

Draft Pupil Premium Statement St Peter and St Paul Catholic Primary School 2021-2024

September 2021 – September 2024

Pupil premium strategy statement

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 and St Paul Catholic Primary School
Number of pupils in school	193 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement will be published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Tracey Peters, Headteacher
Pupil premium lead	Fionnuala Gormley Deputy Headteacher
Governor / Trustee lead	Philip Ronchetti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,175
Recovery premium funding allocation this academic year	£9,729
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	£134,904

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 compliment our whole school efforts for raising standards linking to our School Improvement Plan and 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 years 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 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 well-being 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.
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 closure. Teacher referrals for support have markedly increased during the pandemic in respect of safeguarding and SEN with a 90 pupils currently receiving support from the SENCO, CAHMS, Speech & Language and Art therapist for social and emotional needs.
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.	KS2 reading outcomes in 2020/21 show that 58% of disadvantaged pupils met the expected standard with a gap of 20% to their peers. It is expected that this gap to narrow by 10% to 68% in the first year and 10% to 78% in the second year.
	KS2 reading outcomes in 2020/21 show that 59% of disadvantaged pupils met the expected standard with a gap of 14% to their peers. It is expected that this gap to narrow by 7% the first year and a further 7% to 73% in the second year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 69% of disadvantaged pupils met the expected standard with a gap of 13% to their peers. It is expected that this gap to narrow to reach peer outcomes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Increase speech and language support across all year groups to support pupils to articulate key ideas and extend vocabulary.</p> <p>Volunteer readers from Kingsley Napley and City University to provide additional reading opportunities for pupils including book clubs and discussion opportunities.</p>	<p>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.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Use of a phonics programme to promote stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Daily reading intervention and quality classroom core texts</p>	<p>Parent Surveys, SIP</p>	

<p>An overall increase in the profile of reading in the school with a library launch and competitions</p>		
<p>Development of the infant and junior libraries to enhance reading for pleasure and increase diversity texts to reflect children diverse backgrounds</p>	<p>Pupil Surveys, Parent surveys, SIP</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance led by our Maths subject leader and DHT.</p>	<p>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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning led by the PHSE leader and London Borough of Islington</p> <p>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.</p> <p>Development of outside learning and play spaces with forest school workshops for children and parents</p> <p>Develop a calm or quiet space for children to access when anxious or overwhelmed</p>	<p>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)</p>	<p>5</p>

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)	1, 4
Teacher intervention classes for pupil premium children		
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	2
Development of school libraries		
Engaging with the National Tutoring Programme 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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		
Additional holiday opportunities using the LBI scheme to access Fit for Sport holiday clubs Respite holiday clubs for children with SEN		
Embedding principles of good practice set out in the DfE's Improving School Attendance 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.	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 2020 to 2021 academic year.

Our internal assessments during 2020/21 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.

Externally provided programmes

Programme	Provider
Emotional Wellbeing EP 3 additional days	CAHMS
Outdoor Learning	Art Therapy
Speech & Language	LBI
Reading	
Maths	

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](#) 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 Fit For Sport
- 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

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](#) 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.