

# Pupil premium strategy statement

This statement details our school's use of pupil premium (2022-23, 2023-24, 2024-25) 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	Ss Peter and Paul's Catholic Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	33% (60 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024- 2025
Date this statement was published	July 2022
Date on which it was reviewed	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Chapman
Pupil premium lead	Charlotte Chapman
Governor / Trustee lead	Colette Barrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,102
Recovery premium funding allocation this academic year	£8,100
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	£87,202

# Part A: Pupil premium strategy plan

## Statement of intent

### Demography and School Context

- Ss Peter and Paul's is an average sized primary school.
- The school does not have a school nursery provision; however, a private provider does operate a 0–4-year-old provision within the school site.
- Pupil premium funding is above that of national average at 33%- NA at 22%
- The percentage of SEND pupils is 12%- SEND NA is 12.6%. The percentage of EHCPs is 0.5%- the NA is 4%.
- Minority ethnic groups, including those who do not have English as their first language, is well below national average.
- Overall whole school attendance for the academic year 2021/22 was 93.5%. The percentage of pupils classed as PA was 16%. In 2022/23, the percentage of whole school attendance was 95%. The gap in attendance between Pupil Premium pupils and their peers closed significantly in 2022-23. The attendance of pupils in receipt of Pupil Premium is 93.4% compared to their peers at 95.7%.
- In 2019 the school was graded as 'Requires Improvement' by Ofsted and has since been on a journey of rapid improvement. The school is proud to be part of the Bishop Bewick Catholic Education Trust.
- In January 2022, an Executive Headteacher was appointed. Senior leaders work closely with governors to drive school improvement. Governors are an asset to the school.

### Ultimate Objectives

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, as well as research generated by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Ss Peter and Paul's, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, also benefits the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Objective 1**

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and Forest Schools, and through our Attendance and Welfare Officer and our pupil premium lead actively engaging with family to encourage and support good attendance in school.

### **Objective 2**

**To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

52% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2023-25 focuses on the needs of this group. The Pupil Premium lead works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium.

### **Objective 3**

**Ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At Ss Peter and Paul's, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We are now in the early stages of developing Forest School lessons and have embedded nurture support at every level which takes place in the school's Rainbow Room.

Lockdown and a national recession have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced team in school consisting of the senior leadership team, Attendance and Welfare Officer, PSHE lead, Wellbeing lead and external professionals.

The range of provision provided to the pupils at Ss Peter and Paul's includes:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- High expectations- our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Transition from primary to secondary, transition internally between classes and transition into EYFS
- Additional learning support
- Pay towards the cost of uniform, activities, educational visits and residentials.
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Ss Peter and Paul's values and thus enhance learning

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

## 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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (93.2% PP/ 95.7% non-PP). Whole school 95%.  Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Pupils make excellent progress from their starting points, outlined in individual targets on SEND Pupil Passports.

<p>To ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children's wellbeing needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p>
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## Activity in this academic year

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language programme- <b>Speech Link</b> (Staff cover and training) £4,000</p>	<p>Some pupils have weaker vocabulary and language Skills.</p> <p>Some children on entry to Reception are working below and are unlikely to have the breadth of vocabulary that reflects their experiences.</p> <p>In KS1 and KS2, identified children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>A proportion of children access SALT in Reception, Key Stage One and Key Stage Two.</p>	<p>2,3,4</p>
<p>All teaching staff to access and complete 'Talk for writing course' delivered by TfW Consultants.</p> <p>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p> <p>£5,500</p>	<p>See EEF Toolkit: High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>2,4</p>

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

Budgeted cost: £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations. £11,000.</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>2</p>
<p>Effective deployment of staff. Teaching Assistants to support key children and year groups. Targeted Interventions led by member of SLT in Year 6. Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning.</p> <p>Adult to child ratio in key year groups (staffing cost) £18,000.</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Reception– Class Teacher, TA, HLTA Year 1- Class Teacher, HLTA Year 2 – Class Teacher, HLTA (PT) Year 3 – Class Teacher x HLTA (PT) Year 4 – Class Teacher Year 5 -Class Teacher Year 6- Class Teacher</p>	<p>1,2,3,4</p>



<p>Nurture group (staff training cost) £1500.</p> <p>Counsellor- <i>The Road Centre</i> £9000.</p>	<p>The SENCo, PSHE lead and The Rainbow Room lead have dedicated time to coordinate and oversee pupil well-being throughout school. This is achieved through the analysis of pupil wellbeing questionnaires, parent communication and observing peer interaction.</p> <p>80% of children who access this support are in receipt of Pupil Premium. In addition, lunchtime well-being groups are established and delivered by a trained member of the lunchtime team.</p> <p>School Counsellor – 80% Pupil Premium children. 6/12-week basis needs dependant</p> <p>Nurture Groups – across school – 80% Pupil Premium children.</p>	<p>3</p>
<p>Evidence Me (yearly cost) £1,000</p>	<p>During the pandemic, many of the children had to work remotely on Evidence Me either during school closures or for personal/family isolation.</p> <p>Evidence Me is an effective tool to improve and maintain communication with all parents.</p>	<p>1,2,3,4</p>
<p>Times Table Rockstars £400</p>	<p>Times Table Rockstar impact on PP children</p> <p>Using Times tables Rockstar's at Ss Peter and Paul's has benefitted all children, including PP children. The children can access the APP in school and compete with their classmates in a healthy and friendly atmosphere. Children quickly become confident with the set up therefore it becomes something easy for children</p>	<p>2,3</p>

	<p>to access independently at home. This is a huge benefit to using TT Rockstar's as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set specific challenges and times tables for different children. This allows those PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It allows all children to become confident especially our PP.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare officer £9000.	<p>Employed in September 2022. Leads on Early Help Plans and informal support.</p> <p>100% of families that access these are in receipt of pupil premium. Attendance and Welfare officer uses her time to attend meetings, she feeds back to school staff and external agencies, in addition to supporting families with housing, health and finance.</p> <p>Attendance figures are improving for Pupil Premium pupils, and we would like to maintain this.</p>	1, 3
School Club (breakfast club) is available for pupil premium pupils.	Research shows hungry children do not perform as well.	1,2,3

<p>£3000</p> <p>Resources</p> <p>£1000.</p>	<p>School Club is available for identified children who require a morning routine and healthy breakfast before school.</p>	
<p>Music teacher- lunch and after school club</p> <p>£5000</p>	<p>Every child has the right to learn to play an instrument or to be a confident singer/ performer. Music performances take place throughout the school year.</p>	<p>2, 3</p>
<p>Use of outdoor learning to support key groups of pupils.</p> <p>Ensuring sustainability of Forest School approach by adopting an outdoor learning model so more pupils can access this and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p> <p>£1500.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a> The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	<p>2, 3, 4</p>

**Total budgeted cost: £65,400**













# Part B: Review of outcomes in the previous academic year (2022-23)

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Intended Outcome 1

**Progress in Reading, Writing and Maths to be better than expected by the end of each Key Stage.**

Progress of all pupils, including pupils in receipt of Pupil Premium funding is speeding up. In 2022, progress was made in all areas with significant progress being made in Reading.

Reading attainment in Key Stage Two in 2023 was significantly above that of national averages at expected level and at greater depth. 96% of the pupils achieved expected standard in the KS2 SATs tests in 2023. The same cohort achieved 76% at expected level in Reading at the end of Key Stage One in 2019. This demonstrates strong progress for all pupils, including those pupils in receipt of pupil premium.

### Intended Outcome 2

**100% of PP children passing the PSC by the end of KS1 and to achieve above national average expected standard in PSC.**

In 2022, the percentage of PP pupils who passed the phonics screening was 44%. Out of the four pupils who did pass the check, three achieved full marks of 40/40. The other child scored 37.

The five pupils who did not pass have made strong progress from autumn term 2022 to the summer term of 2023.

### Intended Outcome 3

**Ensure attendance of PP pupils is above school target of 97%.**

**Ensure the children who are PP who also are PA are routinely monitored, supported and challenged to improve attendance.**

National average of attendance is currently at an all-time low of 93.8%. PP attendance in school is 93.2%.

Pupil Premium attendance has improved significantly from 89% last academic year.

### Intended Outcome 4

**Ensure pupils are given the opportunity to learn a musical instrument and/ or be part of the choir.**

A specialist music teacher was employed in September 2022. Every child from Year 1 to Year 6 have had the opportunity to learn to play a musical instrument in their weekly music lessons. Instruments include the keyboard, ukulele and guitar.

A 'School of Rock' club also takes place on a Friday evening. Out of the 25 spaces available for the club, over half of the places were allocated to pupils in receipt of Pupil Premium. Spaces are also funded for those pupils.

Pupils have had the opportunity to perform for the community throughout the year. There was also a recent performance at Whitley Bay Playhouse.

### End of Year: Reception Summary: Disadvantaged Pupils

	Cohort	PP
2017 Ss Peter and Paul's GLD	73	71
2018 Ss Peter and Paul's GLD	72	33
2019 Ss Peter and Paul' GLD	76	57
2020 Ss Peter and Paul's GLD		
2021 Ss Peter and Paul's GLD		
National GLD		
2022 Ss Peter and Paul's GLD	74	
2023 Ss Peter and Paul's GLD	72	40

### Key Stage 1 Phonics

	National	Cohort	PP
2023	81	70	50
2022 Phonics (Current Year 2)		85	75

<b>2021</b>			
<b>Phonics</b> <i>(Current Year 3)</i>			
<b>2020</b>		88	50
<b>Phonics</b> <i>(Current Year 4)</i>			
<b>2019</b>	82	83	75
<b>Phonics</b> <i>(Current Year 5)</i>			

### End of Key Stage 1: Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
<b>2019</b>						
<b>All Pupils (25)</b>	76	32	72	20	72	24
<b>Disadvantaged (12)</b>	75	25	67	17	67	17
<b>2019 Gap (School)</b>	-1	-7	-5	-3	-5	-7
<b>2019 Gap (National)</b>	-1	-7	-6	+2	-12	-7
<b>2022</b>						
<b>All Pupils (27)</b>	63	26	59	26	63	26
<b>Disadvantaged (14)</b>	36	0	36	0	43	0
<b>2022 Gap (School)</b>	-27	-26	-23	-26	-20	-26
<b>2022 Gap (National)</b>	-31	-18	-22	-8	-25	-15
<b>2023</b>						
<b>All Pupils (28)</b>	75	20	75	7	79	7
<b>Disadvantaged (8)</b>	38	0	38	0	38	0
<b>2023 Gap (School)</b>	-37	-29	-37	-7	-41	-7
<b>2023 Gap (National)</b>	-37	-18	-20	-8	-30	-15

## End of Key Stage 2: Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
<b>2019</b>						
All Pupils (24)	50	21	63	17	63	13
Disadvantaged	14		14		14	
2019 Gap (School)	-36		-49		-49	
2019 Gap (National)	-59		-64		-65	
<b>2022</b>						
All Pupils (29)	71	14	64	7	61	31
Disadvantaged (11)	73	0	45	0	64	0
2022 Gap (School)	+2	-14	-19	-7	+3	-31
2022 Gap (National)	-2	-28	-25	-13	-7	-23
<b>2023</b>						
All Pupils (19)	95	53	74	16	95	32
Disadvantaged (10)	90	60	70	10	90	30
2023 Gap (School)	-5	+7	-4	-6	-5	-2
2022 Gap (National)	+15	+32	0	-3	+19	+7

## Average Progress Measure: All Pupils

Subject	2019	2022	2023
Average progress reading	-4	-0.2	TBC
Average progress writing	-1.6	-0.9	TBC
Average progress maths	-1.9	-0.4	TBC

## 2022 Headline Data

## 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*

<b>Programme</b>	<b>Provider</b>
Clennell Education Solutions	Clennell Education Solutions
FFT (Fischer Family Trust)	FFT
Essential Letters and Sounds	Oxford University Press
NELI Language Programme	Nuffield Language Intervention

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	There are three service children at Ss Peter and Paul's. Pupil Premium allocation for these pupils was spent as outlined above in plan.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of this spend is outlined in the impact section above.