

# Pupil premium strategy statement – St Peter’s Catholic Primary School, Gloucester 2022- 2023

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	66 children = 16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, <b>2022/23</b> and 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Carol Baron, Headteacher
Pupil premium lead	Clair Jackson, Inclusion Lead
Governor / Trustee lead	John Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,640
Recovery premium funding allocation this academic year	£9,063
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6, 267
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,970

# 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, including progress for those who are already high attainers.

We are aware of the impact of Covid on disadvantaged pupils, *“Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.”*

(Professor Becky Frances, Chief Executive, EEF), however we are determined to close these gaps by deploying the following menu of choices:

1. High quality teaching
2. Targeted academic support
3. Wider strategies to address non-academic barriers to success in schools

### **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, ensuring that they are fully represented within all school bodies and functions.
- To ensure that the attendance of our disadvantaged pupils is in line with that of non-disadvantaged pupils and national comparator groups.

## 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 <b>Reading, Writing and Maths</b>.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> 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><b>Parental engagement</b> 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	<p>A large percentage of disadvantaged children have limited <b>enrichment experiences</b> 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.</p>
5	<p>Long wait times to access support from a range of external agencies including EP, ATS and S&amp;L. This is delaying EHC assessments and therefore school is funding support for a number of high needs pupils.</p>
6	<p>Assessments, observations and discussions with children indicate underdeveloped <b>oral language</b> 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.</p>
7	<p>Restorative Practice skills and techniques Emotion Coaching ACEs Training etc</p>

## 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
<p>Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2</p>	<p>2023/2024 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>2023/2024 KS2 outcomes show that 88% of disadvantaged pupils will attain at least age-related expectations in Reading, Writing and Maths.</p> <p>2023/2024 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>
<p>Improved wellbeing for disadvantaged pupils.</p>	<p>2023/2024 <del>Boxall</del> Wellbeing assessments show improved outcomes for all disadvantaged pupils.</p> <p>2023/2024 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> <p>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</p>
<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>2023/2024 Year 1 Phonics Screening Check outcomes show that 100% of disadvantaged pupils attain the expected outcome.</p> <p>2023/2024 KS2 Spelling outcomes (SPaG) show that 80% of disadvantaged pupils attain a score of 16+/20</p> <p>2023/2024 KS1 &amp; 2 Writing outcomes show that 80% of disadvantaged pupils meet the spelling criteria within the writing assessment.</p>

<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> </ul> <p>parents read stories to their children as part of the bedtime routine to foster positive time together and to share a love for stories.</p>	<p>2023/2024 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>
<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>2023/2024 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>
<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>2023/2024 provision maps show improved outcomes for SEND disadvantaged pupils.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>2023/2024 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.</p>
<p>Improved approach to building positive relationships</p>	<p>2023/2024 Disadvantaged pupils are able to use the restorative practice skills and techniques to address relationship issues in a peaceful and effective way.</p>

## 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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide good &amp; outstanding high quality teaching to improve pupil attainment and narrow the disadvantage gap.</p> <p>Reading, Writing &amp; Maths Subject leaders to attend the LA network meetings.</p> <p>Geog &amp; Music Leaders to attend LA</p>	<p>Through quality first teaching and targeted interventions focusing on specific year groups, we recognise that all children have different strengths and weaknesses and we will work closely with them to close any gaps. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</a></p> <p>According to the NFER’s research (November 2015), greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies. From this, the NFER identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment.</p> <p><b>NFER 7 Building Blocks:</b></p> <ol style="list-style-type: none"> <li>1. Whole school belief in achievement for all</li> <li>2. Addressing behaviour and attendance</li> <li>3. High Quality teaching for all setting high standards by setting expectations, monitoring performance and sharing best practice.</li> <li>4. Meeting individual learning needs – staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the</li> <li>5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</li> <li>6. Evidence-based decision making</li> <li>7. Clear and responsive leadership</li> </ol>	<p>1,2 &amp; 6</p>
<p>Purchase school subscription to The National College so that all staff have access to online CPD.</p> <p>Continue to address High quality teaching through ‘Growing Great Teachers’ staff meeting</p>	<p>EEF guide to pupil premium encourages a tiered approach with teaching, including CPD as the top priority. High quality staff CPD is essential to follow EEF principles. Individual CPD programmes will be identified and initiated through monitoring activities and/or appraisal and where appropriate, be followed up during staff meetings and INSET. Middle and senior leaders will be encouraged to disseminate training to groups and whole staff as appropriate.</p>	<p>1,2 &amp; 6</p>

<p>CPD and purchase books to support CPD – create a staff library.</p>		
<p>Little Wandles CPD for teachers and TAs to support delivery of the LW daily phonics and the LW interventions.</p> <p>Purchase additional resources/books for Little Wandle Letters &amp; Sounds Revised to secure stronger phonics teaching for all pupils.</p> <p>Engage parents – workshops and online content</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes – Research carried out by Education Policies Institute.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3 &amp; 6</p>
<p>EYFS teachers and TAs to attend GSP S&amp;L CPD Level 1 and Level 2.</p> <p>EYFS lead to share key information in staff/TA meetings</p> <p>AND school to source external SALT for half a day per week and additional HLTA hours to follow up with daily interventions</p> <p>Engage parents – workshops and online content</p>	<p>CPD as above.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="#">What works database (ican.org.uk)</a></p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	<p>6</p>
<p>Voice 21 CPD for 2 lead teachers and release time for these 2 lead teachers to develop and deliver a whole school approach to Oracy.</p> <p>Engage parents – workshops and online content</p>	<p>EEF Voice 21 Pilot <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p>	<p>3 &amp; 6</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>NFER Reading, Maths &amp; SPAG Y1 – Y6</p> <p>Training for staff to ensure assessments are</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 &amp; 2</p>

interpreted and administered correctly.		
Daily whole class reading sessions focussed upon developing comprehension strategies Engage parents – workshops and online content	Reading comprehension strategies are high impact on average. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 3 & 6

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

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase intervention resources/subscriptions: <ul style="list-style-type: none"> <li>• Additional books for Comprehension Express Y4 – Y6</li> <li>• Subscription to Project X</li> <li>• YARKS Reading Assessment</li> <li>• 60 Second Reading Intervention Programme (KS1)</li> <li>• Nesy subscription</li> </ul>	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>	1 & 6
One-to –one tuition sessions with a qualified teacher focussing upon addressing learning gaps and next step priorities in reading, writing and maths.	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2 & 6
Same day intervention sessions for pupils (led by a	One to one tuition led by teaching assistants, interventions is likely to be particu-	1,2 & 6



<p>Teaching Assistant/Academic Mentor). Pupils who have key misconceptions are identified within lessons and have a targeted follow-up session to address the issues (1-2-1, paired or in small groups).</p>	<p>larly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>          Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>One-to-one / paired/small group intervention sessions with a qualified teaching assistant focussing upon phonics, early reading and number work for pupils with identified learning gaps, including those with identified SEND.</p>	<p>TA interventions as above.          Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2 &amp; 6</p>
<p>YARKS (KS2) and 60 Second Reading Intervention (KS1) interventions with a qualified teacher (KS2) and a qualified TA (KS1)</p>	<p>Teacher and TA led interventions as above.          Reading comprehension strategies are high impact on average. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2 &amp; 6</p>

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

Budgeted cost: £8,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding the Y6 residential Funding all R – Y6 Educational experiences</p>	<p><i>'The gap in outcomes between lower income young people and their wealthier peers is a significant factor affecting social mobility today, limiting access to leading universities, the best apprenticeships and the most competitive careers. Inequalities in access to formal schooling and to wider education and enrichment experiences all contribute to this gap.'</i></p> <p><a href="https://www.suttontrust.com/our-priorities/schools/">https://www.suttontrust.com/our-priorities/schools/</a></p> <p><i>'Outside of the school gates, access to extracurricular activities is limited for those who cannot afford to pay. Addressing these access gaps is key to ensuring all young people receive the education they need to reach their potential.'</i></p> <p><a href="https://www.suttontrust.com/our-priorities/schools/">https://www.suttontrust.com/our-priorities/schools/</a></p>	<p>4 &amp; 7</p>
<p>Pastoral and social skills support to meet children's individual wellbeing and health needs.</p> <p>Lego Play/Therapy ACEs training Emotion Coaching Training</p>	<p>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</p>	<p>7</p>
<p>Give disadvantaged children the opportunity to learn a musical instrument or join a club after school or in the community</p>	<p>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</p>	<p>4</p>

**Total budgeted cost: £ 103,970**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

KS2 SATs Results for Disadvantaged Pupils July 2022

Small group teaching by a teacher, one-to-one teaching by a TA, scoop groups and pre-teach and focused interventions contributed to closing the gap for disadvantaged children in RWM combined a EXS. Focus for school in 2022/23 is to support more disadvantaged pupils in attaining GDS.

<b>KS2 Reading, Writing and Maths Combined Attainment For Disadvantaged Pupils</b>			
<b>2021/2022</b>			
<b>EXPECTED STANDARD (EXS) +</b>		<b>Greater Depth Standard (GDS)</b>	
<b>St. Peter's</b>	<b>National</b>	<b>St. Peter's</b>	<b>National</b>
50%	43%	0%	3%

Small group teaching by a teacher, one-to-one and small group teaching by a TA, scoop groups and pre-teach and focused interventions contributed to closing the gap for disadvantaged children in Reading and Maths. Focus for school in 2022/23 is to support more disadvantaged pupils in attaining EXS in Writing.

	<b>KS2 Individual Reading, Writing and Maths Attainment For Disadvantaged Pupils at EXS+</b>	
	<b>2021/2022</b>	
	<b>St. Peter's</b>	<b>National</b>
<b>Reading</b>	100%	62%
<b>Writing</b>	50%	55%
<b>Maths</b>	75%	56%

We purchased the Little Wandle Letters & Sounds Revised phonics programme in Jan 2022. This had a very positive impact on closing the gap in phonics for our disadvantaged pupils.

	Y1 Phonics Screening May 2022	
	% of Disadvantaged Pupils who passed	
	St. Peter's	National
Y1 Phonics Screening	100%	62%

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths	Third Space Learning

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## 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.*