# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| **Detail** | **Data** |
| School name | SS. Peter and Paul Catholic Primary |
| Number of pupils in school | 263 |
| Proportion (%) of pupil premium eligible pupils | 23.5% (62 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | T Wallace |
| Pupil premium lead | T Wallace/S Davies |
| Governor / Trustee lead | Mrs N McHale |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £90,178 |
| Recovery premium funding allocation this academic year | £0 |
| **Total budget for this academic year** | £90,178 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ss. Peter and Paul, our intent is to use pupil premium funding to eliminate differences in progress and attainment between our disadvantaged and non-disadvantaged pupils. Furthermore, we intend that the most-able disadvantaged pupils will achieve as well as other most-able pupils.  To achieve this, we need to address:   * delayed academic progress and social / emotional development caused by the CV-19 pandemic * learning needs of the most-able disadvantaged pupils * health and mental well-being needs of our pupils and vulnerable families * persistent absence   These are challenges faced by children across the school whether disadvantaged or not.  We aim to nurture effective learning behaviours and develop greater confidence and resilience especially among our disadvantaged pupils. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | To improve writing for disadvantaged children across the school. |
| 2 | Speech, literacy, language and communication skills (particularly EYFS/KS1): noted lower starting points on entry |
| 3 | Pupils’ social, emotional and mental health: As a result of the lock-down periods more pupils than ever, particularly disadvantaged pupils, need support for their mental health, self-esteem and resilience and to maintain focus on their learning. In particular, we have more children suffering from anxiety. Engagement with and support for families also needed as there is a lack of wider community/support for parents. |
| 4 | A proportion of persistent absentees are disadvantaged |

## 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.

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| **Intended outcome** | **Success criteria** |
| Increased attainment for disadvantaged children in R, W and M. | Outcomes in R,W,M Inline with previous 18-19 data. |
| More PP children to achieve expected standard at KS2 writing | Achieve progress scores in KS2 writing at least at, or above national picture. Progress and attainment gaps closed between PP and NPP; increased proportion of PP pupils achieving at, and above national average |
| To improve and sustain attendance and punctuality for disadvantaged pupils, including PA | To reduce PA above NA (over 3 years) |
| To eradicate the gap between PP and Non PP children in phonics by year 2 | The gap between PP/non PP children will be closed by year 2 phonics check. |
| To create a world class curriculum | Children will experience a knowledge rich and humanity rich curriculum, which is ambitious and accessible for all children |
| Pupils with SEND access appropriate interventions to meet their needs | IPs and targeted interventions clearly outline & reflect needs of pupils with SEND so they progress with their learning. |
| The Pastoral Team provides effective support for vulnerable pupils and families | * There are strong links between home and school * Parents report they feel well supported by services they access through school * Individual pupils show   + increasing resilience, self-esteem, independence, and perseverance.   + improving behaviour and can increasingly self-regulate their emotions * Individual pupils are settled within friendship groups, access their learning and make good progress |

## 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: £35,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To continue to engage with the Cheshire and Wirral Maths Hub Teacher Research Group (TRG) to embed Teaching for Mastery program; specific focus on use of precise mathematical language and STEM sentences | NCETM research shows that teaching children precise mathematical language and insisting upon its use supports children's ability to think mathematically and to explain their ideas. Having the language and using it empowers children’s ability to think about the concept and has a positive impact on their confidence. | 1 |
| To continue to engage with the NCETM and Maths Hubs Network Mastering Number program, a high-quality professional development for F2/KS1 teachers | Developing and embedding solid number sense, including fluency and flexibility with number facts, will have a lasting impact on future learning for all children. | 1 |
| To roll out a new Phonics program across the school, including investing in resources, training and software packages | A clear understanding of the key principles of reading and a consistent and systematic approach to teaching reading in school to ensure best outcomes for pupils. This will lead to improved outcomes for all learners, especially those disadvantaged | 1, 2 |
| Relevant CPD for all staff of effective quality first teaching and learning, covering: assessment, scaffolding and modelling. | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 1,2,3 |
| All teaching staff to have planning days throughout the year to rebuild/enhance the school’s curriculum | Building a curriculum that is humanity rich and knowledge rich will raise the aspirations of all children. Implementing this using cog science has the best chance of maximum impact | 1,2 |

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

Budgeted cost: £30,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Use of additional TAs | Well trained TAs provide targeted support within the classroom and when leading interventions tailored to individual children’s needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related expectations | 1, 2, 3 |
| One to one tuition & small group tuition | Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children | 1,2,3 |

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

Budgeted cost: £25,178

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Using ELSA and other pastoral strategies to provide social and emotional support to targeted children | A qualified ELSA supports children to enable them to be ready to learn and access the curriculum. | 1,2,3, |
| Pastoral Team to work closely with SENDCo, staff and parents to identify pupils who need support and deliver the most appropriate interventions to help them. This will include:   * ROAR interventions, * Access learning opportunities beyond the classroom such as lunchtime clubs, music tuition, * Extra-curricular and residential activities * Liaise with multi-agencies such as social services, nursing team, CARITAS etc to provide appropriate support for families | Children thrive when their Social, Emotional and Mental Health needs are met. This includes support with managing their emotions, dealing with conflicts, understanding different perspectives, problem solving and communicating appropriately. In this way, they are able to access their curriculum for effective learning and academic achievement (EEF). | 1,2, 3, 4 |
| To continue to embed good attendance principles across whole school   * Half termly data analysis of attendance & punctuality of the different vulnerable groups (fft & Scholarpack) * Engagement with LA Attendance Liaison Officer for support with challenging extremely poor attendance (below 90%) * Continued close liaison between Attendance officer, HT, SENDCo and Pastoral Team and staff to promote & maintain good levels of attendance & punctuality * Engagement with families and pupils through effective communication to offer support and promote good attendance * Detailed termly governor attendance reports distributed and analysed at committee and full governors | DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) guidance on supporting improved attendance in schools  Good attendance is essential if children are to achieve well academically as well as develop for example friendships, social skills, cultural awareness. Gaps develop in learning when attendance is poor so children achieve less well. | 1, 3, 4 |

**Total budgeted cost: £ 91,178**

# Part B: Review of outcomes in the previous academic year 2022-23

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| Performance Measure | 2022/23 |
| Progress in Reading | +0.68  +1.7 non-disadvantaged pupils |
| Progress in Writing | -2.08  -1.95 non-disadvantaged pupils |
| Progress in Maths | +0.46  +0.83 non-disadvantaged pupils |
| % of pupils achieving expected standard in Reading at KS2 | 72.7%  GD: 20.5% |
| % of pupils achieving expected standard in Writing at KS2 | 61.4%  GD: 2.3% |
| % of pupils achieving expected standard in Maths at KS2 | 61.4%  GD: 27.3% |

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| The school continued to ensure that our disadvantaged children were supported fully in their learning and well-being.  72.7% achieved ARE+ in reading, with 20.5% GDS, evidencing good impact from targeted intervention & use of Accelerated Reading. Regular monitoring shows that PP children across the school benefited from the school’s wider offer, attending extra curricular activities each term.  They are also financially supported, if required, to access activities offered. Additional TA and ELSA support has been highly effective in supporting children’s well-being.  PP Attendance (93.6%) remains higher than national figures (91.3%). Although there is still a gap between PP and Non-PP attendance figures (95.1% - (93.6%), this gap is narrowing. The number of children who are persistent absentees is also reducing. |