

Pupil Premium Strategy Statement



St. Peter's
Catholic
Primary School

2021-2022

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stella Groarke Head teacher
Pupil premium lead	Lauren Brewster SENDCO
Governor / Trustee lead	Rachel Reiff, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,900
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£38,525

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is considered alongside research conducted by the EEF into the most effective use of Pupil Premium funding .

Common barriers to learning for disadvantaged children can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 or are young carers. 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 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.

Demography and School Context

St. Peter's Catholic Primary School located in the Hyde Park/ Belle Vue area of Doncaster. It is a single form entry school that has a PAN (published admissions number) of 30. There are currently 211 pupils on roll. Studies conducted by the LA suggest that this will continue due to the demand for places.

Although there are areas relatively near to the school and which the school serves that have lower than average levels of deprivation, the areas immediately surrounding the school, in which many of the pupils live, are amongst the most deprived in the country.

Doncaster has been identified as an Opportunity Area and has a long term vision to achieve lifelong learning for all.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6, setting them on the right path for achievement at KS3 and 4

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of education experienced by all children is improved.
- High quality CPD to ensure quality first teaching
- Targeted interventions providing small group work focused on overcoming gaps in learning, during lunchtime and in an afternoon resulting in disadvantaged children having the opportunity to catch up with their peers.
- Mental Health Champion providing 1:1 support; ensuring all PP children have access to high quality emotional support to aid catch up.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Extra-curricular provision

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Lost learning due to COVID and lack of parental engagement
2	Low parental involvement to support learning at home.
3	Limited communication, vocabulary and oracy levels (especially in EYFS and KS1) with limited language support from home.
4	Limited mathematical language and fluency.
5	Limited development of key reading skills
6	Limited early reading and writing skills
7	Limited first hand experiences to support language and knowledge (impacting upon the wider curriculum.)
8	Persistent low attendance rates

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 increase parental engagement to support learning at home of PP children.	100% uptake in use of TEAMS for all PP children when required to. 100% uptake from parents invited to engage with family learning	1, 2
To improve communication/phonic levels of PP children in EYFS/KS1 (using progress from baseline July 2021)	100% pass rate in phonics for Year 1 and Year 2 PP children.	3
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.	4
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.	5,6
To offer additional first-hand experience programme to increase first-hand experiences and raise confidence for PP children	Qualitative survey at the end of academic year to gather pupil voice indicates that there is raised self-esteem and confidence in PP learners. A wide range first hand experiences provided for PP learners with 90%+ take up of offers.	7,8
Develop rigorous systems which will impact significantly on the attendance of PP pupils.	Sustained high attendance from 2024/25 demonstrated by PP pupils having 95% + attendance	7,8
Ensure PP children have access to high quality emotional support to aid catch up	Thrive assessments completed show good progress from November baseline	7,8

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Focus on an Assessment Project including CPD for all staff around using a range of diagnostic and formative assessments</p>	<p>Evidence suggest that improved assessment processes and robust diagnostic assessments that then lead to effective feedback for all and disproportionately for disadvantaged students as feedback is the biggest driver of improved attainment in the classroom for disadvantaged, closely followed by explicit teaching of metacognition strategies</p> <p>(+5 months progress EEF toolkit)</p>	<p>3,4,5,6</p>
<p>CPD in Speech and language assessments and support to deliver required programmes.</p> <p>CPD for TA's to boost confidence, skills and knowledge to successfully implement speech and language programmes.</p>	<p>Research shows that on entry communication standards are declining. There is significant increase in speech and language needs on entry in FS2.</p> <p>Lost learning due to pandemic has also impacted on reading/phonic fluency and communication.</p> <p><i>EEF Guidance Document: Preparing for Literacy</i></p> <p><i>Key Recommendations 1: Priorities the development of communication and language</i></p> <p><i>Key Recommendation 2: Develop children's early reading using a balanced approach</i></p> <p><i>Improving Literacy in KS1</i></p> <p><i>Key Recommendation 3: Effectively implement a systematic phonic programme including the use of phonics</i></p>	<p>3,5,6</p>
<p>High quality CPD IN English, Maths and Foundation subjects for teachers and TAs</p>	<p>There is a strong evidence base that investment in CPD for teachers and TAs has the most impact upon outcomes for pupils</p>	<p>1,2,3,4,5,6</p>

	<p><i>EEF- effective implementation</i></p> <p><i>EEF- Guide to pupil premium- tiered approach</i></p>	
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Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of high quality math intervention with a specific focus on number sense-focus on PP pupils.	<p>Research indicates that in order for learning to become sticky it needs to be contextualized and frequently revisited. Targeting support in order to give children frequent opportunities to build solid number knowledge within their long term memories and build meta cognitive skills.</p> <p><i>EEF recommendations</i></p> <p><i>Improving mathematics in EYFS/KS1</i></p> <p><i>Recommendation 5 : use high quality targeted support to help all children learn in maths</i></p>	2
Additional maths manipulative resources purchased	<p>Providing children with scaffolded support in order for them to build strategies to make links between abstract mathematical concepts and visual representations.</p> <p><i>EEF recommendations</i></p> <p><i>Improving mathematics in EYFS/KS1</i></p> <p><i>Recommendation 3: Use manipulatives and representations to develop understanding.</i></p>	
Implementation of high quality reading interventions to include PP pupils (eg Fluency)	<p><i>Improving Literacy in KS1</i></p> <p><i>Recommendation 2: Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills.</i></p> <p><i>Recommendation 4: Teach pupils strategies for developing and monitoring their reading comprehension</i></p> <p><i>Improving Literacy in KS2</i></p> <p><i>Recommendation 1: Develop pupil's language capability to support their reading</i></p> <p><i>Recommendation 2: Support pupils to develop fluent reading capabilities</i></p>	

	<p><i>Recommendation 3: Teach reading comprehension strategies through modelled and supported practice</i></p> <p><i>Recommendation 7: Use high quality intervention to help pupils who are struggling with their reading.</i></p>	
1:1 reading time with TA for all PP children	<p><i>Improving Literacy in KS1</i></p> <p><i>Recommendation 2: Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills.</i></p> <p><i>Recommendation 4: Teach pupils strategies for developing and monitoring their reading comprehension</i></p> <p><i>Improving Literacy in KS2</i></p> <p><i>Recommendation 1: Develop pupil's language capability to support their reading</i></p> <p><i>Recommendation 2: Support pupils to develop fluent reading capabilities</i></p> <p><i>Recommendation 3: Teach reading comprehension strategies through modelled and supported practice</i></p> <p><i>Recommendation 7: Use high quality intervention to help pupils who are struggling with their reading.</i></p>	
Targeted use of teaching assistants in EYFS and KS1 to promote language/phonics for PP children, provide daily reading episodes and quality oral feedback/modelled language.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Targeted use of TA's to provide directed support to PP children during all lessons. Personalised feedback given and same day intervention to close gaps and address misconceptions	Research indicates that in order for learning to become sticky it needs to be contextualized and frequently revisited. Targeting support in order to give children frequent opportunities to build knowledge and schema within their long term memories and build meta cognitive skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Engaging with the school based Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the involvement of parents through : <ol style="list-style-type: none"> 1. PP children use of TEAMS for any children isolating 2. Laptops provided and internet access from school for all PP children who require. 3. Bespoke group- based parent workshops/guidance on website provided to support parents in engaging and supporting all learning at home for all PP children. 4. Re-introduction of Play and Stay to support parental engagement with pre-school children. 	<i>EEF Tiered Approach 2020 EEF Pupil Premium EEF Working with parents to support children's learning: Recommendation 2 Provide practical strategies to support learning at home. Recommendation 4: Offer more sustained and intensive support where needed,</i>	All
Ensure that no pupils is disadvantaged due to their social context:	Raise self-esteem and confidence in PP learners. Widen first hand experiences	6.8

<p>Attendance at every after school club funded for each PP child.</p> <p>Additional and more extensive provision provided.</p> <p>Additional experiences provided to broaden first-hand language and knowledge. Funding contribution given for all PP children.</p>	<p>for PP learners to broaden first hand language and knowledge.</p> <p><i>EEF; Improving behaviour in schools</i></p> <p><i>Key recommendation 2: Teach Learning Behaviours</i></p>	
<p>Library open at lunch time to allow independent selection of reading for pleasure books</p>	<p><i>Recommendation 2: Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills.</i></p> <p><i>Recommendation 2: Support pupils to develop fluent reading capabilities</i></p>	
<p>Raise profile of attendance in school through:</p> <ul style="list-style-type: none"> • Implementation of attendance policy. • Involvement of parents-welfare calls and meetings • Targeted support for all PP children • Use of rewards and incentives to encourage attendance and punctuality 	<p>Overall absence attendance has been on a declining trend over past three years. Persistent attendance is increasing.</p> <p>DFE Improving school attendance guidance.</p>	6
<p>Targeted support available for all identified PP vulnerable children. through Health and Wellbeing lead staff in school and external provider(Rainbow/ Thrive) to support and ensure effective behaviour for learning.</p>	<p>Vulnerable PP children/families identified who require emotional support.</p> <p><i>EEF: Improving behaviour in Schools</i></p>	

Total budgeted cost: £36,500

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising an Opportunity Area Grant to fund a 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. These include sports, music and environmental projects

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.