

Pupil Premium Strategy Statement



St. Peter's
Catholic
Primary School

2022-2023

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 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	209
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£41,815
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,165

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	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.
3	Analysis of KS1 and KS2 data indicates that a greater number of pupil premium children should have achieved greater depth in reading.
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
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%)
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%)
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%)
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	100% pass rate in phonics for Year 1 and Year 2 PP children.	3,5,9

premium/disadvantaged children passing the Phonics screening check in Year 1 and Year 2 are at least in line with their peers.		
To ensure that the outcomes for pupils in receipt of pupil premium/disadvantaged pupils are at least in line with those of peers in Reading, Writing and Mathematics at the end of KS1 and KS2 through high quality first teaching and targeted interventions.	<p>Identified pupils are supported and tracked to make sure they make accelerated progress or exceed prior attainment standards.</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>KS2 maths outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</p>	1-7, 9
To ensure all pupils in receipt of Pupil Premium, including those with SEND, make at least expected progress from their starting points.	Identified pupils are supported and tracked to make sure they make accelerated progress or exceed prior attainment standards.	1-7, 9
All pupils, including disadvantaged have access to an engaging, exciting, progressive, purposeful and relevant curriculum.	<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>	1-9
All pupils, particularly those who are disadvantaged have opportunities to contribute in curricular and extra-curricular activities.	<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.</p>	8

	Financial support provided to pupil premium families towards the cost of educational visits.	
Ensure identified PP children have access to social and emotional support	Thrive assessments are used to identify children in need of additional support and completed assessments show good progress from November baseline ,	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:

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>Embed a more rigorous approach to the teaching of early reading and phonics through the implementation of 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><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>	2,3,5,6
<p>Improve the teaching of reading in KS2. The structure</p>	<p><i>EEF Guidance Report: Improving Literacy in KS2</i></p>	2,3,5,6

<p>of the reading sequence in KS2 needs to be reviewed so that it is understood by all staff and consistently embedded. This will be achieved through CPD sessions for all staff, led by CY with each session focussing on one aspect of the six part reading sequence.</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>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>	4,7
<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 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</p>	1-7

	<p>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:

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>	2,3,5,6
Rapid phonics ‘catch-up’ sessions for identified KS2 children to address specific reading/writing gaps. These short, sharp sessions last 10 minutes and take place at least three times a week.	<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>	2,3,5,6

<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>	<p>2,3,5,6</p>
<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>	<p>1-7</p>
<p>Engage with the National Tutoring Programme. Funding will be split between NTP and PP funding.</p> <p>4 PP Y6 pupils (80%) who are currently working below Expected Standard have been identified for additional support in Reading, Maths and GPS</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> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1-7</p>

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
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Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on promoting reading for pleasure.	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 https://ourfp.org/	9
Subsidise educational visits to provide guaranteed wider experiences and cultural capital.	EEF Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	8
Targeted support available for all identified PP vulnerable children to support and develop behavioural, social and emotional skills (Thrive).	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <i>EEF: Social and Emotional Learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,8,9

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 2021 to 2022 academic year.

Challenge 3: Limited communication, vocabulary and oracy levels (especially in EYFS and KS1)

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 taking part, in terms of developing their expressive and receptive language. This will continue in the 2022-23 academic year with xxx pupil premium pupils participating. Reception pupils will be identified at the end of the Autumn term.

Challenge 4: Limited mathematical language and fluency

60% (3/5) pupil premium children achieved Age Related expectations in Mathematics at the end of KS1. This was higher than the cohort overall, with 56.7% of pupils achieving expected standard or above in Maths.

33.3% (1/3) of pupil premium achieved expected standard in Mathematics at the end of KS2. This was lower than the cohort overall, with 63.3% of pupils achieving expected standard or above in Maths.

At the end of the 2021-22 academic year, the raising of attainment of all pupils in Mathematics was identified as a key school priority. This will be achieved by improving quality first teaching through ongoing professional development for all teaching staff, alongside support from the Local Authority through the Support and Challenge process.

Challenge 5: Limited development of key reading skills

Challenge 6: Limited early reading and writing skills

At the end of 2021/22, 78% (5/7) of pupil premium pupils in Year 1 passed the phonics screening check. This was in line with the cohort, which had a pass rate of 79.3%. In Year 2, the pass rate was 100%, with all pupil premium pupils reaching expected standard.

100% (5/5) of pupil premium pupils achieved expected standard in Reading at the end of KS1. In the cohort overall, 76.7% of pupils achieved expected standard or above in Reading.

60% (3/5) of pupil premium pupils achieved expected standard or above in Writing at the end of KS1. This was lower than the cohort overall, which achieved a pass rate of 76.7%.

At the end of the 2021-22 academic year, the school agreed that a key priority for 2022-23 would be to implement a more rigorous approach to the teaching of Early Reading and Phonics. This would be achieved through the implementation of a validated systematic synthetic phonics programme (SSP) – Little Wandle Letter and Sounds

Challenge 7: Limited first hand experiences to support language and knowledge (impacting upon the wider curriculum.)

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. 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 8: Persistent low attendance rates

In 2021-22 attendance rates between pupil premium and non-pupil premium were broadly in line:

PP Eligible 93.1%

Non-PP Eligible 93.5%

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.