

# St Mary and St Peter Catholic Primary School



## St Mary and St Peter Catholic Primary School – Pupil Premium Strategy 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	201
Proportion (%) of pupil premium eligible pupils	50 (25%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Helen Armstrong
Pupil premium lead	Mrs Abigail Goddard
Governor / Trustee lead	Mr Andrew Hughes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,570

# St Mary and St Peter Catholic Primary School

Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£78,570</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

## Part A: Pupil premium strategy plan

### Statement of intent

*In St Mary and St Peter Catholic Primary School, all adults have high expectations of all pupils. We believe that all children can achieve well and that they deserve the best education. All adults working in St Mary and St Peter's are trusted and all believe in the continuous CPD in order to perfect their expertise to better pass the knowledge to pupils.*

*Our main objectives for the PP children are for them to be confident learners, overcoming barriers to learning and 'being the best they can be for themselves and for others.' We want all PP pupils to be fluent readers, reading a wide range of text types, exposing them to a high-quality vocabulary and experience those through cultural enrichment activities. Vocabulary and comprehension skills are vital for understanding of mathematics, therefore we put an extra effort in ensuring that all PP pupils are exposed to high quality teaching of mathematics and most up to date resources. By adopting the T4W approach, all pupils are exposed to high quality texts and develop their oracy skills which are so important in adult life.*

*It is our aim that 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 fulfill their potentials. A range of strategies will be used to work towards achieving these objectives, including the use of personalized learning support, pastoral care and subsidizing extra-curricular activities, in order to provide each child with the support 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

# St Mary and St Peter Catholic Primary School

disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in literacy, maths and personal, social, emotional development.
2	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Some PP pupils are also on the SEN register
4	Our observations show that some PP children and families find it harder to maintain regular attendance at school and need support with mental health, financial assistance or social skills in order to improve this.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Some parents find it harder than others to engage with the school for a number of reasons. Supporting family units will help to improve relations, communication, attendance and 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
Improved attainment in writing and maths across all year groups	Writing and maths outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Success is measured through regular testing and feedback at pupil progress meetings.
We will see phonics strategies used effectively in reading and spelling	Phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.

# St Mary and St Peter Catholic Primary School

	Progress in reading evident over time and in phonics screening as well as improved spelling strategies across the school
Improve pupils' emotional well-being and attitudes to learning.	<p>To sustain high levels of well-being demonstrated by:</p> <p>Qualitative data from pupil voice</p> <ul style="list-style-type: none"> <li>• A significant reduction in behaviour incidents for these pupils</li> <li>• Improved levels of concentration and self-regulation leading to improved progress (self-efficacy)</li> </ul>
To reduce the effect of the local socio-economic gaps, e.g. through increasing parental engagement	<p>The parents of disadvantaged pupils will engage in school workshops, cafe's and curriculum events in a low threat and nurturing environment alongside their child(ren).</p> <p>Parents are supported in their own understanding of how to help their child with their learning at home (phonics support and maths fluency)</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. They develop cultural capital through curriculum enrichment supported by a wide variety of opportunities and experiences.	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognized as confident members of the class, with some representing the school or attaining a leadership role.</p> <p>Further curriculum enrichment through:</p> <p>Visits</p> <p>Field Trips</p> <p>Speakers</p> <p>Residentials, etc.</p>
For all disadvantaged pupils to attend school regularly and on time, reducing persistent absence.	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <p>Attendance in line with non-PP children and national</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.

# St Mary and St Peter Catholic Primary School

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching intervention using PiXL therapies enables all children, and particularly PP to excel in learning and close the gap with the national levels for attainment for PP pupils.	First quality teaching as a form of early intervention in class CPD based on and supported by most up to date pedagogical approaches to teaching/ learning process and based on extensive and documented researches Developing culture of research and improvement across the school. This is further supported through Implementation plans in writing, maths and scaffolding.	1, 2
CPD for scaffolding. See Scaffolding Implementation Plan. Ruth Miskin RWI training for all staff to understand and embed good practice.	Making the curriculum Accessible – cognition and learning The Rose Report DFE reading framework Phonics Toolkit EEF Teaching and Learning Policy DFE accredited phonics program	1,2
Standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Release time for Raising Standards Leads to monitor and interpret assessments and recommend therapies to accelerate	Standardised tests can 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.	1, 2, 3

# St Mary and St Peter Catholic Primary School

progress – specifically progress of disadvantaged pupils.		
Part-time non-teaching SENCO (3 days a week) to support pupils who are PP and also SEN. SENDCO to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENDCO will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCO will be to narrow the gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1, 2, 3, 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people.	3

# St Mary and St Peter Catholic Primary School

Investment in training, e.g.: Maths Mastery Lego Based Therapy Precision Teaching Scaffolding Effective leadership of primary writing	Supportive research, evidence and argument (NCETM) <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a> EEF research and five-a-day <a href="https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet">https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet</a> VNET – leading writing	1, 2
To further improve the progress in Reading between non- PP and PP pupils by using a government approved Phonics Scheme, RWInc.	Teaching and support for reading is central to progress across subjects. High quality books and Library will support teaching EEF research suggests that <i>“A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils’ reading capabilities.”</i>	1, 2

# St Mary and St Peter Catholic Primary School

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

Budgeted cost £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good attendance set out in the DfE's Improving School Attendance advice.</p> <p>Attendance Lead to monitor and challenge attendance of PP children.</p> <p>Time to work with Norfolk Attendance Services and CME.</p> <p>Training with CME.</p> <p>Regular attendance meetings with the local network.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Early Intervention meetings.</p>		
<p>Disadvantaged pupils given access to extra curricular provision which will support both attendance and well-being.</p>	<p>Institute for Fiscal Studies - <i>By reducing the stress of the morning routine for families and children, breakfast clubs can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school.</i></p>	4, 6



## *St Mary and St Peter Catholic Primary School*

<p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development.</p> <p>Engagement of outside agencies, music lessons, etc.</p> <p>Build self-esteem, confidence and positive and behavioural attitudes through school initiatives and ethos.</p> <p>Access for PP children to on-line learning platforms, e.g. TT Rockstars</p>	<p><i>EEF says 'The case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. However, there are several challenges to positioning pupil premium funded activities as a holistic set of interventions.'</i></p>	<p>5</p>
<p>HLTA-led PE lessons (separate to Sport Premium), including additional lunchtime and after-school provision.</p>	<p><a href="#"><u>Recent studies</u></a> by Premier Education have shown that a well-rounded PE curriculum can improve everything from physical health to mental, social and cognitive capabilities. It could even reduce the risk of heart disease, insomnia and depression.</p>	<p>3, 5</p>

## St Mary and St Peter Catholic Primary School

Instrumental Tuition and Music Lessons	Music improves cognitive and noncognitive skills more than twice as much as sports, theatre or dance. From How Learning a Musical Instrument Affects the Development of Skills, German Institute for Economic Research (2013)	5
--	---	---

Total budgeted cost: £78,750

## 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 2022 to 2023 academic year.

#### **Impact**

Flexible groupings are working well. Teachers have thought carefully about their classroom layout and we have moved whiteboards and furniture to maximise space and groupings. Observations show that this has aided engagement and allowed for more group working.

RSL meetings have helped with identification of groups with a specific focus in Year 6.

All classes from Year 2 to Year 6 use the PiXL QLAs to inform planning and targeted learning alongside on-going formative assessments. Year 1 use the White Rose end of unit assessments. When OFSTED observed Maths lessons across the school, they could see that short-term goals had been met. Children were using resources effectively to support their learning and children were using mathematical vocabulary to explain the processes they were using.

Positive behaviours and engagement have allowed us more flexibility with one of our TAs who is now delivering specialist SEN support 1-2-1 and in small groups for an extra morning and afternoon session each week.

The feedback from the Ruth Miskin Read, Write, Inc visit was very positive. Strong teaching of phonics were seen and shared with the EYFS lead. All TAs now have targets and training to undertake. As a school, we have decided to use this as a peer coaching activity for the TAs linked to the adaptive teaching project. A follow-up full day of CPD has been booked in for the 4<sup>th</sup> September PD Day 2023 to review progress and share learning experiences.

AG has now led 4 MLANs for Year 6 teachers in writing. 2 of these focused on the boundary between WTS and EXS, whilst the final 2 focused on the boundary between EXS and GDS. The sessions gave teachers the opportunity to moderate against the TAF for writing using national exemplars before repeating the process against their own writing samples. We have now moderated within the Trust and across the County at Year 2, EYFS and Year 6 and within the Trust at Year 4.

As part of a CPD session, we reviewed progress against the Implementation Plans. In maths, the planning pro formas are now being used and opportunities for number talk and CPA resources are

# St Mary and St Peter Catholic Primary School

clear. We need to ensure that the classroom environments are offering a rich diet of vocabulary and resources which children can use independently. This will be followed up through a learning walk and maths book look. AG and AB have completed Maths Mastery training and will feed back relevant messages to staff in Summer term CPD.

2 pupils had been attending an SRB (Specialist Resource Base) 4 days a week, although they successfully made a phased return and will be back at SMSP full time from Easter. There are no further SRB placements planned at present and we have no children in alternate provision. 1 pupil is on panel to try to secure a place in specialist provision, as we are struggling to meet need in mainstream, however there is currently no capacity in suitable provisions.

## **EYFS – report from Amber Brooks (EYFS Lead)**

The data of children receiving GLD in Reception this year is 60%. Although this is 4.6% lower than last year's published results in East Anglia by the Department of Education, there are justifiable means as to why our data is not at national average.

### Figures

GLD- 18/30

Girls- 8/14

Boys- 10/16

SEND- 0/3

PP- 1/5

EAL- 7/13

Although having made significant progress from their starting points when joining Reception, 4 of our EAL pupils are still developing their communication and language skills, focusing on speaking and listening activities. Using a thrive based approach, we have spent much of the school year working on Personal, Social and Emotional strategies to support our pupils with additional needs to help them communicate effectively to staff and their peers, follow rules, and manage their behaviour. We also have 16 pupils who were born in the summer term, with 11 receiving GLD, whilst the remaining five children turn 5 between the months of June and August.

## **Year 1 Phonics Results**

80% of children passed their phonics check in Year 1

100% of children who retook their phonics check in Y2 passed.

## **Year 2**

In year 2 this year the attainment was Reading was 66% EXP including 16% GDS. Writing was 63% EXP including 3% GDS and maths was 70% including 13% GDS. The children in year 2 have made good progress from their starting points this year, including children with SEN, particularly in reading. We had four children join our class towards the end of the year all with EAL, 2 of which spoke only a few words of English and had not been in a formal school setting before.

Additionally, we have had two children return to full time schooling from a behavioural SRB, with large gaps in their learning. These children have all made good progress but have had an impact on the attainment percentages, especially when compared to phonics scores from year 1.

Year 6:

	EXS+	GDS	National 2022 EXS+	National 2022 GDS
Reading	73%	20%	74%	28%

## St Mary and St Peter Catholic Primary School

Writing	60%	7%	69%	13%
Maths	72%	20%	71%	22%
GAPS	80%	23%	72%	28%

This has been a very challenging cohort. 47% of children are EAL. 27% of children are SEN and 10% of children have an EHCP. Congratulations on an amazing set of results are due to James Burrell, their class teacher who, supported admirably by Sarah Steele (Asst Head) has worked tirelessly with the class to help the children make progress and meet the needs of individual pupils.

### 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
Thrive	<a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>
RWInc	Oxford University Press <a href="https://www.oxfordowl.co.uk/for-school/default">https://www.oxfordowl.co.uk/for-school/default</a>
PiXL	<a href="#">The PiXL Club</a> <a href="https://www.pixl.org.uk">https://www.pixl.org.uk</a>  <i>PiXL</i> is an incredibly agile organisation in which the exceptional team is able to provide whatever support schools need in the interests of their students.
Talk For Writing	Pie Corbet's Talk4Writing <a href="https://www.talk4writing.com/about/">https://www.talk4writing.com/about/</a>
NELI	<a href="#">Nuffield Early Language Intervention (NELI)   Project</a>
WIDGIT (£295)	<a href="https://widgitonline.com/en/home">https://widgitonline.com/en/home</a>  <a href="https://www.sensorytrust.org.uk/resources/guidance/using-widgit-and-symbol-languages">https://www.sensorytrust.org.uk/resources/guidance/using-widgit-and-symbol-languages</a>
White Rose Maths	<a href="#">White Rose Education</a> <a href="https://whiteroseeducation.com/resources">https://whiteroseeducation.com › resources</a>

## ***St Mary and St Peter Catholic Primary School***

--	--