



St Peter's Catholic Primary School

Pupil premium strategy statement 2024-2027

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	47/419 = 11.2%
Academic year/years that our current pupil premium strategy plan covers	2024/5, 2025/6, 2026/7
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kurt Doyle, Headteacher
Pupil premium lead	Ewan Johnson, Inclusion Lead
Governor / Trustee lead	John Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 840
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£687.20
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£86527.20

Part A: Pupil premium strategy plan

Statement of intent

The purpose of pupil premium funding in our school is to support high-quality teaching, targeted individual and group interventions and broader pastoral and emotional support so that children receiving Pupil Premium develop emotionally and academically at the same rate as other children in our community.

Our intention is that all our pupils, regardless of the challenges they face, will gain the knowledge needed to enable them to make good progress and achieve highly in all areas of our school life and beyond.

We use Pupil Premium funding to ensure all pupils experience consistent, high-level quality-first teaching; and that cultural and emotional barriers to learning are removed and that all children have a breadth of learning experience. Our strategy is built around ensuring pupils and families are present to benefit from the school environment, prepared both physically and emotionally to participate, participating fully in all aspects of school life, and passionate about school and learning beyond school. Evidence is clear that a school in which all this is expected for all children improves outcomes for all, and particularly for those who are disadvantaged. We expect that as a result children receiving Pupil Premium funding will progress as well or better than equivalent peers in school, and that all children at St Peter's should reach age-related expectations unless there are additional SEND barriers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underperformance in core subjects. Assessments, data analysis and observations indicate that, even when other factors are considered, pupil premium pupils are further behind age-related expectations in Reading, Writing and Maths than their peers and that this gap is not closing on their journey through school. The gap is particularly evident in those attaining Greater Depth, and in Reading towards the upper end of the school.</p>
2	<p>Powerful knowledge. EYFS Early Learning Goals, Foundation assessments, pupil voice and observations, show that children in receipt of Pupil Premium have significant gaps in their knowledge and understanding of the world which prevent them fully accessing the curriculum and building schema of powerful knowledge.</p>
3	<p>Quality-First Teaching. Teaching is good and often outstanding but is not yet consistently adapted to meet the needs of all pupils, which adversely affects children in receipt of Pupil Premium relative to their peers.</p>
4	<p>Speech and Language</p> <p>Phonics assessments, SaLT referrals, observations and benchmark discussions with pupils suggest pupils in receipt of Pupil Premium are more affected by difficulties in receptive and productive language than their peers. This affects their ability to self-advocate, to think through talking and to access Phonics and Literacy teaching.</p>
5	<p>Identification of need matching deployment of staff Support staff are not yet deployed methodically to support the learning of children who are eligible for Pupil Premium funding or to address specific barriers to their learning.</p>

6	<p>Emotional Modulation Monitoring of children receiving lunchtime sanctions, random sample Boxall profiling, Pupil Progress meetings and relative proportions of recognised SEMH need, all suggest pupils receiving Pupil Premium are less able to emotional regulate than their peers, with corresponding loss of learning time and negative impacts on mental health</p>
7	<p>Attendance Although overall there is no gap in percentage attendance rates between children receiving Pupil Premium and others in school, pupils receiving pupil premium are more likely to have attendances which are a cause for concern (below 96%). As our strategy is predominantly school-based, attendance is essential for all pupils to benefit.</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
Attainment increases for all PP pupils in all year groups. All pupils make accelerated progress if they are not currently working at age related expectation in R, W and M; more pupils working at EXS make greater progress towards GDS.	Overall assessment based on books, pupil conferencing, standardised testing and teacher assessment demonstrates that pupils have made progress towards or beyond ARE in R, W and M. A greater number of pupils are working at the ARE and at the GDS. This is further evidenced by end of KS2 national assessments.
Children retain key information in Foundation subjects and are able to produce coherent links across and between subjects	Curriculum design specifies key knowledge in every subject as a coherent schema; knowledge is assessed objectively; pupils retain knowledge on these assessments.

<p>Teaching reflects the school’s systematic approach to developing Quality First Teaching. This high-quality teaching results in more PP children attaining at the expected standard or above</p>	<p>Planning and lesson observations show use of: pre-teaching of vocabulary, systematic recall of necessary prior learning, small chunks of learning, continuous assessment and adaptation, scaffolded examples and dual coding of key concepts.</p> <p>Assessment data demonstrates that all pupils have made at least expected progress and a greater number of pupils are now working at ARE or above.</p>
<p>PP pupils in Year groups attain Phonics benchmarks and are assessed as ARE for Speaking and Listening .</p>	<p>Overall assessment based on books, pupil conferencing, standardised testing and teacher assessment demonstrates that pupils have made progress towards or beyond ARE in Phonics and Speaking and Listening. A greater number of pupils are working at the ARE and at the GDS.</p>
<p>A structured cycle of Pupil Progress meetings involving key staff and parents results in focused catch up and intervention from teaching staff. Staff are deployed methodically to provide targeted support to pupils, and this results in accelerated progress. Specific SEND meetings are an integral part of the Pupil Progress review cycle. This enables staff to identify and provision map for additional needs. Greater accountability and support results in more targeted and detailed provision mapping. This is reviewed termly and informs the deployment of teaching staff. This results in ambitious progress in learning for all pupils receiving PP funding</p>	<p>Structured Pupil Progress meetings are held termly and pupil’s present ability, barriers to learning and next steps recorded alongside overall assessment data.</p> <p>SEND Register and School’s own Vulnerable and Disadvantaged Register are reviewed termly and matched to specific actions in the school’s policy.</p> <p>More targeted and detailed provision mapping informs the deployment of teaching staff. These actions result in accelerated progress for children working towards ARE and GDS and more children working at ARE and GDS.</p>
<p>Pupils are able to understand and modulate their emotions, resulting in higher self-esteem, fewer sanctions and more focussed learning.</p>	<p>Pupil voice sampling, SEMH-profiling and behavioural monitoring shows that incidents of poor behaviour caused by lack of emotional modulation are falling, and that</p>

	PP pupils are no more likely than others to suffer.
More pupils are in school to benefit from the support and education on offer	Fewer children have attendance below 96%, children in receipt of Pupil premium in others are as likely to have attendance below 96%, Parental presence at school events increases.

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: £26,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Continued Professional Development training for teaching staff in Assessment for Learning.	Progress and attainment of Pupil Premium children is below that of non- PP children both within the school and nationally. Effective teaching strategies, matched to specific next steps in learning, for PP children will underpin increased outcomes. EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3
The Senior Leadership Team (SLT) outline expectations of QualityFirst Teaching (QFT) for all teaching staff. This forms the basis of monitoring and staff development.	EEF research identifies Quality-First Teaching as the primary method for increasing pupil progress and therefore attainment. More skilled teaching will underpin this improvement. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf NIOT mentoring and coaching - Key Takeaways.pdf	1,2,3

Continued Professional Development training for teachers and teaching assistants in teaching Reading.	Research regards Reading as the foundation of the primary school curriculum and therefore to learning. Reading outcomes for most pupils, but especially PP children, at all stages are significantly lower than national average. More skilled teaching will underpin this improvement.	3,4
Continued Professional Development training for teachers and teaching assistants in developing and supporting oracy.	Command of spoken language and grammatical understanding are barriers to effective writing and language comprehension. Increased understanding of and effectiveness in teaching oracy will contribute towards increased pupil outcomes across the curriculum. The Early Catastrophe	3,4

CPD and purchase books to support CPD - create a staff library.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes - Research carried out by Education Policies Institute.	1,2,3
Little Wandle's CPD for teachers and TAs to support delivery of the LW daily phonics and the LW interventions. Purchase additional resources/books for Little Wandle Letters & Sounds Revised to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4

<p>EYFS teachers and TAs to attend GSP S&L CPD Level 1 and Level 2.</p> <p>School to identify and train a Level 3 Speech and Language Therapy Assistant to provide support across school</p> <p>Milestones and other specialist settings to audit and advise on provision in EYFS, 1 and 2</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p> <p>Internal expertise is more adaptable and more responsive to the needs of children in school</p> <p>Outcomes for children are lower than the national average, especially in literacy. Many of our PP children begin formal education with no or limited proficiency in English. Speech & Language training will underpin the effective delivery of oracy and spoken, then written, English.</p>	<p>4</p>
<p>Train 2 TAs to Level 3 Thrive and 1 to ELSA standard</p>	<p>Thrive and ELSA are proven approaches which raise standards by supporting high-need children, especially those with trauma or ACES, and low to moderate need children with LI-CBT</p>	<p>6</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implementation of a more rigorous and more focused Pupil Progress review cycle.	The EEF cites Targeted Academic Support as being one of the most effective methods of improving pupil outcomes. Children often have multiple barriers to learning in addition to being PP. More focused reviews of pupils barriers to learning will enable teaching staff to provide more accurate targeted support.	3,5
Development and deployment of TA teams with particular specialisms in Mathematics, Communication, Literacy, and Pastoral Support	Best practice in deploying teaching assistants and support suggests TAs should be fully prepared and deliver high-quality interventions. Greater specialism allows for greater flexibility in classroom roles, so TAs are partners not “Informal teaching resources for low attaining pupils” Subject knowledge among teaching staff is the main factor in pupil attainment-specialist TAs with improved knowledge will drive pupil progress.	3,5
Funding of a pastoral team with a specific focus on increasing outcomes for PP children.	Many of these children have additional pastoral barriers to learning. Increased monitoring of these children and effective deployment of support staff will remove these barriers to learning.	6

<p>Targeted Speech and Language Interventions guided by Independent Speech Therapist</p>	<p>Inability to communicate is a key barrier to socialisation and to developing thinking further.</p> <p>Local Authority Speech and Language Assistance is difficult to obtain and not timely enough to allow rapid progression and target setting.</p>	<p>4</p>
<p>Ensure all PP children have 2 new books per term which match their interest and reading ability (move to targeted)</p>	<p>Sutton Trust shows access to Literacy resources is key link between disadvantage and educational under-achievement-children with access to books perform better than peers from similar backgrounds without such access</p> <p>Reading for Pleasure is shown to enhance attainment across the curriculum.</p>	<p>2,4</p>

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

Budgeted cost: £14,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral and social skills support to meet children's individual wellbeing and health needs.</p> <p>Play Therapy</p> <p>ACEs training</p> <p>Thrive Training for all staff</p>	<p>EEF - Social and Emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning</p>	<p>6,7</p>
<p>Give disadvantaged children the opportunity to learn a musical instrument or join a club after school or in the community</p>	<p>EEF Arts Participation</p> <p>Evidence shows that can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported</p>	<p>2</p>
<p>Embed consistent, whole school approach to Emotional Regulation</p>	<p>Metacognition and emotional regulation are low-cost, high-impact approaches.</p>	<p>6,7</p>

<p>Increased funding of a pastoral team with a specific focus on increasing attendance and reducing persistent absence.</p>	<p>Attainment for PP children who are persistently absent is significantly below the national average. This is particularly high for specific demographics. Increased attendance will remove this barrier to learning and maximise learning time. This will result in greater progress and academic outcomes.</p>	<p>2,3,4, 7</p>
<p>Rigorous and more rapid use of targeted interventions and external support to combat low attendance</p>	<p>Children eligible for Pupil premium are 25% more likely than others to have an attendance below 96%, affecting their ability to access learning. Rigorous monitoring, Headteacher-led early interventions, naming failure to get children to school a neglect, and the use of external agencies to support and intervene will raise attendance.</p>	<p>7</p>

Total budgeted cost: 85,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATs Results for Disadvantaged Pupils July 2024

2024 SATs results showed that Pupil Premium children underperformed against comparable national groups, and that the disadvantage gap was larger at St Peter's than nationally. This was largely due to lower than average results in Writing and Reading, which have become the focus of this year's strategy. The fact that both PP and Non-PP children underperformed the national average is why this year's focus is on Quality First Teaching.

KS2 Reading, Writing and Maths Combined Attainment For Disadvantaged Pupils							
2024							
EXPECTED STANDARD (EXS) +				Greater Depth Standard (GDS)			
St. Peter's PP	St. Peter's Non-PP	National PP	National Non-PP	St. Peter's PP	St. Peter's Non-PP	National PP	National Non-PP
22%	59%	45%	67%	0%	12%	3%	10%

2024 SATS results show that PP children outperformed national averages for PP children in Maths, but underperformed in Reading and Writing, where St Peter's disadvantage gap is larger. This is why CPD and training this year focus on Reading and Oracy.

KS2 Individual Reading, Writing and Maths Attainment For Disadvantaged Pupils at EXS+ 2024						
	St. Peter's PP	St. Peter's Non-PP	St. Peter's Gap	National PP	National Non-PP	National Gap
Reading	33%	73%	-40	62%	79%	-27
Writing	44%	75%	-31	58%	78%	-20
Maths	66%	67%	-1	59%	79%	-20

Positive Phonics screening tests, both for PP and Non-PP children show the impact of changed Phonics scheme and training to those exposed to it form an Early Age, and its particular effectiveness with disadvantaged children. Little Wandle remains a key part of our provision this year.

	Y1 Phonics Screening May 2024 % of Disadvantaged Pupils who passed	
	St. Peter's	National
Y1 Phonics Screening	83%	68%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Other Activities

As an organisation rooted in faith, we seek to nourish all those we have contact with. The school provides the following support for families as part of this mission, independently of its Pupil Premium funding allocation.

Support with
Attending events When parents are invited into school (e.g. school plays, parents' evenings) a range of times are offered to suit all families, and alternative arrangements (including virtual meetings) made for those unable to attend.
Clothing and Uniform The school has a uniform bank where quality second-hand uniform can be obtained for a voluntary donation. OPAL equipment (outdoor play clothes and wellies) is available at the welly exchange.
Obtaining sanitary products Sanitary towels are available in Year 5/6 classrooms for children in any year group who need them.
Support with benefits and housing claims Where appropriate, St Peter's will support families to obtain the financial support they are entitled to, either by providing evidence or advice on how to make claims.
Financial support. St Peter's provides food and multi-bank vouchers on a discretionary basis, and works with other local charities to provide support. This support is offered discreetly through the Pastoral Lead, Mrs Desando.
Breakfast and After-School Club St Peter's has an independent breakfast and after-school club on the school site. Free or subsidised places are offered on a discretionary basis to support children in being present and prepared for school.

Reading Volunteers When there are barriers which prevent parents hearing their children read in English, the school gives these children priority access to reading volunteers in school.

Participation on school trips and visits All children are entitled to places on trips and visits within our core curriculum. Where there are barriers to participating in visits and trips beyond our core curriculum, we work with families to ensure all can participate. This may involve a free or subsidised place, a longer period for payment or provision of necessary equipment.

Invitation to school enrichment activities Staff at St Peters identify children who would particularly gain from after-school clubs due to their aptitude and interests, and invite them to attend these clubs.