

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	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 this academic year	£34,850

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	Communication language and vocabulary
2	Metacognition - Independence – Resilience
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
Developed oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils	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. Disadvantaged pupils make accelerated progress and meet ambitious individual targets in Reading
Developed independence towards learning for all pupils in our school, particularly our disadvantaged pupils	Pupils understand how they learn, exhibiting knowledge of themselves as learners, understanding how to deploy a range of available strategies for different tasks. Pupils have high self-efficacy and can manage tasks and persevere when faced with challenges.
Sustained improvement in wellbeing for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: Pupils will be able to self- regulate Staff using restorative language which impact on pupils being able to self- regulate

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 (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and continued implementation of EEF 'Preparing for Literacy' and Oral language interventions including link with Sheringham Research School and Manor Parks Talks	EEF 'Preparing for Literacy'	1
CPD for all staff to further develop teaching of vocabulary and reading Alex Quigley – Closing the Vocabulary Gap	Alex Quigley – Closing the Vocabulary Gap	1
Research Schools Network (RSN) Improving Literacy EYFS/KS1	EEF 'Preparing for Literacy'	1,2
Research Schools Network (RSN) Improving Literacy KS2	EEF Improving Literacy in KS2	1,2
Creative writing through the Arts (Royal Opera House Bridge)	https://impact.chartered.college/article/creative-writing-through-the-arts-in-primary-schools/	1,2
Education Task Force and Essex County Council – Reading Fluency Project	EEF Improving Literacy in KS2	1

Barriers to learning under constant review through Pupil Progress meetings	Professional expertise from year on year outcomes	1,2,3
Whole school CPD reviewed in line with EEF Guidance Report with a focus on Evidence Informed Practice and effective mechanisms of professional development	EEF Guidance Report – Effective Professional Development	1,2,3

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support	EEF	1,2,3
Structured interventions	EEF	1,2,3
Explicit phonic teaching in groups	EEF	1,2,3
Small group tuition	EEF	1,2,3

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

Budgeted cost: £7850

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.	2,3
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	2,3

BCCS Counselling service, Staff Training and Parent Support	Disadvantaged Schools and Colleges'	
Subsidies for PP children to access curriculum enhancement	Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'	1,2,3

Total budgeted cost: £ 34,850

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.

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

The effective deployment of other adults in the classroom resulted in accelerated progress within lessons, promptly noticing misconceptions and providing instant feedback and support or challenge.

By the end of EYFS, the 3 PP children achieved GLD and in some areas, exceeded.

By the end of KS1, 5 out of 7 children met at least ARE in reading, writing and maths and 100% of the children made good progress.

In KS2, 12 out of 18 pupils reached at least ARE in all areas, with many exceeding this. The 6 pupils who have not met ARE have made good progress from their starting points. They were targeted as part of the catch up funding to support acceleration in their progress and they had additional support during lockdowns.

Maths support impacted on progress of identified pupil, ensuring application of mathematical knowledge was secure in order to reach GLD. Place value a focus for identified group of pupils. Focused learning, making links with concrete and visual representations. Children secure in showing their understanding in varied forms. Learning set for targeted pupils focus on CPA approach. Place value focus demonstrated impact across all other maths topics (e.g. measure). 100% of PPG pupils passed the phonics screening in Yr 1. Maths focus on Place value and Number significantly impacted on all areas of maths. Accelerated progress for identified groups of children across KS2 (see outcomes above). Variation methods evident in all books and in online learning submitted, enabling children's confidence in applying maths to different contexts.

Daily reading, including virtually during lockdown, supported identified PP pupils in their reading progress. This significantly impacted in identified groups for both fluency and comprehension. 1:1 daily reading continued for these children during lockdown.

AFL in lessons a strength, particularly mini surgeries in lessons followed by sweep interventions for identified individuals, daily. This was replicated when children were

learning virtually during lockdowns (targeted virtual group support, individualised learning set, feedback sessions in small groups or 1:1).

Counselling significantly impacted on identified pupils. Sessions continued to take place during lockdown via Zoom.

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