

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	206
Number of pupils in Nursery	17
Proportion (%) of pupil premium eligible pupils in school	19%
Proportion (%) of pupil premium eligible pupils in nursery	0%
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	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Miss K Everson
Pupil premium lead	Mr Nagre
Governor / Trustee lead	Mrs Grace Bonse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year school	£71,295
Pupil premium funding allocation this academic year nursery	£Nil
Recovery premium funding allocation this academic year	£7,105
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	£78,400

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
- Build strong relationships with families to improve attendance and punctuality

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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, especially with vocabulary. This negatively impacts their development as readers. Only 13% of Pupil Premium children are Greater Depth readers compared to 26% for non PP children at the end of KS2.
2	Internal and external assessments indicate that the majority of disadvantaged children are attaining lower outcomes in all core subjects as opposed to the non disadvantaged peers.
3	25% of disadvantaged children are also on the SEN register. Their individual SEND needs will also need to be addressed.
4	<p>Improve attendance and punctuality</p> <p>Our attendance data over the last year indicates that</p> <ul style="list-style-type: none">● Attendance among disadvantaged pupils was 90.4% as opposed to 94.66% for non-disadvantaged pupils in 2022-23.● In 2022-23 the persistence absence value for disadvantaged students was 37% compared with only 8.5% for non-disadvantaged pupils● 2.9% of this absence was unauthorised compared with 1.64% for non-disadvantaged● Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.	Increase results from phonics screening check

Deepen children's comprehension skills	Increase Greater Depth readers by the end of KS2
Attainment closer to that of non PPG	Attainment gap closed between PPG and non
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.
To boost cultural capital	All PPG children to go to extra curricular activities
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
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)	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

<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>	3

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

Budgeted cost: £43,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of the RWI Phonics programme in small group and one to one structured interventions by TAs and LSAs.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>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.</p>	<p>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.</p> <p>DfE School led tutoring One to one tuition -</p>	1, 2

	EEF Small group tuition - EEF	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils will be needed. SEND/PPG Evidenced Approaches	3
Targeted interventions to support language development, literacy and numeracy	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. Targeted interventions	1, 2

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

Budgeted cost: £23,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance	Full Time Family Support Worker (FSW) employed to monitor children and follow up quickly on absences. FSW is part of the Safeguarding Team and Manages CAFs, and attends CiN and some CP conferences. First day response provision. 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 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.	4
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	'Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning' (EEF)	2 & 4

Wraparound care at a heavily discounted rate	‘There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance’ (EEF)	4
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Total budgeted cost: £ 78,400

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 2022 to 2023 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 77% 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 - The attendance gap between PPG and All however has shrunk from 1.73 (2021-22) to 1.19 (2022/23). Our attendance gap is lower than national statistics by over 1%.

Pupil attendance in schools:

National figures for 2022-23 were -11.4% for pupils eligible for free school meals +6.2% not eligible 5.2% gap.

School - 9.6% for pupils eligible for free school meals, 5.3% not eligible, 4.3% gap.

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.
- EEF reciprocal reading trial for years 5 and 6
- 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

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.