

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 2022 to 2023 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 and St Paul Catholic Primary Academy
Number of pupils in school	216
Number of pupils in Nursery	10
Proportion (%) of pupil premium eligible pupils in school	21.3%
Proportion (%) of pupil premium eligible pupils in nursery	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Everson
Pupil premium lead	Mr Nagre
Governor / Trustee lead	Mrs Sarah Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year school	£71,285
Pupil premium funding allocation this academic year nursery	£ N/A
Recovery premium funding allocation this academic year	£0
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	£71,285

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 and at the same time will benefit the non-disadvantaged pupils in our Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

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 Academy 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in formative assessment. This has increased in intensity as a result of Covid 19 lockdown period.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that Mathematics progress and attainment among disadvantaged pupils is at expected but they are not achieving in the higher category
4	Our attendance data indicates that attendance among disadvantaged pupils has been between 93.31% and all pupils was 94.5% for 2021/22

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.
Accelerated progress in Reading.	Achieve above national average progress scores in KS2 Reading.
Improved progress and attainment in Mathematics.	Progress in Mathematics attainment and progress above national average progress scores in KS2 Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing through activities in and outside of the classroom and continued liaison with parents and other agencies.
Accelerated progress in phonics	Achieve above national average expected standard in PSC
Improved attendance	Ensure attendance of disadvantaged pupils is above 95% and is more inline with 'all'

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: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist To screen all children on entry and bespoke programmes are put in place.	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist	1

Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds.	Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015). The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school hours' (page 4)	
<p>Purchase of standardised diagnostic assessments.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Improve the quality of social and emotional (SEL) learning linked to attendance.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Intervention	1:1 support group support	1,2 and 3
Delivery of the RWI Phonics programme in small group and one to one structured interventions by TAs and LSAs.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Accessing and delivering the school-led tutoring programme in order to provide one to one and small group support. This programme will support the catch up and accelerated learning of our pupils whose education has been most impacted by the pandemic.	We know that tutoring can make a positive impact on academic attainment. Pupils who receive one-to-one tutoring make an additional 4 months progress while pupils in small groups make an additional 5 months progress. Tutoring builds pupil confidence while also identifying areas which require specialist support. Tutoring may also support wellbeing as it can provide a safe space in which to secure concepts that they have struggled with in class. DfE School led tutoring One to one tuition - EEF Small group tuition - EEF	2

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

Budgeted cost: £23,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending Playtime	Well being	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Full Time Family Support Advisor (FSA) employed to monitor children and follow up quickly on absences. FSA part of the Safeguarding Team and Manages CAFs, and attends CiN and some CP conferences. First day response provision. FSA manage family learning programme Funding for Breakfast Club/After School & Holiday Camps Use adults to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. 4,5 10 Embedding principles of good practice set out in the	4

	DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £ 71,285

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.

Challenge 1 - Continued speech and language provision have given PPG pupils bespoke support which is allowing them to engage more in all areas of the curriculum. One to one and small group interventions have also increased their SL skills.

Challenge 2 - Investment in our phonics programme as well as bespoke interventions enabled 86% to pass the phonics screening test.

Challenge 3 - Purchase of standardised diagnostic tests enabled teaching and interventions to be even more bespoke, enabling teachers and support staff to focus on areas of development.

Challenge 4 - Absence has increased slightly from 94.98% (PPG) 96.71% (All), (2020/21), to 93.31% (PPG) and 94.5% (All) for 2021/22.

The gap between PPG and All however has shrunk from 1.73 (2020/22) to 1.19 (2021/21).
1.19

Embedding SEL into the curriculum has made some impact in the way of behaviour and attitudes.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.