

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

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 Mary and St Peter Catholic Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	Ever Six 68 (32%) FSM 62 (29%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Helen Armstrong
Pupil premium lead	Abi Goddard
Governor / Trustee lead	John Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
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	
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Part A: Pupil premium strategy plan

Statement of intent

St Mary and St Peter Catholic Primary School is committed to providing the best possible education for every individual pupil. We have high expectations and aspirations for all our pupils and strive to ensure no learner is left behind. We are committed to meeting the pastoral, social and academic needs of our vulnerable pupils within a caring and nurturing environment. At St Mary and St Peter we recognise that every child is special and unique and deserves the opportunity to realise their full potential.

It is our aim that all pupils will receive a curriculum which is broad and balanced and promotes their spiritual, moral, cultural, mental and physical development, as well as preparing them for the opportunities, responsibilities and experiences of adult life.

Our pupil premium strategy aims to address the challenges facing our students in order to enable them to reach their full potentials. A range of strategies will be used to work towards achieving these objectives, including the use of personalised learning support, pastoral care and subsidising extra-curricular activities, in order to provide each child with the support that they need to flourish. The strategy will be reviewed regularly, considering the changing needs of the pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in their reading and writing as non-pupil premium children
2	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children.
3	The attendance of pupil premium children below that of the whole school.
4	Pupil premium children need support for their emotional well-being.

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 - Reading results will improve for pupil premium children, with a higher percentage achieving the expected standard at the end of key stage 1 and key stage 2. A higher percentage of pupil premium children will pass the phonics check</p>	<ul style="list-style-type: none"> • PP children will develop a love of reading • They will be prioritised for reading and phonics interventions. • They will be regularly heard read by an adult in school, with support given for reading at home. • The RWInc phonics assessments will provide close tracking of the PP children • PP supported to participate with success in the whole school reading incentive
<p>2 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer, including access to breakfast and after-school club.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered for free • Up to 100% discount will be available to pupil premium families for all enrichment opportunities to include trips, visits and residential. • Music tuition will be provided if a child shows as interest.
<p>3 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • Phone calls will be made by the pastoral care worker to families whose children have a poor attendance. • Support will be given by the pastoral care worker to families struggling with getting children to school. • Spaces at breakfast club will be offered to children, upon request, if it is deemed necessary to improve their attendance.
<p>4 - Pupils' mental health and emotional needs will be supported, resulting in happier children who are more able to learn.</p>	<ul style="list-style-type: none"> • The school participates in the breakfast the National School Breakfast Programme (NSBP) to ensure all the children start the day in a positive way. • The Pastoral Care Worker will spend time with PP children, talking and providing tailored activities where needed.

	<ul style="list-style-type: none"> • The Pastoral Care Worker will liaise with and provide support to PP parents who need help supporting their child. • Thrive practitioners to promote children's and young people's positive mental health. • Spaces at after-school club will be offered to children, to improve their interest in learning and school life. • Sports coach to lead PP children in organised sporting activities over lunchtimes.
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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
Whole school CPD on formative assessment strategies to improve teaching across the school.	The EEF states that embedding Formative assessment within the classroom means that “The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third.” Embedding different assessment strategies is a key feature to underpin all teaching and learning.	1
A Sports coach will work with Pupil Premium children during lunchtimes and after school.	The Youth Sports Trust has stated that one in five children are now classed as obese by the time they leave primary school” and that the participation in sporting activities has been show to “improve health and wellbeing, develop character and leadership” and “promotes inclusion and empathy”. By providing all our pupils with high quality sports teaching, it enables them to access the benefits that sports brings. Pupil premium children will benefit from organised sports at lunchtime and after school which were seen in the previous academic year to improve concentration and participation once the children were back in the classrooms.	2
The Pastoral care worker will work with Pupil Premium children, offering emotional and pastoral support.	Maslow’s hierarchy of needs shows how basic needs need to be met before people are able to learn. The EEF has found that “children from disadvantaged backgrounds have, on average, weaker SEL (social emotional language) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. The EEF states that, “social and emotional learning	4

	approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year"	
Thrive practitioners will work with Pupil Premium children to become more emotionally resilient so that they are better equipped to deal with life's ups and downs.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with the Wensum English Hub and RWI consultant to continually audit the reading provision to ensure that all children are accessing the best provision. This will offer senior and middle leadership additional English CPD.	The EEF have stated that: "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds" Ensures that the "the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge."	1
Phonics and reading interventions utilising Read Write Inc (KS1)	Read Write Inc is one of the DfE validated systematic synthetic phonics programmes. The EEF are currently conducting research using Read Write Inc phonics, with results due to be published in 2023.	1
A school-led tutor will be employed two days a week until July 2022, working under the guidance of class teachers, to provide quality teaching and experiences to small groups and individuals.	The EEF have stated that: "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." The government School-Led Tutoring guidance states: "short, regular and sustained tutoring sessions tend to have the greatest impact," especially when it is "planned well, supported by teaching resources and has clear objectives for the course of delivery."	1

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide free breakfast (from 7.45am until 8:30am) and after school club (till 4pm) places for children if requested by PP parents/carers and deemed necessary to support the child with regards to attendance, behaviour or wellbeing.	The EEF produced a study analysing the impact of a breakfast club (Magic Breakfast) and found that there were large improvements in the perceived levels of concentration and behaviour in the classroom and that many academic outcomes also moderately improved. They found that breakfast club provision also improved student attendance and that the social environment of the breakfast club provided more time to relax before lessons start and benefited the students due to the nature of other activities taking place alongside breakfast. We also include afterschool club provision to maximise the opportunities for socialisation and play with other children, which we have found is often lacking for pupil premium children.	2, 3, 4
<p>To provide access to music lessons, trips and visits.</p> <ul style="list-style-type: none"> - Music lessons will be funded for PP children to access a musical instrument. - A residential trip for Year 6 to Eaton Vale and day trips for the other year groups will be subsidised - All PP children can apply to attend 2 Clubs a week at no cost 	<p>The EEF has stated that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Third Space Learning have identified that “one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).” In order to improve the cultural capital of our pupil premium children, we will subsidise trips, clubs and visits to ensure that no child misses out on these opportunities provided by the school.</p>	2, 4

Total budgeted cost: £ 88,500

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

For the academic year 2020-21, the following were identified as barriers:

- Progress in Reading
- Progress in writing
- Progress in Maths
- Phonics

To address these barriers, numerous measures were put into place including 1:1 support time with teachers, offering subsidies for clubs, music lessons, breakfast club and afterschool club, and additional interventions. The pastoral care worker and thrive practitioners played a key role in supporting pupil premium families, providing uniforms, food vouchers as well as emotional and social support to the children in school and to their parents via regular communication. A sports coach works at lunchtime and in the afternoon, to provide morning circuit sessions for pupil premium children and to provide high quality PE to all pupils. In response to the national lockdowns, IT equipment and data packs were offered to all pupil premium families.

Attendance

Whole school attendance for the academic year 2020-21 (including the change in reporting during the lockdowns) was 95.86% whereas the pupil premium attendance was 93.55%. Strategies put in place to improve attendance were hampered due to Covid regulations surrounding isolations and attendance will continue to be a priority.

Academic Review 2021-2022

For the academic year 2021-22, the school continued to identify the following as barriers:

- Progress in Reading
- Progress in writing
- Progress in Maths
- Phonics

All Year 2 assessment judgements were agreed at external moderation by County.

Year 6 writing outcomes were above national at 77%. There was a clear correlation between children's reading and comprehension (79% Y6 SATS) and the application of skills and understanding in their writing.

Read, write Inc has supported children's phonic knowledge successfully with 80% of Year 1 passing the phonics screening and a 100% pass rate for Year 2 retakes.

When the phonics groupings were changed at Easter, parents were initially apprehensive about their children being in mixed age groupings. However, they can now see the successful progress that the children are making and support the school in its continued implementation.

Formative assessment strategies have improved engagement and allowed for greater opportunities to make judgements about attainment and understanding.

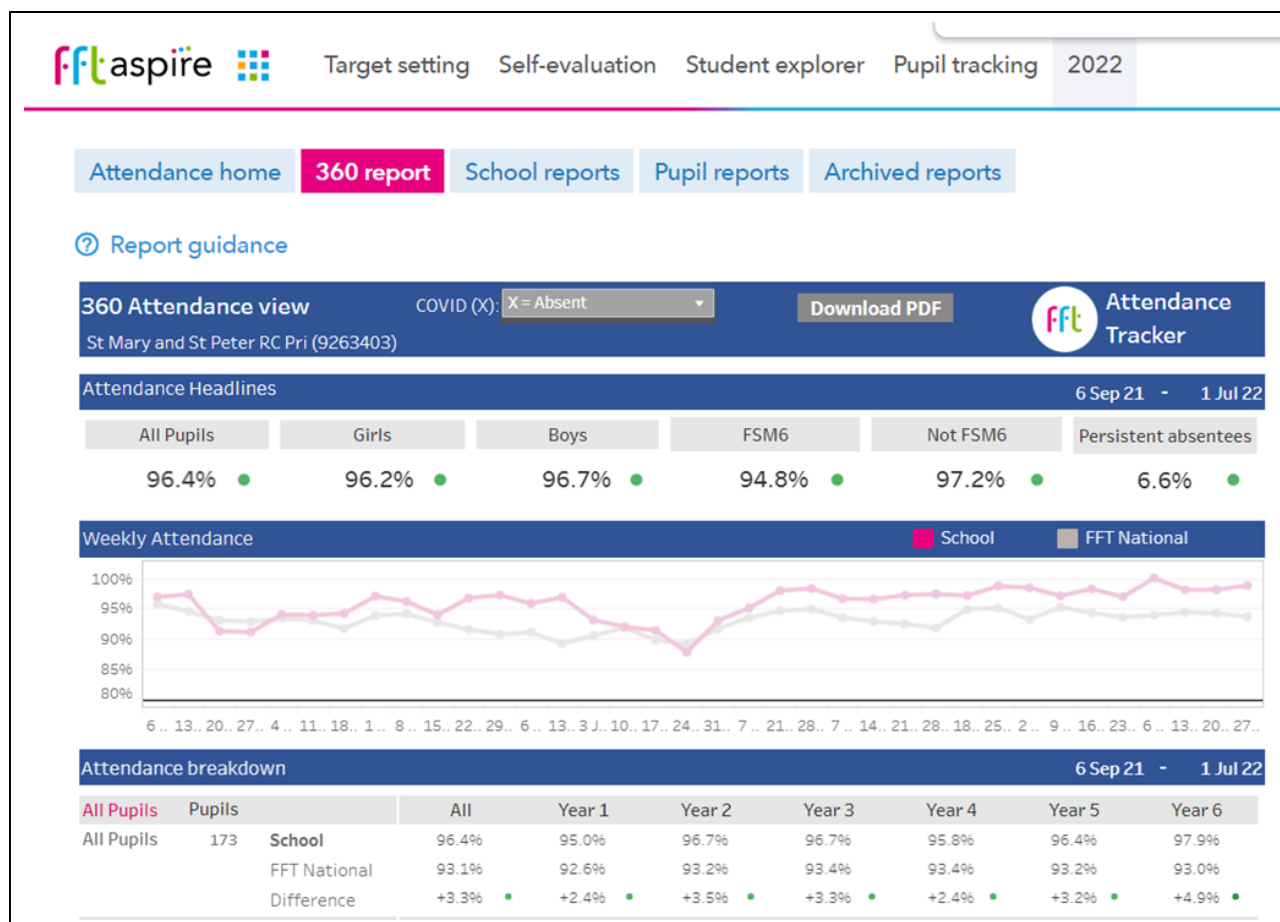
Early reading is strong and supported by Read, Write, Inc

The new Maths No Problem scheme was evaluated as not fit for purpose. It relied on year on year skills being built up and did not match with the learning that had already been carried out in KS2. A rolling approach was tried whereby we focused on introducing the scheme in KS1 with the anticipation of moving it on progressively as children moved up through the school.

However, on further scrutiny, it relied on all children achieving at the same rate each day and offered little flexibility or capacity for those children who needed more time on certain mathematical concepts or opportunities to deepen knowledge and understanding for the more able. Our results at the end of Year 2 (48% EXS) and end of Year 6 (62% EXS) reflected a need for change. A decision was made to end the scheme and return to White Rose which proved popular with staff. The maths lead has since re-written the Calculation policy and is developing planning around White Rose, already delivering CPD to staff and engaging them in the process.

Pupil Premium children continue to have subsidized access to clubs and curriculum enrichment. The collaborative work of Thrive and Pastoral enables supports children and families with attendance, mental health and financial support. Poverty has been a growing challenge for some of the families within our school we have seen a huge uptake in terms of food vouchers, clothing support, etc.

Attendance:



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
Read Write Inc	Ruth Miskin
Read Write Inc Spelling	Ruth Miskin
Talk for writing	Pie Corbett
Maths No Problem (Ended Summer 2022 in favour of White Rose)	Singapore Maths – transitioned to White Rose Spet 2022

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?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.