Pupil Premium Statement St Peter and St Paul Catholic Primary School 2022-2025

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 and St Paul Catholic Primary School |
| Number of pupils in school | 188 (excluding Nursery) |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/23 to  2024/25 |
| Date this statement will be published | March 2023 |
| Date on which it will be reviewed | Spring 2024 |
| Statement authorised by | Tracey Peters,  Headteacher |
| Pupil premium lead | Deputy Headteacher |
| Governor / Trustee lead | Philip Ronchetti |

Funding overview

|  |  |
| --- | --- |
| Detail | Amount |
| Pupil premium funding allocation this academic year | £128,445 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | - |
| Total budget for this academic year  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £127,445 |

Part A: Pupil premium strategy plan

Statement of Intent

|  |
| --- |
| Our intention is that all pupils, irrespective of their challenges make good progress and achieve in line with their peers at St Peter and St Paul. The focus of our pupil premium strategy is to support our vulnerable pupils to achieve their potential including progress for those who are attain above expected levels.  The challenges of vulnerable pupils, in particular those in care or with child protection plans and educational health care plans are considered carefully to ensure we are supporting these children whether in receipt of pupil premium or not.  High-quality teaching is at the main priority with a focus on areas of highest need which is current reading at the school following analysis and consultation with parents and carers including surveys. 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. We expect that our non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Following the disruption experienced by Covid-19 the school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils in addition to an Early Years support phonics programme and a dedicated catch-up space for intervention classes with additional interventions.  Our Senior Leadership Team will analyse the impact of disadvantage through accurate teacher assessment using Insight. We will use approaches that complement our whole school efforts for raising standards linking to our Learning Improvement Plan and following our new curriculum produced in September 2021. To ensure they are effective we will:  ensure disadvantaged pupils are challenged in the work that they’re set  support children from early year’s level through every year group  adopt a whole school approach communicated to all staff through SLT, Pupil Progress and Staff meetings  engage with parents to support their children’s education providing opportunities for parental involvement in the school through stay and play, reading volunteer, parental workshops and music, sport and outdoor workshops and learning |

Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Assessments, observations by teachers and SENCO has identified low language levels causing difficulties in reading and among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external (where available) assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  This gap increased during Covid and is being address through catch up funding by engagement of a teaching assistant for support |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. The years most affected are 2022/2023 cohort |
| 5 | Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to trauma and a lack of enrichment opportunities during school closures. Teacher referrals for support have markedly increased during the pandemic in respect of safeguarding and SEN with 7 pupils currently receiving support from the SENCO, CAHMS, Speech & Language and Art therapist for social and emotional needs. (Update We have 40 on our current SEND register2022/2023) |
| 6 | Our attendance data over indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils including ‘persistently absent’ compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

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 |
| Improved oral language skills and vocabulary among 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. |
| Improved reading attainment among disadvantaged pupils.  ES  Y6 data shows a below 5% gap in 2023, no gap 2024 or in 2025 between disadvantaged and non –disadvantaged children in reading    GDES  Y6 data shows a below 10% gap at GDES in 2023 and no gap in 2024 and 2025 | early intervention for Phonics  toe by toe for those identified in Year 3  high quality texts whose characters reflect the children.  early intervention for Key Stage 1 reading  tailored guided reading for Year 1-4  small group intervention and extension by English lead, Tutors and Headteacher  Book Scrutinies and modelled sessions by English Lead  Team teaching to support ECTs and new members of staff  workshops for parents for helping their children at home |
| Improved writing  Attainment among disadvantaged pupils    Y6 data shows a below 10% gap in 2023, in 2024 and 2025 our disadvantaged will outperform non-disadvantaged both at expected level writing  GDES  In 2023 Y6 data will show a below 5% gap. In 2024 and 2025 Y6 data will show a 10% or less gap  between disadvantaged and non-disadvantaged in writing | EYFS: develop fine motor skills and hand exercise builders  Using and apply phonics to create sentences  Writing using quality text stimulus  Immersive experiences to engage all learners  Daily reading for children who are identified as needing more support (who do not read at home).  Teaching of high frequency words and spelling rules to use in writing  Writing interventions for children who are identified as below expected  Access: devices and strategies for children who have difficulty with handwriting and/ or holding a pencil.  Discreet grammar lessons to ensure children gave the tools to apply grammatical devices to their work.  Modelled high quality work on display in all classrooms.  Use of teacher handwriting in rooms for displays. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  ES  Y6 data show a below 10% gap in 2023. In 2024 and 2025 our disadvantaged will outperform our non-disadvantaged in maths  GDES  Y6 data shows no gap in 2023 at greater depth and no gap 2024. In 2025 Y6 data will show a below 10% gap between disadvantaged and non –disadvantaged children in maths | ​- High-quality class teaching centred around a mastery approach that ensures that all children are able to understand concepts before moving on.  - Targeted and focused interventions from skilled and trained TAs to ensure that gaps are filled and that those who take longer to grasp a concept are given the opportunity to build a deep understanding.  - From 2023/24, targeted use of school-led tutoring to support disadvantaged pupils, including those with potential to achieve Greater Depth.​ |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:  qualitative data from pupil voice, pupil and parent surveys and teacher observations  a higher number of children accessing outdoor learning and homework club  a significant increase in participation in enrichment activities, particularly sport among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2021/22 demonstrated by:  the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.  the percentage of all pupils who are persistently absent being reduced with support of breakfast club and other strategies to encourage good attendance. |

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:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests purchased in September 2021 will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| Increase speech and language support across all year groups to support pupils to articulate key ideas and extend vocabulary.  Volunteers from Kingsley Napley and City University to provide additional reading opportunities for pupils including book clubs and discussion opportunities. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Use of a phonics programme to promote stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Daily reading intervention and quality classroom core texts | Parent Surveys, SIP | 3, 4 |
| An overall increase in the profile of reading in the school with a library launch and competitions |  | 2, 3 |
| Development of the infant and junior libraries to enhance reading for pleasure and increase diversity texts to reflect children diverse backgrounds | Pupil Surveys, Parent surveys, LIP | 3, 4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance led by our Maths subject leader and DHT. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  Maths Booster classes progress meetings | 4 |
| Improve the quality of social and emotional (SEL) learning led by the PHSE leader and London Borough of Islington  Support staff to undertake professional development to increase knowledge in SEL including better play opportunities and interaction with nature for children at lunch time and after school.  Development of outside learning and play spaces with forest school workshops for children and parents  Develop a calm or quiet space for children to access when anxious or overwhelmed | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

Targeted academic support

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, Nellie together with release time | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Teacher intervention classes for pupil premium children | Pupil progress meetings. Attainment data. | 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Additional speech therapy for all children. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Development of school libraries |  | 2, 3, 4 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |

Total budgeted cost: £102,398

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

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improved opportunities for after school enrichment and out of class experiences including sport, music and theatre visits | Enrichment timetable and out of hours opportunities for tuition in music, football, gymnastics and gardening. Theatre visits for all classes and Kit Theatre workshops for children. | 5 |
| Additional holiday opportunities using the LBI scheme to access Fit for Sport holiday clubs  Respite holiday clubs for children with SEN | Children having more holiday club attendance  Referrals to Palace for All | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures overviewed by the DHT. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Monitoring data reported to Governors termly CFC Committee  School’s Attendance Policy | 6 |

Total budgeted cost: £32,100

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.

|  |
| --- |
| Our internal assessments during 2021/2022 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the. 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 despite a pro-active remote learning programme through google classroom and allocation of routers and devices. Children were unable to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.  Although overall attendance in 2020/21 was lower than in the preceding years at 95%, 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 significantly higher which means it is a focus in 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.  Impact 2021/2022 – Intervention teacher has worked with Pupil Premium pupils from Years 3 – 6 on a range of Maths and English interventions in close collaboration with their class teachers. Our Summer 1 data showed that the gap in writing between PP and non-PP was 3%. The gap in reading is 4% and in Maths our PP are out performing non – pupil by 4%. This a significant closing of the gap in reading and writing which in January were 9 and 10 %. This Data was presented to governors on the 25th of January 2023. |

Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Emotional Wellbeing EP 3 additional days | CAHMS/ Art Therapy REACHOUT - mentoring. Kidzin2sport - sports mentors  Parenting workshops on strategies for creating good routines for good sleep and eating. Behavioural strategies.  Taste Ed - Healthy eating |
| Outdoor Learning | Visits e.g., Joss Bay, Kew Gardens, Hamstead Heath, residential Woodrow High House (Year 6) and Camley Nature Park. Science lead buys in caterpillars. Sophia Ioannou plant environment teaches gardening skills throughout the school. |
| Speech & Language | LBI  Talk Boost – To resume in September 2023 |
| Reading | City of London Tutors /Kingsley Napley |
| Maths | City of London Tutors |

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 effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.  Increased training for staff including trauma inspired practice and other dyslexia and autism 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 and include increased access to learning and participating in sport both during the school day for swimming and football with and after school enrichment. Disadvantaged pupils will be encouraged and supported to participate and 20 free spaces provided during holidays to our partner Junior adventures.  offering full time places to our nursery children from disadvantaged backgrounds to provide an additional 15 hours in line with their peers from working families  developing our school grounds to engage children with nature and promoting a healthy lifestyle and learn skills to grow food and have access to a growing space during weekends and holidays  providing music tuition at subsidised cost  providing after school enrichment and child care at discounted cost  Planning, implementation, and evaluation  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We looked at evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put 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. |