

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 24
Date on which it will be reviewed	December 27
Statement authorised by	Mr Krlic
Pupil premium lead	Mr Krlic & Mrs Seeley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24930
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 24930

Part A: Pupil premium strategy plan

Statement of intent

Here at St. Peter's school we want all pupils to leave the school as confident and caring members of society who have a strong sense of social justice and a love of the world around them. We acknowledge and share the mission of The Church to care for the poorest and most vulnerable children and young people in society.

Our aim is to provide all of our pupils particularly the disadvantaged with a broad and balanced curriculum that is linked to the world around them and our locality. We will provide our disadvantaged pupils with a range of experiences that will build their cultural capital. These will include for example, residential visits, visits to museums, theatres and art galleries.

Through our work with Building the Kingdom our disadvantaged pupils will have experienced the opportunity to be a leader and feel successful. The careful spending of pupil premium will be bespoke to our pupils needs and empower pupils, leaving them well prepared for the next stage into their education and life.

We continually identify and monitor those children who require support (including those who become eligible mid-year, such as children who qualify for free school meals or join school as a looked after or services child). The grant is an amount per child and although it is intended that schools use this money to close the gap in attainment between pupils and their peers, at St. Peter's school we ensure that the Pupil Premium Grant children not only progress academically, but also become more confident, motivated individuals, by providing opportunities for cultural, personal and social development.

Our ultimate objectives are:

- To improve the language skills and communication of our children on entering, and continue throughout school as necessary, to enable children to access learning.
- To improve the emotional well-being of the children by a whole school nurture approach and providing support and strategies.
- To improve skills and attainment to close the gap for disadvantaged pupils so that they can build confidence and make, or exceed, nationally expected progress rates.
- Give our pupil premium children the same experiences and advantages as their peers, through a wider curriculum.

We aim to do this through:

- Provide an enriched curriculum, trips and extra-curricular activities for all pupils.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Quality first teaching in all year groups and additional intervention/adult support to meet needs.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups, or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language, and communication skills in early years. Children come to St. Peter's from several different nursery settings with varying abilities in SLCN. Poor speech, language and communication skills must be addressed rapidly if pupils are to succeed.
2	Increasing SEMH needs linked to home and socio- economic backgrounds of pupils.
3	Less opportunities for deprived pupils to access extra-curricular clubs and trips and activities. Lower levels of positive engagement with school.

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
Improve oral language skills amongst children eligible for PP in EYFS and	Children eligible for pupil premium in EYFS to make progress to aid meeting

supporting throughout school as necessary.	age related expectations. Children with ongoing SLCN will continue to be supported to access learning.
Improve the emotional wellbeing of PP children.	An improved score on the Boxhall profile of PP children
Improve the progress and attainment in reading, writing and mathematics	PP children to make good progress in reading writing and mathematics
Improve levels of parental support amongst children receiving PP. Ensure disadvantaged children have the same opportunities to their peers.	<p>Increased communication between school and parents.</p> <p>Increased opportunities to take part in wider curriculum activities eg clubs, children's university, theatre experiences.</p>

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff aiding teaching and learning across the school	Support staff members in classrooms across the school to ensure that Pupil premium children receive support to make progress across the curriculum	All
Boxall	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We are committed to providing CPD for staff to use the Boxall profile to assess and provide strategies to support emotional wellbeing and SEMH.	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant Support across all classrooms. Extra TA hours in order to deliver timely and effective interventions – specifically NELI, to identified children in EYFS ELKLAN TA to continue	EFF school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions We have planned effective and timely interventions into our school day across the school. (see SEN/intervention timetables)	1-4

delivering NELI in Year one and EYFS	In EYFS and Year 1 we have a designated TA who is trained to deliver NELI in one to one sessions.	1
A member of staff is trained in ELKLAN to support SLCN	School are investing in ELKLAN training to improve skills and understanding in speech and language	1

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have 2 lead members of staff who are trained in the 'NutureUK project' to lead a nurturing approach across the school</p> <p>TA to deliver ELSA and to lead the Wellbeing Champions in peer- to peer support in school</p>	<p>EEF findings state that: 'Social and emotional learning approaches have a positive impact, on average of 4 months progress in academic outcomes over the course of an academic year'</p> <p>We are supporting and training staff to use the Boxhall tool, in order to identify put in timely and effective intervention to support the wellbeing and SEMH of our pupils in particular ELSA.</p> <p>Pupil Wellbeing Champions will be the pupil voice and help to provide peer-to-peer support.</p>	2
<p>We are working in collaboration with The Children's University sports coaches, in order to offer wider curriculum opportunities to all children.</p> <p>We are also working with specialist music teachers, who are offering a weekly programme</p>	<p>In order to support our children to know more do more and remember more we need to fill their memory with enriching experiences. We know the majority of our disadvantaged children don't get the opportunity to have wide ranging experience outside of school so we need to support them in having memorable experiences. Research and experience shows that children from lower economic households were less likely to visit culture-related sites or attend sporting events, these also had lower reading and mathematics scores compared to their counterparts. Taken from Family trips and Academic Achievement in Early Childhood</p> <p>EEF findings state that: 'Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes</p>	3

	<p>to learning and increased well-being have also consistently been reported.'</p> <p>We have 2 specialist music teachers visiting weekly, to deliver music lessons across the school. This includes a choir club.</p> <p>Children's university and sports coaches are delivering after school clubs.</p> <p>We enrich our curriculum with visits to art galleries, museums and historic sites.</p>	
<p>We are subscribed to Seesaw, in order to improve parental engagement.</p> <p>Our Engagement officer and SENCO have regular meetings with hard to reach parents.</p>	<p>The EEF states that: 'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.'</p> <p>We use the Seesaw app to reach parents who may not otherwise come into school to find out what is happening in their child's education.</p> <p>Our trained SENCO and staff reach out to parents who may not otherwise attend meetings in school.</p>	<p>3</p>

Total budgeted cost: £25,500

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 2023 academic year.

Year 6 Data for 2023

Summary of SATS

Year 6	% working towards expected	% Working at expected	% Working at Greater depth
Reading	27%	73%	30%
Writing (issues with data return)	26%	64%	0%
Maths	15%	85%	23%

Combined expected and above in R,W &M = 0% (due to issues with data return)

In years 1-5, we used the following tests to help with teacher assessment judgements:

NFER

Previous year's SATS Y2

Teacher assessment-writing

Progress for pupil premium children:

B-below

WT-Working Towards

EX-Expected

EXC- Exceeding