

Pupil premium strategy statement

Loving and Learning together with Jesus

2021 – 2024



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	419
Proportion of pupil premium eligible pupils	27 (6.4%)
Academic year/years that our current pupil premium strategy plan covers	23 -24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Parker
Pupil premium lead	Emily Sheppard
Governor / Trustee lead	Steven Kew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52, 315
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56375

Pupil premium strategy plan

Statement of intent

St Peter's Intent -A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, lifelong learners.

At St Peter's education matters for every child, especially disadvantaged children. It is a collective responsibility to ensure everyone understands how disadvantage impacts on learning on a year to year, term to term, week to week, day to day basis in our school, our context, with our children.

It is our ultimate goal to build capacity, expertise and learning to ensure that disadvantaged children are not at risk of underachieving and there is a continued focus on early identification of individual need.

At St Peter's we have a culture that promotes lifelong learning for every individual; this is reflected in our high expectations, high-quality teaching, research led approach, secure relationships with families and relentless focus on areas in which disadvantaged pupils require the most support.

Our key principle is to provide the best possible pastoral and educational support to all through accurate and informed assessment that involves multiple sources of data. This includes pupil voice, teacher voice, feedback from parents, pastoral feedback, as well as summative and formative data.

At St Peter's we aim to achieve our objectives and principles with a child centered, learning led approach.

Challenges

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

Challenge number	Detail of challenge
1	Metacognition – Memory
2	Communication language and vocabulary – articulation of learning
3	Social emotional – self regulation

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
<p>High Quality Teaching Developed independence towards learning for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Pupils understand how they learn, exhibiting knowledge of themselves as learners, understanding how to deploy a range of available strategies for different tasks.</p> <p>Pupils have high self-efficacy and can manage tasks and perseverer when faced with challenges.</p> <p>Professional development on evidence-based approaches on metacognition</p>
<p>Targeted Academic Support Developed oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Disadvantaged pupils make accelerated progress and meet ambitious individual targets in Reading</p>
<p>Wider Strategies Sustained improvement in wellbeing for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Pupils will be able to self- regulate</p> <p>Staff using restorative language which impact on pupils being able to self- regulate</p>

Activity in this academic year (2023 – 2024)

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on: (EEF Metacognition and Self Regulation)</p> <p>1 Metacognition</p> <p>2/3 the teaching of metacognitive strategies, including modelling thinking</p> <p>4/5 Promote and develop metacognitive talk</p> <p>6 Teaching pupils how to organise, and effectively manage, their learning independently</p> <p>To use an initial audit process to establish current practice as well as monitor progress towards the development of more effective practice.</p> <p>To explore different assessment tools in order to baseline and monitor progress of metacognitive skills</p> <p>To build metacognitive areas into success criteria and provide feedback and self/peer assessment in lessons</p> <p>To make links with Blooms Taxonomy and St Peter's Lightbulbs</p> <p>To develop a toolkit for teaching metacognitive strategies</p> <p>Create a consistent framework to use across the whole school</p>	<p>(EEF Metacognition and Self Regulation)</p> <p>Blooms Taxonomy</p>	<p>1</p>

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

Budgeted cost: £6375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explore approaches (Surface, Deep, Transfer) to visible learning across the curriculum using research from John Hattie and the EEF Examine the fit and feasibility with the context of St Peter's</p> <p>Prepare and develop a clear and logical well specified plan involving a programme of professional development Reflect on the implications of planning and PPA</p> <p>Deliver training for all staff on the implementation of approach Support staff and solve problems using a coaching style and follow up with additional support from Phase Leaders (laboratory classrooms)</p> <p>Use target setting and data, including Pupil progress Meetings, to drive faithful adoption and intelligent adaption consistently reviewing impact</p>	<p>Visible Learning – John Hattie, evidence base and reactions to Visible Learning</p> <p>EEF – Teaching and Learning Toolkit</p> <p>Peer Review Training</p> <p>Effective CPD Model – EEF – Explore, Prepare, Deliver, Sustain</p>	<p>2</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer employed to support families</p> <p>Delivery of elements of Trauma Perceptive Practice Lead for Mental Health trained using DFE grant</p> <p>BCCS Counselling service, Staff Training and Parent Support</p> <p>Subsidies for PP children to access curriculum enhancement</p> <p>When the Adults Change</p>	<p>Embedding the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Effective behaviour/ wellbeing strategies impact on learning behaviours. Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'</p> <p>Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'</p> <p>Evidenced Informed Practice</p>	<p>3</p>

Total budgeted cost: £56,375

Part B: Review of outcomes in the previous academic year

School overview (2022 – 2023)

Detail	Data
School name	St Peter's Catholic Primary School
Number of pupils in school	420
Proportion of pupil premium eligible pupils	32 inc LAC
Academic year/years that our current pupil premium strategy plan covers	21 - 24
Date this statement was published	September 2022
Date on which be reviewed	September 2023
Statement authorised by	Mrs Parker
Pupil premium lead	Mrs Sheppard
Governor / Trustee lead	Steven Kew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34, 625
Recovery premium funding allocation this academic year	£4000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2022 - 2023	£38, 625

Data Outcomes

By the end of each Key Stage, gaps in prior attainment were diminished allowing accelerated progress in many cases.

By the end of EYFS, the 2/2 PP children achieved GLD and in some areas, exceeded.

By the end of KS1, 2/2 PP children met at least ARE in reading, writing and maths and 100% of the children made good progress.

By the end of Y1 the 3 /5 PP children met the expected standard for the Phonic Screening.

In KS2 (Y6) there were 8 PP children. In Reading 6/8 PP children met the ARE and 3 pupils were at GD. In Writing 7/8 PP children met the ARE and 3 pupils were at GD. In Maths 7 / 8 children met the ARE and 1 pupils were at GD. In GPS 7 / 8 PP children met the ARE and 3 pupils were at GD. The pupils who have not met ARE have made good progress from their starting points. They were targeted as part of the recovery premium to support acceleration in their progress and they had additional support throughout the year.

High Quality Teaching Developed independence towards learning for all pupils in our school, particularly our disadvantaged pupils

Throughout the year staff received training on Feedback and the impact this has on independent learning and progress. This was a focus for our Peer Review. Improvements in teaching have been observed and there is now a school wide consistent approach to creating purposeful feedback linked clearly to Learning Intention and Success Criteria. This has resulted in significant strengths in children's outcomes in lessons and end of year data outcomes. Feedback linked to metacognition has been the focus throughout the year and next academic year we will focus further on Metacognitive Strategies using the EEF guidance report. This also links to our School Development Plan. We will continue to focus on Feedback, making explicit links to our work on Metacognition.

Targeted Academic Support Developed oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils

All staff received training on the implementation of EEF 'Preparing for Literacy' and Oral language interventions including link with Sheringham Research School and Manor Parks Talks. From this a school wide strategy, 'Heart to Heart' was initiated and explored by class teachers with targeted disadvantaged pupils highlighted. Members of the Leadership Team took part in training with the Research Schools Network (RSN) with a focus on Improving Literacy EYFS/KS1/KS2. This has upskilled the leaders and teachers with a shared understanding and strategies to use in the classroom. It is too early to be accurate in our evaluation of 'Heart to Heart' and the direct impact on outcomes for our disadvantaged children. Next academic year we will have a systematic approach that can directly evaluated the impact and outcomes for identified children.

The Education Task Force and Essex County Council – Reading Fluency Project was piloted in a Y6 class with significant progress made by targeted individuals and as a result all PP children met the ARE in reading by the end of KS2. Therefore, this will be a whole school initiative led by the English Leader next year.

Wider Strategies Sustained improvement in wellbeing for all pupils, particularly our disadvantaged pupils

Staff training from our Educational Psychologist and External consultants has provided staff with strategies with a focus on restorative language. This has formed a school wide approach and informed Policy Setting. The impact has shown an improvement in attendance for highlighted pupils as well as an increased ability in pupils to self and co regulate. This has shown significant strengths in KS2, evidenced in data outcomes. Next year we will continue to receive training in TPP, as well as embedding the strategies already learnt, including the rolling out the programme to wider staff.

In 22- 23 we had an external LA PP Review with extremely positive feedback and showed good value for money and excellent provision for all pupils, including PP/LAC.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Resilience	Now is the Time For Change
TPP (Trauma Perceptive Practice)	SEMH Essex LA
When the adults change	Paul Dix
Visible Learning	John Hattie