

St Peter's Pupil premium strategy statement 2024 - 2025

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	210
Proportion (%) of pupil premium eligible pupils	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	School Standards Committee
Pupil premium lead	Laura McDonagh
Governor / Trustee lead	David Tooth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£127,800

Part A: Pupil premium strategy plan

Statement of intent

Every child has the right to succeed regardless of family financial status. At St Peter's Catholic Primary School, we aim to break down barriers to learning for those children who are disadvantaged.

We know that reading is an essential prerequisite to success and independent learning. A young child who can read confidently and purposefully is at a great advantage. We endeavour to ensure that all children have the essential decoding skills needed to learn to read. They will then develop reading fluency so that reading is the driver towards independent learning, opening both their minds and their hearts.

Our intent is to deliver a high-quality knowledge-based curriculum for all children. Knowledge brings confidence and cultural capital. Reading comprehension is not only dependent on decoding and fluency but also dependent on cultural literacy – background knowledge that a child brings to the text. By offering a knowledge and vocabulary rich curriculum that is progressive and focusses on knowing more and remembering more, we are offering a child the cultural capital that will allow them to excel at the next stage in their learning journey.

As a faith school, we seek to encourage children to discover their own God given talents so that they can become the best version of themselves. We look to encourage children to support the well-being of others and to develop attitudes of service to others so that they make a highly positive, tangible contribution to the life of the school and the parish

Challenges

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

Challenge number	Detail of challenge
1	Some parents have lower expectations of their children's academic ability because of their own experiences in school
2	Some pupils' have limited experiences of activities as their parents lack funding-hindering their language, communication and general knowledge of the world
3	Children have limited experiences beyond home life and school life
4	In some cohorts children entitled to PP also present with SEND
5	Some pupils lack self-esteem, social skills and issues in behaviour continue to be a barrier to learning and therefore impact on pupils' outcomes

6	Some parents have low regard for home learning and supporting children's academic progress
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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
Successful use of computer hardware and software to enhance learning across the curriculum	Evidence of Sats Companion impacting on learning across KS2
PP in Y6 will have additional support (2 x HLTA 5 mornings DHT 5 x mornings Spring Term)	Children entitled to PP will have made at least expected progress scores in reading, writing and maths from their starting points
PP children in Y5 will have targeted intervention in reading and maths(HLTA X 4 mornings a week) 1: 1 reading sessions – daily	PP children in Y5 will make at least expected progress in reading, writing and maths from their starting points
PP children in Y4 have additional reading 1:1 sessions Daily readers Phonics lessons 1:11 – twice daily x 30 mins	PP children in Y4 will make at least expected progress in reading, writing and maths from their starting points
PP Children : KS2 Gross Motor Group : once weekly x 40 mins x 1: 6	To increase children's' development of muscular strength, ability to take well intentioned, safe risks and become increasingly well-coordinated
PP Children Y2 Daily readers 1: 1 Small group session - 1: 5 daily x 30 mins	PP children in Y2 will make at least expected progress in reading, writing and maths from their starting points
PP Children Y1 Daily readers 1: 1 Small Group session 1: 3 daily x 30 mins Handwriting session 1: 3 – 3 x weekly x 20 mins	7/ 9 PP in Y1 will achieve expected phonics outcomes (2 PP children have significant SEND) and make better than expected progress in Reading writing and Maths from a low starting point
PP Children YR Daily readers 1: 1 Phonics 1: 3 – daily x 20 mins Number Formation 1: 2 daily x 5 mins Speech and Language Therapist 1: 1 twice weekly x 20 mins Small Group Session 1: 2 – 3 x weekly : 15 mins	To narrow the gap between PP and Non PP children so that it is in line or better than the national average.

PP children across the school will take part in personal development opportunities through enrichment opportunities	Children will have had opportunities to develop skills in forest school, coding ICT, gardening, sports coach, cookery and drama and school trips- opportunities that they would not access outside school.
PP children and families will have support from weekly sessions with the Psychotherapist	To support pupils' emotional well-being so that they are settled and ready to learn.

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: £ 117,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants – small group work	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for emotion	EEF behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6

al needs for pupil premiu m children		
1XCT/ 2 HLTA support Y6	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4
1:5 tutoring groups for Y6	EEF small group tuition / extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3,4, 5
1:5 tutoring groups for Y5	EEF small group tuition / extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4, 5
Y3 and Y4 teaching assistan t intervent ions	EEF TA interventions provide targeted interventions, which are often delivered out-of-class for a specific group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4, 5
1:5 small group daily support for Y2 PP children	Extra TA to support underachieving PP children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4, 5
1:3 small group daily support for Y1 PP children	Extra TA to support underachieving PP children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4, 5
EYFS daily read and phonics	EEF phonics and language intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4, 5,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<i>Mastery in Early Maths intervention</i>	EEF mastery learning- Maths Hub intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4,6

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

Budgeted cost: £ 12,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Psychotherapist working with PP children</i>	Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,6
<i>Speech and Language Therapist</i>	Support for children with speech and language difficulties https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
<i>Behaviour Support</i>	Support for vulnerable children and families https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6

Total budgeted cost: £ 129,488 (additional use of school funds to support our strategy £1688)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

An NTP tutor had been employed by the school. Pupil premium children from Y6 took part in before school tutoring sessions. 12/14 pupil premium children passed the Reading SATs in 2024, 11/14 pupil premium children passed the Maths SATs in 2024. 11/14 pupil premium children passed the Grammar, Punctuation and Spelling SATs in 2014. It is important to note that 3 of our PP children had very significant special needs

9 /18 (50%) of Y6 PP pupils made more than expected progress in Reading,

Our pupil premium children achieved higher than national for age related expectations in reading (89% school and national 74%) and a higher standardised score on Reading (School PP standardised score 107 and national 105)

Third Space Learning Y6 were targeted at the beginning of the year with pupil premium children attending before and after school tutoring sessions. 11/14 (86%) pupils attained ARE or above in Maths.

Our pupil premium children achieved higher than national for age related expectations in maths (83% school and national 73%) and a higher standardised score on Maths (School PP standardised score 107 and national 104)

Our pupil premium children in writing achieved higher than national for age related PP children 78% . national 72%)

1. 1:1 support for child with emotional needs was a successful with child attaining better than expected outcomes (GDS in Reading, Maths and Grammar, Punctuation and Spelling)

2. 1XCT/HLTA support Y6 – Outcomes for Y6 were well above national averages in all subjects.

3. 1:5 tutoring groups for Y6 – Outcomes for Y6 were well above national averages in all subjects.

4. PP children – above national data for Reading, Maths and Grammar punctuation and spelling

5. EYFS daily reading and phonics – 4/5 (80%) of Pupil Premium children in Reception met the expected level of development in all areas.

Wider Strategies

1. The Psychotherapist served families and pupils this year supporting children's mental health and bereavement – This has had a positive impact.

2. Speech and Language Therapist: : 7/10 pupil premium children in EYFS in September were identified with a communication delay and by July 3/10 pupil premium pupils were identified with a communication delay. Those scoring as a high priority/ severe communication delay at the end of EYFS have significant special educational needs. Two of those children had an Education Health Care Plan and one other pupil had a SEN Support Provision plan and subsequently a request for an Education Health Care Plan has been submitted.