

Pupil premium strategy statement

Loving and Learning together with Jesus

2021 – 2024



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 School
Number of pupils in school	420
Proportion of pupil premium eligible pupils	7.6 % 32 children (inc LAC)
Academic year/years that our current pupil premium strategy plan covers	2021/2022- 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£34, 625
Recovery premium funding allocation this academic year	Not known
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34, 625

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 - Independence – Resilience
2	Communication language and vocabulary
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>

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

Budgeted cost: £5625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training and continued implementation of EEF 'Preparing for Literacy' and Oral language interventions</p> <p>Baseline assessment across the school and half termly review</p> <p>Toolkit of strategies to use to implement 'Heart to Heart'</p> <p>Staff to apply learning from collaboration including evidence based research and assess the impact</p> <p>Consistent approach to 'Heart to Heart' across the whole school with a focus on disadvantaged</p> <p>Training for teaching assistants on 'Heart to Heart' and a strategy to implement this across the whole school</p> <p>Parent workshops for 'Heart to Heart'</p>	<p>Sheringham Research School and Manor Parks</p> <p>Talks</p>	<p>2</p>

Education Task Force and Essex County Council – Reading Fluency Project		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

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

Total budgeted cost: £ 34,625

Part B: Review of outcomes in the previous academic year

School overview (2021 – 2022)

Detail	Data
School name	St Peter's Catholic Primary School
Number of pupils in school	420
Proportion of pupil premium eligible pupils	9% (38 children)
Academic year/years that our current pupil premium strategy plan covers	2021/2022- 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Parker
Pupil premium lead	Miss Dunne
Governor / Trustee lead	Steven Kew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2021 - 2022	£34,850

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 3 / 5 PP children achieved GLD and in some areas, exceeded.

By the end of KS1, 1 / 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 / 3 PP children met the expected standard for the Phonic Screening.

In KS2 (Y6) there were 8 PP children. In Reading all PP children met the ARE and 2 pupils were at GD. In Writing all PP children met the ARE and 3 pupils were at GD. In Maths 7 / 8 children met the ARE and 2 pupils were at GD. In GPS 4 / 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 evaluate the impact and outcomes for identified children.

We engaged in Creative writing through the Arts (Royal Opera House Bridge) Programme for a specific class. This had strong outcomes in the pedagogy for an individual teacher and outcomes in Writing for the identified class. However, this was not a whole school project so had limited impact across the whole school. In order to have a whole school, strategic approach to Creative Writing through the Arts we need to plan for this to be included in future School Development Plans targets and we have prioritised our 'Heart to heart' project and Metacognition for 2022 – 2023.

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.

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