

# Pupil premium strategy statement – St Peter and St Paul Catholic Primary School 2024/25 – 2027/28

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school Oct 2024 Census	181
Proportion (%) of pupil premium eligible pupils	59.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 – 2027/28
Date this statement was published	31 March 2025
Date on which it will be reviewed	31 March 2026
Statement authorised by	Tracey Peters, HT
Pupil premium lead	Jane Manzone, AH
Governor / Trustee lead	Philip Ronchetti

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£158,252
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£158,252

# 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.

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, 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 have identified low PSD and CLL from Nursery evident through Reception with an increase in referrals for SALT and SEMH.
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 in reading and writing- this decreases slightly in years 5 and 6 but is still evident.
4	We have a high proportion of children with identified SEND (29%) over 50% of our SEND identified children are PP. A significant proportion of these children are attaining lower than expected standards.
5	Our attendance data over indicates a disparity in attendance among disadvantaged pupils who are 'persistently absent' compared to their peers in Years 3,4 and 6. PP pupils are our only children who have reached levels close to 'severe absence'

## 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
Maintain the current levels of attainment in the phonics screening	Phonic screening results
In KS1 reduce the gap at GDES in Reading, Writing and Maths Especially writing GDES Maintain the parity in writing scores at KS1	KS1 Assessments
Eliminate the gap at MTC mean score Increase the levels of PP attaining full marks	MTC scores
Continue to reduce the gap at KS2 to less than 5% in RWM and eliminate the 1% gap in writing Maintain the good attainment by PP pupils in GDES across all subjects in KS2	KS2 SATs scores
Reduce the gap between PP and NPP in Persistent absence	Attendance data analyses weekly and PA tracked individual children targeted support reviewed regularly.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Metacognitive approaches 'thinkalouds' in reading comprehension lessons Use of 'steps to success' in every lesson. Children learning how to edit and goal set. Maths problem solving using a range of approaches children select and evaluate their approach- use of Nrich	EEF indicates+ 8 months impact in attainment in the use of these strategies in primary schools	3
Emphasis on high quality oracy models. talk frames partner talk oral rehearsal choral repetition used throughout the school	EEF toolkit indicates research shows +7 months impact in the use of CL approaches	1
Play based learning curriculum in EYFS	Research shows +4 EEF toolkit	1
Provision for 2-year-olds	+ 3 months on EEF toolkit	1
Exposure to a variety of enrichment opportunities: Seaside trip in the summer Zoolab visit	+ 3 months on EEF toolkit	1

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

Budgeted cost: £ 79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Interventions for phonics in Year 1.</i> Miss Omar every day TA Miss Thompson three days a week intervention teacher	High quality SSP has a +5 months impact on EEF toolkit Internal data shows increased attainment after three months Small group TA interventions have a +4 month impact on the EEF toolkit Internal data shows rapid improvement in attainment after three months	2
<i>Intervention in writing for Year 2</i> Miss Thompson 3 days a week	Small group tuition has a + 4 months impact on the EEF toolkit.	3
<i>1:1 tuition in reading</i>	EEf indicates + 5 months	3

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Art therapy. Wellbeing room use</b> Children with EHCPs and Pupil Passports are timetabled to use this new room	EEf toolkit shows arts participation +3 months impact in attainment	4
<b>New systems to track PA and attendance of all pupils</b> Weekly monitoring Parental engagement and support plans reviewed on 12 week basis	Attendance has a significant impact on attainment <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a> <i>"Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard."</i>	5
<b>Attendance rewards- trips for 100%</b> Wristbands for 96% and 100% at the end of the year <b>New attendance boards x 2 and child champions</b> Senior attendance Champion appointed	Attendance has a significant impact on attainment <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a>	5

Weekly announcements in assemblies New standing Items on newsletter highlighting attendance matters and the fines for holidays in term time. Termly pizza parties for winning classes		
Parent workshop to support SEND and SEMH- New River college	EEF gives Parental involvement a + 4 months attainment impact	4
Creation of high-quality environment for 2 year old provision in our current school house	+ 3 months on EEF toolkit	1

**Total budgeted cost: £ 158,252**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last year EYFS data

School 71.4% *National* 67.2% LEA 78% no PP information

**Last Year Phonics *National* 79% *LEA* 78.4%**

School 88% PP 82% NPP 77%

Evidence from statutory phonics screening indicated our targeted support for phonics with flexible small groups last year was successful as our PP children outperformed our NPP

Last Year KS1

***Reading Nat* 79% *LEA* Unknown**

School 91% PP children 87% NPP 100% GDES PP 20% NPP 29%

We still have a gap of 13% between PP and NPP children and a gap of 9% in GDES although our children still outperform national and LEA

***Writing Nat* 63% *LEA* unknown**

School 78% PP children 80% NPP 72% GDES PP 7% NPP 29%

We have successfully closed the gap in writing attainment

***Maths Nat* 68% *LEA* unknown**

School 82% PP children 80% NPP 86% GDES PP 20% NPP 29%

We still have a gap of 6% between PP and NPP children and a 9% gap at GDES

Last year KS2 data

***RWM Nat* 61% *LEA* 67.5% *GDES* 11.6**

School 86% PP 83% NP 90% GDES PP 6% NPP 0%

Although we had a 7% gap this is a reduction and we met our target of less than a 10% gap Our PP children outperformed NPP at GDES

***Reading Nat* 74% *LEA* 78.8% *GDES* 34.9%**



School 90% PP 83% NPP 100% GDES PP 44% NPP 20%
Although we have a gap of 7% in ES our PP significantly outperformed NPP at GDES
<b>Writing Nat 72% LEA 75.9% GDES 17.9%</b>
School 89% PP 89% NPP 90% GDES PP 17% NPP 10%
We only have a 1% gap in attainment in writing and our PP outperformed our NPP in GDES writing by 7%. We successfully met our target of a below 10% gap for ES+ 2024. We exceeded our target of a less than 10% gap in GDES
<b>Maths Nat 73 % LEA 77.4% GDES 29.7%</b>
School 93% PP 89% NPP 100% GDES PP 28% NPP 0%
We have an 11% gap in maths still at ES+ but our PP outperformed NPP at GDES
<b>MTC National 20.6 LEA 21.1</b>
School MTC 21.4 Our disadvantaged children scored an average of 20.8 our non PP children scored an average of 22.3

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Gardening Club and Badger Group	St John's Ambulance Museum
Chess in Schools	Chess UK
STEM lessons	London Village Network/Soapbox Institute of Imagination
Ballet and Street dance	Perform
Drama and oracy targeting self esteem and confidence	Perform
Violin and piano lessons	Guildhall Music
Dr Bike and cycling proficiency	Islington Bikeability
Swimming lessons Y1-Y6	GLL
Forest School Programme	Green Spaces
Y6 production	Dramatic Dreams

