

# Pupil premium strategy statement 2023 - 2024

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's Catholic Primary School |
| Number of pupils in school                                              | 210                                |
| Proportion (%) of pupil premium eligible pupils                         | 44%                                |
| Academic year/years that our current pupil premium strategy plan covers | 2023 - 2024                        |
| Date this statement was published                                       | December 2023                      |
| Date on which it will be reviewed                                       | December 2024                      |
| Statement authorised by                                                 | Governors at St Peter's            |
| Pupil premium lead                                                      | Jo McAleenan                       |
| Governor / Trustee lead                                                 | David Tooth                        |

## Funding overview

| Detail                                                                                                                                                                      | Amount    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 111,080 |
| Recovery premium funding allocation this academic year                                                                                                                      | £11,964   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 123,044 |

## 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.*

*Our vision is to embed the use of technology to support independent learning across the curriculum and provide enrichment opportunities*

*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 parent 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                                                        |

## 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 online subscriptions impacting on learning across the school                                                                      |
| PP children in Y6 will have catch up tuition to improve progress scores so that they are in line with national expectations | Children entitled to PP will have progress scores in reading writing and maths in excess of 0.0                                               |
| PP in Y6 will have additional support (DHT x 5 mornings)                                                                    | PP children in Y6 will be working within ARE in reading and maths                                                                             |
| PP children in Y1 will receive additional TA support in a small group situation x4 per week                                 | PP in Y1 will achieve expected phonics outcomes and make better than expected progress in Reading writing and Maths from a low starting point |
| PP children in Y5 will have catch up tuition in reading and maths                                                           | PP children in Y5 will be working within ARE in reading and maths                                                                             |
| 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               |
| PP children and families will have support from weekly sessions with the Psychotherapist                                    | To support pupils' emotional well-being                                                                                                       |

## 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: £ 105,728

| Activity                                    | Evidence that supports this approach                                                                                                                                                                                                    | Challenge number(s) addressed |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Recruit a National Tutoring Programme Tutor | <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> | 1,2,3                         |
| Third Space learning                        | <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>   | 3,4,5                         |

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

Budgeted cost: £20,367

| Activity                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>1:1 support for emotional needs for pupil premium children</i> | EEF behaviour interventions<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>                                                                                                                                                                                                                                                            | 6                             |
| 1XCT/HL TA support Y6                                             | EEF small group tuition<br><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>                                                                                                                                                                                                                                                                        | 1,2,3,4                       |
| 1:5 tutoring groups for Y6                                        | EEF small group tuition / extending school time<br><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><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> | 1,2,3,4,5                     |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1:5 tutoring groups for Y5                       | EEF small group tuition / extending school time<br><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><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> | 1,2,3,4,5 |
| Y3 and Y4 teaching assistant interventions       | EEF TA interventions provide targeted interventions, which are often delivered out-of-class for a specific group<br><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>                                                                                                                                                         | 2,3,4     |
| 1:3 small group daily support for Y2 PP children | Extra TA to support underachieving PP children<br><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>                                                                                                                                                                                                                                                     | 2,3,6     |
| 1:5 small group daily support for Y1 PP children | Extra TA to support underachieving PP children<br><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>                                                                                                                                                                                                                                                     | 2,3,6     |
| EYFS daily read and phonics                      | EEF phonics and language intervention<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                       | 1,2,3,4,6 |
| Mastery in Early Maths intervention              | EEF mastery learning- Maths Hub intervention<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>                                                                                                                                                                                                                                                             | 1,2,3,4,6 |

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

Budgeted cost: £ 13,020

| Activity                                 | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------|--------------------------------------|-------------------------------|
| Psychotherapist working with PP children | Social and emotional learning        | 2,3,6                         |

|                                                  |                                                                                                                                                                                                                                                                                                                       |       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                                           |       |
| <i>Speech and Language Therapist</i>             | Support for children with speech and language difficulties<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> | 2     |
| <i>Behaviour Support</i>                         | Support for vulnerable children and families<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>           | 6     |
| <i>Metacognition and self - regulation inset</i> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>                                                   | 2,3,6 |
|                                                  |                                                                                                                                                                                                                                                                                                                       |       |

**Total budgeted cost: £139,115** (Note that the difference in costs will be met by school budget)

## 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.

#### *Teaching*

##### *Recruit a National Tutoring Programme Tutor*

*A tutor has been working with school throughout the year. Pupil premium children from Y6 took part in before school tutoring sessions. 13 out of the 13 pupil premium pupils in Y6 have made at least expected progress in all of their SATS. All pupil premium children passed the Reading SATs in 2023. Focus then moved to Y5. Of those chosen for tutoring 6 out of the 8 (75%) of pupils have made at least expected progress.*

##### *Finance tutoring programmes using internal staff*

*3 staff members engaged in tutoring pupils. Y6 were targeted at the beginning of the year with pupil premium children attending before and after school tutoring sessions. 13/13 (100%) pupils achieved ARE or above in reading. 13/13 (100%) pupils attained ARE or above in GPS. 13/13 (100%) pupils attained ARE or above in Maths.*

#### *Targeted intervention*

- 1. 1:1 support for child with emotional needs- was a successful with child attaining better than expected outcomes*
- 2. 1xTA/ DHT/ NTP/ support Y6 – Outcomes for Y6 were well above national averages in all subjects.*
- 3. EYFS/ Y1/Y2 daily read and phonics – By the end of Year 2, all pupil premium children passed the phonics screening check*
- 4. Mastery in Early Maths intervention – 5 out of 8 EYFS children achieved Maths Goal at the end of the year*
- 5. Y2 children: 12 out of 15 pupil premium children achieved at least age related in reading and 13 out of 15 pupil premium children achieved at least age related expectations in maths*
- 5. Ensure all children have access to devices for home learning- all children from Y2 to Y6 have a personal device that can be taken home when required*

### *Wider Strategies*

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

*2. Metacognition and self-regulation inset. Staff have greater understanding of children who find difficulty in self- regulation*

3. Speech and Language Therapist: 7 pupil premium children in EYFS in September were identified with a communication delay and by July 2 pupil premium pupils were identified with a communication delay.