

Pupil Premium Strategy Statement



St. Peter's
Catholic
Primary School

2023-2024

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	14.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Catherine Young Head teacher
Pupil premium lead	Catherine Young Head teacher
Governor / Trustee lead	Rachel Reiff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55861.67
Recovery premium funding allocation this academic year	£4640
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60,501.67

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

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

High-quality first 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 school. 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 approach will be responsive to common challenges and individual need, rooted in robust diagnostic assessment. It uses summative data, alongside formative assessments. It offers quality first teaching alongside bespoke intervention on an individual or small group basis.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified; and
- adopt a whole school 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	Limited communication, vocabulary and oracy levels (especially on entry to the school).
2	Reading

	<p>None of the three pupil premium pupils in Y1 passed the phonics screening check in 2022-23. This was below the LA average of 69% and the national average of 67%.</p> <p>56% of pupil premium pupils achieved EXS+ in Reading in KS1 compared with 67% of non-pupil premium pupils. This was slightly above the LA average of 52% and the national average of 54%.</p> <p>60% of pupil premium pupils achieved EXS+ in Reading in KS2 compared with 72% of non-pupil premium pupils. This was slightly above the LA average of 56% and in line with the national average of 60%. In addition, the average scaled score for pupil premium pupils was 100, compared with 104 for non-pupil premium pupils.</p>
3	<p>Writing</p> <p>44% of pupil premium pupils achieved EXS+ in Writing in KS1 compared with 57% of non-pupil premium pupils. This was in line with the LA and national averages of 42% and 45% respectively.</p> <p>40% of pupil premium pupils achieved EXS+ in Writing in KS2 compared with 80% of non-pupil premium pupils. This was below the LA and national averages of 53% and 58% respectively.</p>
4	<p>Mathematics</p> <p>44% of pupil premium pupils achieved EXS+ in Mathematics in KS1 compared with 71% of non-pupil premium pupils. This was below the LA and national averages of 56%.</p> <p>No pupil premium pupils achieved the highest scores of 21-25 in the Y4 multiplication check compared with 65% of non-pupil premium pupils.</p> <p>40% of pupil premium pupils achieved EXS+ in Mathematics in KS2 compared with 64% of non-pupil premium pupils. This was below the LA and national averages of 55% and 59% respectively. In addition, the average scaled score for pupil premium pupils was 99, compared with 103 for non-pupil premium pupils.</p>
5	<p>Grammar, Punctuation and Spelling</p> <p>40% of pupil premium pupils achieved EXS+ in GPS in KS2 compared with 68% of non-pupil premium pupils. This was below the LA and national averages of 58% and 59% respectively. In addition, the average scaled score for pupil premium pupils was 97, compared with 102 for non-pupil premium pupils.</p>
6	<p>Reading, Writing, Mathematics combined</p> <p>22% of pupil premium pupils achieved EXS+ in Reading, Writing and Mathematics combined in KS1 compared with 52% of non-pupil premium pupils. This was below the LA and national average of 40%.</p>

	40% of pupil premium pupils achieved EXS+ in Reading, Writing and Mathematics combined in KS2 compared with 64% of non-pupil premium pupils. This was in line with the LA average of 40%, but slightly below the national average of 44%.
7	Attendance Analysis of attendance data for 2022- 23 indicates that the average attendance of pupil premium pupils (92.9%) was slightly below that of the whole school (94.5%). The attendance of a small number of pupil premium pupils is being monitored, Of the 31 pupils classes as persistent absentees (attendance below 90%) 6 (20%) were pupil premium.
8	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.
9	Some children in receipt of Pupil Premium do not read regularly at home and are not demonstrating a love of reading (Teaching and Learning Review December 2022).

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	Challenge
To ensure that the number of pupil premium/disadvantaged children achieving GLD at the end of EYFS are at least in line with those of their peers.	75% of pupils in receipt of pupil premium will achieve GLD at the end of EYFS and will be in line with their peers.	1
To ensure that the number of pupil premium/disadvantaged children passing the Phonics screening check in Year 1 and Year 2 are at least in line with their peers.	100% pass rate in phonics for Year 1 and Year 2 PP children.	2
To ensure that the outcomes for pupils in receipt of pupil premium/disadvantaged pupils are at least in line with those of peers	Identified pupils are supported, tracked and monitored throughout the academic years to ensure they make accelerated progress or exceed prior attainment standards.	1-6

<p>in Reading, Writing and Mathematics at the end of KS1 and KS2 through high quality first teaching and targeted interventions.</p>	<p>Teachers and support staff are confident with a range of metacognition strategies and these are used across lessons to support learning.</p> <p>KS1 and KS2 outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p>	
<p>To ensure all pupils in receipt of Pupil Premium, including those with SEND, make at least expected progress from their starting points.</p>	<p>Identified pupils are supported, tracked and monitored throughout the year to ensure they make accelerated progress or exceed prior attainment standards.</p>	1-6
<p>All pupils, including disadvantaged have access to an engaging, exciting, progressive, purposeful and relevant curriculum.</p>	<p>All pupils are exposed to a wide range of experiences that enable them to contextualise their learning.</p> <p>The school curriculum will be carefully planned to allow for a progression of knowledge and skills as pupils move through school.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences.</p>	1-6, 8
<p>All pupils, particularly those who are disadvantaged have opportunities to contribute in curricular and extra-curricular activities.</p>	<p>All pupils are exposed to a wide range of experiences that enable them to contextualise their learning. Children will have access to a range of social, cultural, enrichment and sporting experiences.</p> <p>The most vulnerable in children in school have the opportunity to play a musical instrument through Doncaster Music Service and Rocksteady</p> <p>Financial support provided to pupil premium families towards the cost of educational visits.</p>	8
<p>Ensure identified PP children have access to social and emotional support</p>	<p>Thrive assessments are used to identify children in need of additional support and completed assessments show good progress from November baseline.</p> <p>Engage services of With Me in Mind and Caritas counselling to provide further support for identified pupils.</p>	1-6

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 (CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further professional development for all staff to embed the importance of language development across school. This will include the incorporation of high quality, purposeful talk in the classroom and the explicit teaching of vocabulary.</p>	<p><i>EEF Guidance Document: Preparing for Literacy</i></p> <p><i>Key Recommendation 1: Prioritise the development of communication and language</i></p> <p><i>EEF Guidance Report: Improving Literacy in KS1</i></p> <p><i>Key Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language</i></p> <p><i>EEF Guidance Report: Improving Literacy in KS2</i></p> <p><i>Key Recommendation 1: Develop pupils' language capabilities</i></p>	1
<p>Continue to embed a rigorous approach to the teaching of early reading and phonics through a validated systematic synthetic phonics programme (SSP) – Little Wandle Letters and Sounds.</p> <p>Ongoing professional development led by LB and LA Literacy Consultants for all teaching assistants and EYFS/KS1 teachers through Support and Challenge process with LA. This will ensure that practice is of consistently high quality.</p> <p>A particular focus will be around developing the teaching of fluency and extra</p>	<p><i>EEF Guidance Document: Preparing for Literacy</i></p> <p><i>Key Recommendation 2; Develop children's early reading using a balanced approach.</i></p> <p><i>EEF Guidance Report: Improving Literacy in KS1:</i></p> <p><i>Key Recommendation 2: Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</i></p> <p><i>Key Recommendation 3: Effectively implement a systematic phonics programme</i></p> <p><i>+ 5 months progress EEF Toolkit High impact/Low cost</i></p>	2, 6

<p>books will be purchased to support this.</p>		
<p>Continue to strengthen the teaching of reading in KS2. This will be achieved through continued CPD sessions for all staff, led by CY alongside coaching and mentoring.</p> <p>As part of this, further CPD around promoting reading for pleasure will strengthen knowledge of alternative books to use within reading lessons.</p>	<p>EEF Guidance Report: Improving Literacy in KS2</p> <p>Key Recommendation 1: Develop pupils' language capabilities (Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words)</p> <p>Key Recommendation 2: Support pupils to develop fluent reading capabilities</p> <p>Key Recommendation 3: Teach reading comprehension strategies through modelling and supported practice.</p>	<p>2, 6, 9</p>
<p>Improve the quality first teaching of Mathematics. Professional development for all staff, especially around the development of mathematical reasoning and problem solving. Use of manipulatives and embedding a mastery approach.</p> <p>Ongoing professional development led by DW and LA Maths Consultant for all teaching staff including Teaching Assistants through the Support and Challenge process with LA. This will ensure that practice is improved and is of consistently high quality.</p>	<p>EEF Guidance Report: Improving Mathematics in the Early Years and KS1:</p> <p>Key Recommendation 3: Use manipulatives and representations to develop understanding.</p> <p>EEF Guidance Report: Improving Mathematics in KS2 and 3:</p> <p>Key Recommendation 2: Use manipulatives and representations</p> <p>Key Recommendation 3: Teach pupils strategies for solving problems</p> <p>EEF Toolkit - Mastery Learning</p> <p>High impact/low cost + 5 months progress</p>	<p>4</p>
<p>Professional development for all staff on the use of metacognition and self-regulation approaches.</p>	<p>EEF research indicates that this is a high impact, low cost approach with +7 months gains.</p> <p>Evidence shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and</p>	<p>1-6</p>

	<p>evaluating their learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Nuffield Early Language interventions (NELI) in EYFS and Y1	<p>Nuffield Early Language Intervention has been evaluated as a promising project with +4 months gains.</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	1
Daily 'keep up' phonics support for any child in EYFS/Y1 who needs additional phonics practice through the Little Wandle scheme	<p><i>EEF Guidance Document: Preparing for Literacy</i></p> <p><i>Key Recommendation 7: Use high quality targeted support to help struggling children</i></p> <p><i>EEF Guidance Report: Improving Literacy in KS1:</i></p> <p><i>Key Recommendation 8: Use high quality structured interventions to help pupils who are struggling with their literacy</i></p>	2
Rapid phonics 'catch-up' sessions for identified KS2 children to address specific reading/writing gaps. These short, sharp sessions last 10 minutes	<p><i>EEF Guidance Document: Preparing for Literacy</i></p> <p><i>Key Recommendation 7: Use high quality targeted support to help struggling children</i></p>	2

<p>and take place at least three times a week.</p>	<p><i>EEF Guidance Report: Improving Literacy in KS1:</i></p> <p><i>Key Recommendation 8: Use high quality structured interventions to help pupils who are struggling with their literacy</i></p>	
<p>Implementation of high quality reading interventions to include PP pupils (eg Fluency, Reciprocal Reading)</p>	<p><i>EEF Guidance Report: Improving Literacy in KS2</i></p> <p><i>Key Recommendation 2: Support pupils to develop fluent reading capabilities</i></p> <p><i>Key Recommendation 3: Teach reading comprehension strategies through modelling and supported practice.</i></p> <p><i>Key recommendation 7: Use high quality intervention to help pupils who are struggling with their reading.</i></p>	2
<p>Effective deployment of TAs to help improve quality first teaching and provide directed support to PP children during all lessons.</p> <p>The school will engage further with EEF guidance to ensure that best use is being made of our teaching assistants</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1-6
<p>Continue to engage with the National Tutoring Programme. Funding will be split between NTP and PP funding.</p> <p>3 PP Y6 pupils (60%) who are currently working</p>	<p>One to one and small group tuition is effective at improving outcomes for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1-6

below Expected Standard have been identified for additional support in Reading, Maths and GPS	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
1:1 reading time with TA for all PP children	<i>There is a wide range of research to support the impact of regular reading with an adult and the benefits of reading pleasure, not just on their reading ability, but also on emotional wellbeing.</i>	9

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on promoting reading for pleasure.</p> <p>CPD sessions led by CY/SP to increase staff knowledge, understanding and awareness.</p> <p>SP to access the Doncaster Teacher Reading Group</p>	<p>There is a wide range of evidence to support the benefits of reading for pleasure, including: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://ourfp.org/</p>	9
<p>Engage the services of an Educational Welfare Officer through the Attendance Team at Doncaster Council to provide further support especially around monitoring and supporting families of persistent absentees.</p>	<p>Persistent absence is an immediate issue facing schools across the country. These pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	7
<p>Subsidise educational visits and enrichment opportunities. to provide</p>	EEF Arts participation	8

<p>guaranteed wider experiences and cultural capital.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Targeted support available for all identified PP vulnerable children to support and develop behavioural, social and emotional skills (Thrive, With me in Mind, Caritas Counselling).</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF: Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1 - 9</p>

Total budgeted cost:

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: Limited communication, vocabulary and oracy levels (especially on entry to the school).

Nuffield Early Language Intervention (NELI) continues to take place in EYFS and Y1. This has had a positive impact on both pupil premium and non-pupil premium pupils taking part, in terms of developing their expressive and receptive language. This intervention will continue in the 2023-24 academic year.

The school continues to promote high levels of oracy and purposeful talk in the classroom, and further work on this will continue in 2023-24.

Challenge 2: Attainment of pupil premium pupils in Writing was lower than non pupil premium peers and below national average at the end of KS1 and KS2 in 2022.

In 2023, 40% of KS2 pupil premium pupils achieved EXS+ in writing compared with 80% of non pupil-premium. 44% of KS1 pupil premium pupils achieved EXS+ in writing compared with 57% of non pupil-premium.

Staff will be reminded of the expected sequence of writing and be provided with opportunities to develop and share good practice throughout the academic year 2023-24.

Challenge 3: Analysis of KS1 and KS2 data indicates that a greater number of pupil premium children should have achieved greater depth in reading.

In 2023, no pupil premium pupils achieved GDS in Reading in KS1. 1 pupil premium pupil (20%) achieved GDS in Reading in KS2. Continued CPD around reading, more rigorous tracking of data, and promotion of reading for pleasure will help to address this in 23-24,

Challenge 4: Attainment of pupil premium pupils in Mathematics was lower than non-pupil premium peers and below national average at the end of KS2 in 2022.

In 2023, 40% of KS2 pupil premium pupils achieved EXS+ in Mathematics, compared with 64% of non-pupil premium pupils. 44% of KS1 pupil premium pupils achieved EXS+ in Mathematics compared with 71% of non-pupil premium. Continued CPD will help to strengthen teaching and promote improved outcomes in 23-24.

Challenge 5: Current data shows that a higher percentage of pupil premium children are working below age related expectations in Reading in Y2 (67%) and Y6 (60%)

Some progress was made by KS1 pupil premium pupils during the year. At the end of the academic year 2022-23, 56% of KS1 (Y2) pupil premium pupils achieved EXS+ in reading, which means that 44% did not achieve EXS+. 40% of KS2 (Y6) pupils achieved EXS+ in reading, which means that 60% did not achieve EXS+. This will be addressed with a continued focus on reading in 23-24.

Challenge 6: Current data shows that a higher percentage of pupil premium children are working below age related expectations in Writing in Y2 (67%), Y4 (80%) and Y6 (60%).

At the end of the academic year 2022-23, 44% of KS1 (Y2) pupil premium pupils achieved EXS+ in writing, which means that 66% did not achieve EXS+. 40% of KS2 (Y6) pupils achieved EXS+ in writing, which means that 60% did not achieve EXS+. By the end of Y4, 75% of pupil premium pupils were judged to be working below age related expectations in writing. Staff will be reminded of the expected sequence of writing and be provided with opportunities to develop and share good practice throughout the academic year 2023-24.

Challenge 7: Current data shows that a higher percentage of pupil premium children are working below age related expectations in Mathematics in Y1 (75%) Y2 (56%) and Y4 (80%) and Y6 (60%)

At the end of the academic year 2022-23, 44% of KS1 (Y2) pupil premium pupils achieved EXS+ in Mathematics, which means that 56% did not achieve EXS+. 40% of KS2 (Y6) pupils achieved EXS+ in Mathematics, which means that 60% did not achieve EXS+. By the end of Y4, 25% of pupil premium pupils were judged to be working below age related expectations in Mathematics. In Year 1 100% of pupil premium pupils were judged to be working below age related expectations in Maths. Continued CPD will help to strengthen teaching and promote improved outcomes in 23-24.

Challenge 8: Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.

Teachers plan a range of first hand experiences as part of their curriculum planning. These include visits to theatres, museums, visitors to school, virtual author events and other offsite educational workshops. These often provide a 'hook; into purposeful writing opportunities, as part of the writing sequence here at St. Peter's. During 2022-23, a number of enrichment opportunities were provided for all pupils. These included:

History workshops;

We can grow (gardening/Science)

Thrive (Personal Development/wellbeing)

Music enrichment (Doncaster Music Service, Rocksteady)

Visits from Fr Henry to support RE

Online author visits/workshops

After school clubs (Art, crafts, Sports, Dance, Ballet, creative writing)

During 2022/23, two teachers were involved in a project with the Royal Opera House to become 'Cultural Champions'. This involved incorporating the creative arts into the curriculum and provided opportunity for a dance project with the Royal Ballet.

The school ensures that no pupil premium children are disadvantaged and will use pupil premium funding to cover the cost of these where necessary.

Challenge 9: Some children in receipt of Pupil Premium do not read regularly at home and are not demonstrating a love of reading (Teaching and Learning Review December 2022).

Recent pupil voice activities including pupil premium children demonstrate a developing love of reading and this remains a school priority for the coming year.

Further information

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:

- Ongoing work around the development of our curriculum, especially in foundation subjects and the development of subject leaders.
- embedding more effective practice around assessment and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These include the school's involvement in the Royal Opera House project and our gardening partnership with We Can Grow.

We are commissioning a pupil premium review for the new financial year in order to ensure that we are achieving the best possible provision for our pupils,

With this in mind we will have 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.