

# 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	St Peter's Catholic Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 We will continue to review annually to carefully monitor impact
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Carol Baron Headteacher
Pupil premium lead	Caroline Osborne-Jones
Governor / Trustee lead	Mgr Liam Slattery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,064

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,519
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# Part A: Pupil premium strategy plan

## Statement of intent

### **School Context**

At St. Peter's Catholic Primary we are a diverse community and the Catholic foundations, serving three church parishes, means that we have pupils from a wide catchment area. We strive to ensure that all pupils, irrespective of their background or the challenges that they face, make progress and achieve high standards across all subject areas.

The pupils come from a diverse range of social and cultural backgrounds. Currently 37% of our pupils are from minority ethnic backgrounds, which is slightly above the national average. The school holds strong links with the local community, working alongside the local Parish and Clergy, the Diocese, local nursing homes and charities, Gloucestershire Catholic Schools Partnership, Gloucester Schools Partnership, other local primary schools and our Catholic secondary school, St. Peter's High School.

Improving the outcomes of disadvantaged children in school, is consistently identified as an area of school priority. We look at the barriers and challenges faced by our children and when making decisions about how best to spend pupil premium funding we look at what has worked in other schools, what has been identified as being successful on the Education Endowment Fund along with what interventions have been successful in the past.

### **Ultimate Objectives**

- To close the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged pupils to make or exceed national expected progress rates.
- Robust approach to identifying individual needs based upon assessment.
- To support our children's mental health and wellbeing to ensure they are able to access learning.
- To provide rich and varied experiences to broaden horizons and raise aspirations for our disadvantaged pupils

We aim to achieve these objectives through

- Ensuring high quality first teaching investing in rigorous staff CPD, to ensure that teaching and learning opportunities meet the needs of all pupils.
- Access to a broad and balanced curriculum which excites and engages the children.

- Early identification of need; both academic and pastoral.
- Additional teaching and learning opportunities provided through additional teachers and TAs delivering quality intervention.
- Support for funded activities; educational visits, residential and in-school experiences.
- Working closely with a range of external agencies including; early help, virtual school, advisory teaching service, educational psychology, health services, charities and many more.
- Use of evidence based interventions.
- Growth mindset and mastery approaches.
- Pastoral support for both pupils and families.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

- In achieving all of this, it is paramount that it is a whole-school approach in which teachers are ultimately responsible for the progress of their disadvantaged pupils within their class.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, data analysis and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than that for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading, Writing and Maths.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as</p> <ul style="list-style-type: none"> <li>• readers (word recognition and language comprehension)</li> <li>• writers (spelling)</li> </ul>
3	<p>Parental engagement in supporting daily reading at home is very low for disadvantaged pupils in all year groups R – Y6. This negatively impacts their development as readers (word recognition and language comprehension) and their view of reading for enjoyment.</p> <p>Parental engagement in supporting daily reading at home is low for all pupils.</p>

4	A large percentage of disadvantaged children have limited enrichment experiences of the world beyond the area in which they live and they have limited access to extra-curricular activities in school because parents don't encourage/support them and outside of school due to the cost element. This means that talents can go undetected and this can impact on children's social and emotional wellbeing, confidence and learning.
5	Long wait times to access support from a range of external agencies including EP, ATS and S&L. This is delaying EHC assessments and therefore school is funding support for a number of high needs pupils.
6	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
7	Restorative Practice skills and techniques

## 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
1a	Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2	<p>2024/2025 KS2 outcomes show that 88% of disadvantaged pupils will make at least good progress from their starting points in Reading, Writing and Maths. This will be triangulated with pupil/teacher voice, observations and work scrutiny.</p> <p>2024/2025 KS2 outcomes show that 88% of disadvantaged pupils will attain at least age-related expectations in Reading, Writing and Maths.</p> <p>2024/2025 YARK assessment outcomes for reading fluency and reading comprehension will show that pupils' reading fluency/reading comp age has increased by at least 1 year.</p>
1b	Improved wellbeing for disadvantaged pupils.	<p>2024/2025 Boxall assessments show improved outcomes for all disadvantaged pupils.</p> <p>2024/2025 Sustained high levels of wellbeing are evidenced by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>

		<ul style="list-style-type: none"> <li>strong relationships in every class as a result of the development of Restorative Practice skills and techniques which have become very much part of the whole school ethos</li> </ul>
2	<p>Improved Phonics knowledge enhances word reading and spelling.</p> <p>Use of 'Grow The Code' (from Little Wandles Phonics Programme) to support the whole school strategy for the teaching of spellings (using the No Nonsense Spelling Scheme)</p>	<p>2024/2025 Year 1 Phonics Screening Check outcomes show that 100% of disadvantaged pupils attain the expected outcome.</p> <p>2024/2025 KS2 Spelling outcomes (SPaG) show that 80% of disadvantaged pupils attain a score of 16+/20</p> <p>2024/2025 KS1 &amp; 2 Writing outcomes show that 80% of disadvantaged pupils meet the spelling criteria within the writing assessment.</p>
3	<p>As a result of attending in-house/online reading workshops:</p> <ul style="list-style-type: none"> <li>parents have a better understanding of, and become more confident in, the skills needed to read effectively with their child at home.</li> <li>parents read stories to their children as part of the bedtime routine to foster positive time together and to share a love for stories.</li> </ul>	<p>2024/2025 Parent survey shows that parents value reading, understand why it is important to listen to their child read every day and have confidence in their skills to support reading (word recognition &amp; language comprehension).</p>
4	<p>Attendance at after school clubs by disadvantaged pupils increases.</p> <p>Where a disadvantaged pupil is attaining in line with age-related expectations, a proportion of their PP funding can be used to support their attendance at enrichment activities in the community.</p> <p>All disadvantaged pupils are able to attend school trips and the Y6 Residential as these are heavily subsidised by the school.</p>	<p>2024/2025 Disadvantaged pupil voice evidences that pupils feel that they are encouraged to take part in enrichment activities in school and in the community, they know what their talents are and they access all school trips and the Y6 residential.</p>
5	<p>SEND disadvantaged pupils' needs are being met effectively and they are making progress as they are seen by external agencies and professionals who have advised the school on how best to meet their needs.</p>	<p>2024/2025 provision maps show improved outcomes for SEND disadvantaged pupils.</p>
6	<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>2024/2025 Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other</p>

		sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
7	Improved approach to building positive relationships	2024/2025 Disadvantaged pupils are able to use the restorative practice skills and techniques to address relationship issues in a peaceful and effective way.

## 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: £26,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. YARCs for Reading Boxall for Wellbeing</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 a 1b</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Purchase of resources R – Y2 and essential resources for Y3 – Y6</p> <p>Phonics CPD for teachers and support staff improving reasoning and using manipulatives</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes – Research carried out by Education Policies Institute</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>1</p>



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).	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
MATHS CPD and purchase of GLOW Maths' 'Maths On Track'	INSET CPD led by Liz Hopkins, GLOW Maths Maths CPD (staff meetings) led by Maths Lead  High-quality CPD for teachers has a significant effect on pupils' learning outcomes – Research carried out by Education Policies Institute	1

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide Tuition Partners (Third Space Learning) for disadvantaged pupils in Maths, including high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

Recruit additional teachers and TAs to deliver in-house intervention programmes to disadvantaged and low attaining pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 5
Release time for one staff member to find out all about Voice 21 and subsequently sign up to become a Voice 21 school to improve oracy teaching and learning across all year groups for pupils with low spoken language skills	Oral language interventions can have a positive impact on pupils language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Oral Language interventions EEF	6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 residential R – Y6 Educational experiences	Enabling reduced cost for Pupil Premium children – every child has the right to a residential Enabling reduced cost for all PP children to attend educational experiences	1 4
Pastoral support to meet children's individual wellbeing and health needs – new appointment to be made for this role	EEF – 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	6
Play Art or Lego therapy as appropriate to meet the individual needs of disadvantaged children	Improves interaction with others and self management of emotions. Impact on attitudes to learning and social relationships in school, which increases progress in attainment. EEF - SEL	6

Give disadvantaged children the opportunity to learn a musical instrument	EEF Arts Participation Evidence shows that can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported	4
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**Total budgeted cost: £ 106,519**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*