2021 April 2022 July/Sept. 2022
	<b>Curriculum Enrichment</b> Whole Class music tuition for Year 4 <b>Cost = £2,400</b>	Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening. <i>EEF states that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well-being.</i>	Work Scrutiny Lesson observations/ Musical Concerts  Monitoring of attendance at extra-curricular activities		
	<b>Extra-Curricular Activities including Sports and Curriculum Linked Activities</b> Offer of free extra-curricular activities for all PP children. <b>Cost = No Additional Cost</b>	Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills. We are able to offer children a wide range of Sports experiences. Encouraging pupils to be fit, healthy, and promote children's well-being.	Pupil Voice – school council, pupil questionnaires		
	<b>Outdoor Learning Opportunities &amp; Forest School Sessions</b> Further develop forest area and forest school learning <b>Cost = £12,000</b>	Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning. Provides children with collaborative learning experiences with a high level of physical and emotional challenge. Children engage in practical problem-solving, explicit reflection and discussion of thinking and emotion. Forest school improves the well-being, behaviour, engagement of targeted children. It promotes new skills and working as a team. (transferable skills)			

		Children's enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities.			
<b>Priority (iv)</b> <b>To increase rates of attendance and parental engagement for children eligible for PP.</b> <b>Attendance will be in line with overall school percentage %.</b>	<u><b>Admin/PastoralCare Worker roles</b></u> <b>Cost = No additional Cost</b>	Roles include the monitoring of attendance, ensure consistency across the school, send letters, liaise with families, direct support for families, publicise good attendance, first day response, lead panel meetings etc. In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children. Evidence shows that poor attendance can also affect children's confidence and ability to make secure friendships.	Weekly scrutiny of attendance figures, comparing PP and other children.  Regular monitoring HT and attendance officer to identify patterns in absence etc.  Trail of follow up of absence  Paperwork – file of evidence of letters sent home monitored	Attend. Team	Dec. 2022 April 2022 July/Sept. 2022
	<u><b>Incentives</b></u> – review what has been done in previous years and how these work <b>Cost = £500</b>	Focused and well thought out rewards for punctuality and good attendance raise the profile of good attendance across the school and encourage families and children to want to be in school on time.			
	<u><b>Parent Workshops</b></u> – promoting parent engagement. <b>Cost = No Additional Cost</b>	Well planned parent workshops in school have in previous years been effective. EEF Parent Engagement Report states – <i>‘Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.’</i>			
	<u><b>Parent/School Communication Systems</b></u> -review most effective. Continue with E-Schools. <b>Cost = No Additional Cost</b>	E-Schools over the last 12 months has proven to be effective and it was invaluable during the school closure due to COVID-19. EEF Parental Engagement Report states – <i>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce. Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. Communication should be two-way.’</i>			
	<u><b>Targeted Extended School Places</b></u> Free toast club places offered to PP children with poor punctuality/attendance <b>Cost = £2,000</b>	Improved punctuality and attendance for PP children where this has previously been a concern.			

<p><b>Priority (v)</b>  <b>To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.</b></p>	<p>To continue to deliver a comprehensive PSHE curriculum that includes mental health and a programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. <b>Cost = No additional cost to whole school PSHE curriculum. Targeted intervention costs delivered below</b></p>	<p>The mental health needs of our pupils will be met in school irrespective of the socio-economic background of the child. This inturn will maximize the potential for all of our pupils to meet or exceed the national average expected standard. Emotional healthand well-being has been highlighted as a barrier to learning and therefore meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes.</p>	<p>Intervention Monitoring Records</p> <p>Educational Psychologist Reports</p> <p>Behaviour Records</p> <p>Pupil Voice/ Questionnaires</p> <p>Records – Cpoms</p>	<p>SENCO</p>	<p>Dec. 2021  April 2022  July/Sept. 2022</p>	
	<p><b>ELSA</b> – running of ELSA intervention 1 day a week to support identified PP pupils. Training costs of 2 new ELSA staff. <b>Cost = £6,500</b></p>	<p>ELSA intervention builds PP pupil's social skills, self-esteem, confidence &amp; management of emotion. Children also gain an increased sense of resilience. It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs. Pupils able to express their emotional state and communicate their feelings. A person with well-developed emotional literacy is therefore able to recognise and respond to the emotional states of others. This is considered a hallmark of healthy relationships. EEF research identifies that <i>social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four month's additional progress on attainment.</i></p>				
	<p><b>Mindmoose</b> – to purchase the license for Mindmoose. <b>Cost = £900</b></p>	<p>Mindmoose focuses on developing positive mental health and well-being in identified PP children. Children with high levels of well-being are happier, have stronger relationships, are more able to deal with life's ups and downs and achieve their potential at school. Children learn to develop and maintain a healthy self-esteem and body image. It supports children who are anxious, have low self-esteem or low levels of confidence, have some special educational needs, such as autism, are having difficulties at home and/or are experiencing difficulties at school, for example being bullied.</p>				
	<p><b>Educational Psychologist Time</b>  Purchasing of Educational Psychologist time (12 days per year)</p>	<p>Educational Psychologist assessments enable detailed and focused actions to be agreed for SEN children that support them in making good progress.</p>				

to complete assessments and work with SEN children <b>Cost = £6,000</b>	Ed. Psych time will lead to improved mental and emotional health of supported pupils leading to better progress in learning,			
<b>Pastoral Care Worker Role</b> <b>Cost = No additional cost</b>	There will be a network of support available to working alongside our vulnerable families. Working with off track identified PP children providing one to one and small group support Providing additional support for children with a range of needs – emotional, social, behavioural, etc.			
<b>Overall Cost = £10,300</b>				
<b>TOTAL SPENDING = £106,300</b>				

<b>Monitoring &amp; Implementation</b>			
<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>	<b>Review</b>
Strategic	All staff will need to continue phonics training to ensure consistency across school and Key Stages Increased resources Deployment of key staff to support and deliver NELI	Use of INSET days and additional cover to be provided for CPD Identified staff to deliver NELI daily on timetable	<ul style="list-style-type: none"> <li>September 2021 – Purchase of Little Wandle &amp; staff to complete training by 22.09.2021</li> </ul>
Teaching	Ensuring enough time is given to allow staff professional development Ensuring resources support the accelerated progress of PP pupils High aspirations for all pupils	Use of INSET days and additional cover being provided Improved CPD made available Refreshed focus on school values	<ul style="list-style-type: none"> <li>01.09.2021 – INSET – Curriculum development and new priorities</li> <li>06.09.2021 – Staff training – Hi Impact</li> <li>SIP teaching review WB 20.09.2021</li> </ul>
Targeted Support	Quality first teaching for the delivery of interventions and all lessons Improved attendance & punctuality Engaging parents for shared responsibility	Interventions regularly reviewed for impact Parent workshops Development of full wrap around care offer	<ul style="list-style-type: none"> <li>Pupil Progress reviews timetabled half termly</li> <li>Full offer of wrap around care from 06.09.2021</li> </ul>
Wider Strategies	Ensure staff are given time for appropriate training (ELSA & Mindmoose)	Use of school to school support Use of LA outreach programme	<ul style="list-style-type: none"> <li>Difficulties surrounding training face to face as the pandemic has had a significant impact</li> </ul>