

# ST PETER'S RC PRIMARY SCHOOL

## 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's RC Primary
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	20.10.21
Date on which it will be reviewed	Summer term 2021
Statement authorised by	Tim Moran
Pupil premium lead	Tim Moran
Governor / Trustee lead	Rachael Green

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,153
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,403

# Part A: Pupil premium strategy plan

## Statement of intent

*'Through Jesus we love, we learn and we grow together!'*

*Every child at St Peter's will flourish and blossom into all rounded individuals*

*There are six drivers:*

*The Gospel values are at the root of everything we do.*

*The school instils passion, excitement and love of learning.*

*The curriculum is accessible to all.*

*Pupils experience rich life experiences*

*They are ambitious and aspirational.*

*Pupils develop stewardship.*

At St. Peter's, we want our Disadvantaged Pupils to have the same high aspirations and outcomes as their Non-Disadvantaged peers. We understand that many of these children will need additional support from the school in order to achieve this goal. The intention of this strategy statement is to outline how the school will provide this support and what our priorities will be. At St. Peter's, our focus on the Catholic virtues, particularly the virtue of Justice, means that we want to ensure all our children achieve the best outcomes possible.

Principles:

- To ensure all children receive quality first teaching, focused on the Rosenshine Principles.
- Teachers assess dynamically, to quickly identify those children who require extra support, especially amongst those who are Disadvantaged, and provide what is needed to overcome children's particular barriers and fill specific gaps.
- High quality programmes are used for reading, writing and mathematics, which provide a strong curriculum on which teaching is based.
- Children with SEND, including those who are also Disadvantaged, receive bespoke support and intervention, allowing them to make the best possible progress.
- We understand that some Disadvantaged children will have limited life experiences. The school will seek to widen the cultural and creative curriculum that these children have access to. Where this has an impact on children's learning, teachers will support children to ensure this does not become a barrier.
- The school will create a positive and nurturing environment where children's opinions are sought and valued. The ideas, concerns and experiences of our disadvantaged children will receive particular attention.
- Teachers will ensure that parents and carers are kept informed of their children's learning, including their next steps. The school will ensure that teachers work with families as partners to support children's learning, SEND and wellbeing needs.
- School leaders will keep governors informed of how they are working to support Disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Early Reading and Phonics</b></p> <p>We currently have 71% of our Y1 children on track to pass their phonic screening check, with 60% of our Disadvantaged children expected to pass. We would like to bring the pass rate for our Disadvantaged children in line with their peers and raise the overall pass rate to be at least in line with the national average of 82%</p> <p>Currently, 57% of our Year 2 children are expected to be working at the expected standard in reading with 43% of our Disadvantaged children on track to meet that target. We would like to raise the attainment of all children, but especially those who are Disadvantaged, to bring them as close to the national average as possible.</p>
2	<p><b>Reading across KS2</b></p> <p>There is a gap between the reading attainment of Disadvantaged children and their peers in most KS2 classes. Although children overall attain at least at the national average, the Disadvantaged children are working below this level. We intend to support these children to make rapid progress to bring them in line with their non-disadvantaged peers. Our particular focus will be the attainment of children in Year 6 and supporting the comprehension abilities of children across the key stage.</p>
3	<p><b>Writing across the school, but with a particular focus in Years 2 and 6</b></p> <p>43% of Disadvantaged children in Year 2 and 44% in Year 6, are expected to achieve the expected standard in writing at the end of this academic year. This is a gap to their peers of 14% in Year 2 and 29% in Year 6. Our goal is to raise the attainment of all children in those year groups, but especially our Disadvantaged children.</p>
4	<p><b>Support for those children who have SEND and who are in receipt of Pupil Premium</b></p> <p>Many of our children who are Disadvantaged, also have a Special Educational Need. The attainment of these children is below their non-disadvantaged peers with SEND. These children will be supported to ensure that they make the best possible level of progress with teachers identifying their individual needs and providing support, including specialist support where appropriate.</p>

## 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
<p>1. The attainment for children in receipt of Pupil Premium is at least in line with their peers in Phonics and Early Reading</p>	<ul style="list-style-type: none"> <li>● The teaching of phonics and Early Reading is high quality and effective.</li> <li>● Results are comparable for Disadvantaged children and their peers in the Y1 and Y2 phonic assessments.</li> <li>● Children in both groups have attainment outcomes which are progressing to be at least in line with national averages for reading at the end of EYFS, Y1 and Y2.</li> <li>● Where children who are Disadvantaged do not pass the Phonic Screening Check, immediate support is in place to ensure they achieve this during Y2.</li> <li>● A programme for the teaching of Phonics (Read Write Inc) is in place to ensure that children have access to an agreed curriculum where skills are coherently developed.</li> <li>● Children who are Disadvantaged are evenly represented across Read Write Inc. ability groups.</li> </ul>
<p>2. The attainment for children in receipt of Pupil Premium is at least in line with their peers in Reading at the end of each year, across KS2</p>	<ul style="list-style-type: none"> <li>● The teaching of reading across KS2 is high-quality and effective.</li> <li>● Disadvantaged children, who did not pass the Phonic Screening Check, receive a programme of support to ensure they make rapid progress.</li> <li>● The reading progress for all children, but with a particular focus on children who are Disadvantaged, is monitored to ensure that children at risk of falling behind are quickly identified and supported.</li> <li>● A programme is in place where all children have access to books at an appropriate level to develop their reading ability.</li> <li>● The leadership of reading ensures that teaching is monitored and teachers are supported to ensure a high quality provision, with a particular focus on children who are Disadvantaged.</li> <li>● An agreed and structured programme for the teaching and assessment of comprehension skills is in place to ensure this skill is developed for Disadvantaged children.</li> </ul>
<p>3. The writing attainment for all children is at least in line with the national averages. The writing attainment for</p>	<ul style="list-style-type: none"> <li>● The teaching of writing across KS2 is high-quality and effective.</li> <li>● The leadership of writing ensures that</li> </ul>

<p>children in receipt of Pupil Premium is at least in line with the attainment of their peers.</p>	<p>teaching is monitored and teachers are supported to ensure a high quality provision, with a particular focus on children who are Disadvantaged.</p> <ul style="list-style-type: none"> <li>● A programme for the teaching of Writing (The Write Stuff) is in place to ensure that children have access to an agreed curriculum where skills are coherently developed.</li> <li>● Teachers ensure that the content of the writing curriculum is purposeful and prioritises core skills that will benefit children who are Disadvantaged, such as spelling and grammar, without narrowing their opportunities to write across a range of higher-level genre and text types.</li> <li>● A programme for handwriting ensures that all children can present their writing in an effective and legible way.</li> </ul>
<p>4. Children with SEND make good progress towards clearly defined goals, despite the barriers caused by their SEND.</p>	<ul style="list-style-type: none"> <li>● Specific programmes of support are in place for children with SEND including Precision teaching, Dyslexia Gold and IXL.</li> <li>● Teachers have a clear understanding of the needs of the children in their class, with a particular focus on the barriers to learning for their children with SEND. They have agreed strategies to support these children which are effective.</li> <li>● Children with SEND have aspirational individual targets and receive high-quality support to meet these targets.</li> <li>● The provision for children with SEND, and especially those children who are in receipt of Pupil Premium and who have SEND, is monitored by the school SENDCO to ensure that the provision remains effective.</li> <li>● Teachers and other class staff have access to high quality training in how to support children with SEND.</li> <li>● Teachers take account of children's speech and language barriers and intervention is provided for children where this need is affecting their progress.</li> <li>● The views of the children and their families are sought, where possible, to understand their opinions on the provision and support they receive.</li> </ul>

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time to allow reading and writing leaders to monitor teaching in their subjects, with a particular focus on the provision for children who are Disadvantaged.	EEF - 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	1,2,3,4
Release time to enable leaders to prepare CPD and offer individual coaching style support for teachers and support staff, as required.	EEF - 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'	1,2,3,4
Read Write Inc to provide a curriculum for phonics and early reading.	Read Write Inc. is a DFE validated systematic synthetic phonics (SSP) programme. Research, including that done by the EEF has shown the effectiveness of this programme.	1
Accelerated Reader to provide a structured programme for reading development across KS2	Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. "The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."	2
The school will research and invest in a comprehension scheme for KS1 and KS2 to teach comprehension	EEF - 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'	2

skills and strategies.	Durrington Research School - Fran Haynes - 'It is irrefutable that reading is at the heart of educational success. Reading comprehension strategies means that the power to ensure all young people can experience this success is very much in the hands of all classroom teachers.'  The Sutton Trust showed +6 months progress in reading resulting from the teaching of comprehension strategies.	
The Write Stuff forms an agreed curriculum for the teaching of writing across KS1 and KS2	The school began to implement The Write Stuff during the last academic year and have seen an improvement in the writing outcomes for all children, especially those who are Disadvantaged. The Write Stuff is aligned with the DFE study 'What is the Research Evidence on Writing?'	3
Support staff provide targeted support, pre-teaching and intervention to individual children and groups of children with a priority on those children who are Disadvantaged.	EEF shows +4 months progress can be made by effectively deploying support staff.	1,2,3,4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Phonics	Sutton Trust shows children engaged in small group tutoring made an additional 4 months progress. Children involved in 1:1 instruction made an additional 5 months progress.  The EEF showed an additional 4 months progress could be made where children worked with an adult leading a small group. This progress lessened in a group of over 6/7 children.	1
Tutoring for KS1 intervention as required		2, 3, 4
Tutoring for KS2 intervention as required		2, 3, 4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from a SENDCO	Schools are required to have a SENDCO to manage the SEND provision of the school.	4
Support from a PSA	DFE review, 'Best Practice in Parental Engagement' citing a study by Lindsay et al - 'Lindsay found that PSAs provided immediate, individual support for parents and children and supported parents to engage with school staff. Over 80% of line managers stated that the PSA pilot had led to increased parental engagement with children's learning, 84.9% that pupil attendance had improved, and over 90% pointed to improved relationships between parents and schools. Parents were overwhelmingly positive about the experience, with 100% reporting that they felt they had been understood and respected, and 95% that they felt more confident to deal with emerging school-related difficulties'	4
Access to MAST (Multi-agency support team) & EWO	Support from Plymouth LA for Educational Psychology and Safeguarding services. These services are essential to enable the school to provide support to our most vulnerable children.	4
Money allocated to enable Disadvantaged children to attend trips and visits.	EEF shows positive effect of school trips on developing knowledge and inspiring writing. In reference to closing the gap - 'Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'	4

**Total budgeted cost: £62,000**

## 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.

The number of children on roll has decreased by 6 since 2020, and the percentage of children who are Disadvantaged has grown by 3%.

In reading in 2021, 63% of Disadvantaged children across the school met the expected standard. That is a 2% drop from 2020 and 9% below their non-disadvantaged peers.

In writing in 2021, 52% of Disadvantaged children across the school met the expected standard. That is equal to 2020 and 12% below their non-disadvantaged peers.

In maths in 2021, 67% of Disadvantaged children across the school met the expected standard. That is a drop of 1% from 2020 and 4% below their non-disadvantaged peers.

The school was predicting 75% of all children would achieve the expected standard in reading at the end of KS1 in the 2020/21 academic year. They achieved 84%, which is well above the national average, with 71% of Disadvantaged children achieving this level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 90% achieved this. 90% is well above the national average for reading. 100% of Disadvantaged children achieved the expected standard in reading at the end of KS2.

The school was predicting 74% of all children would achieve the expected standard in reading at the end of KS1 in the 2020/21 academic year. They achieved 74%, which is well above the national average. 57% of Disadvantaged children achieved this level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 81% achieved this. Although this is below target, 81% is above the national average for writing. 75% of Disadvantaged children achieved the expected standard in writing at the end of KS2.

The school was predicting 74% of all children would achieve the expected standard in mathematics at the end of KS1 in the 2020/21 academic year. They achieved 74%, which is in line with the national average. 57% of Disadvantaged children achieved this level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 76% achieved this. Although this is below target, 76% is in line with the national average for writing. 75% of Disadvantaged children achieved the expected standard in mathematics at the end of KS2, which is in line with their non-

disadvantaged peers.

The target for Phonics for Y2 was for 89% of children to pass the Phonic Screening Check, 84% passed, which was an improvement of 6% on the previous year.

## 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
White Rose Maths	White Rose Education Services
Times-Tables Rock-Stars	Maths Circle Ltd
Read Write Inc.	Ruth Miskin Training
The Write Stuff	Jane Considine Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

We are using the school led tutoring grant to support the current Year 2 children with their phonics and early reading skills. We will also be using this money to provide speech and language support for children in Early Years and KS1. In the Summer term, our intention is to provide academic support for any children working below age related expectations, with a particular focus on those children who are Disadvantaged.