

Pupil premium strategy statement

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	Ss Peter and Paul's Catholic Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022-23
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
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	£66, 480
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	£66, 480

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

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.

Principles

- 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
- 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. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 27%- NA at 22%
- The percentage of SEND pupils is 8%. SEND NA is 12.6%. The percentage of EHCPs is lower than the NA of 4% at 2% in school.
- Minority ethnic groups, including those who do not have English as their first language, is well below national average- NA is 19%.

- Deprivation statistics indicate that the Cramlington area is categorised as an area 5, which indicate moderate deprivation. The environment is a strength of the Cramlington, however according to the national statistics of deprivation, there are some barriers to housing, employment and education in the local area.
- There are two previously LAC pupils in school.
- Overall whole school attendance for the academic year 2021/22 was 93.5% . The percentage of pupils classed as PA was 16%. This was an improvement from the previous year.
- 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

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- 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
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS and Key Stage One
- Additional learning support
- Pay towards the cost of uniform, activities, educational visits and residential.
- 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 socially 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	Weaker mathematical skills on entry at Reception
2	Slightly lower attainment on entry to the Early Years Foundation Stage in all areas, compared to national averages
3	A proportion of Pupil Premium pupils also have additional special educational needs
4	Attendance and Punctuality issues
5	Family lives lack structure and routine

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
Progress in Reading	Better than expected progress in reading (2+) by the end of each key stage
Progress in Writing	Better than expected progress in writing (2+) by the end of each key stage
Progress in Mathematics	Better than expected progress in mathematics (2+) by the end of each key stage
Phonics	100% of PP children passing the PSC by the end of KS1
	Achieve above national average expected standard in PSC

Other	<p>Ensure attendance of PP pupils is above school target of 97%</p> <p>Ensure the children who are PP who also are PA are routinely monitored, supported and challenged to improve attendance.</p> <p>PP pupils are given the opportunity to learn a musical instrument and/ or be part of the choir.</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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI programme (staff cover and training) £5000</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 small proportion of children access SALT in Reception.</p>	1,2,3

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

Budgeted cost: £ 61,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adult to child ratio in key year groups (staffing cost) £45,000</p>	<p>Reception– Class Teacher, HLTA</p> <p>Year 1- Class Techer, HLTA</p> <p>Year 2 – Class Teacher, TA</p> <p>Year 3 – Class Teacher, 1 HLTA, 1 TA</p>	1,2,3,4,5

	<p>Year 4 – Class Teacher x 2 (FT)</p> <p>Year 5 -Class Teacher, TA (PT)</p> <p>Year 6- Class Teacher, TA (PT)</p>	
<p>Nurture group (staff training cost) £2000</p> <p>Counsellor £9000</p>	<p>PSHE and Nurture group lead teacher has 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. 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>	5
<p>EY Resourcing to meet the need of the EY Curriculum and staff time £1,000</p> <p>EY / KS1 (KS2) Reading Books to ensure the books link to ‘Essential Letters and Sounds’ Phonic Scheme £3,500</p>	<p>Over recent years, a high proportion of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage. In 2022, 74% achieving GLD.</p> <p>We undertook a review of EY’s to invest in new resources in July 2022 to ensure the needs of the new curriculum could be met. An investment of new books was undertaken to support the EEF research to ensure language rich environment.</p>	1,2,3,4

<p>Class Do Jo (yearly cost) £1,000</p>	<p>During the pandemic, many of the children had to work remotely on Class DoJo either during school closures or for personal/family isolation.</p> <p>Class DoJo is an effective tool to improve and maintain communication with all parents.</p>	<p>1,2,3</p>
<p>Times Table Rockstar £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 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 LA/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>	<p>1,2,3</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Attendance and Welfare officer £9000	Employed in September 2022. Leads on Early Help Plans. 100% of families that access these are in receipt of pupil premium. Family Support Worker uses her time to attend meetings, feed back to school staff and external agencies, in addition to	4,5
	supporting families with housing, health and finance. Attendance figures are improving for Pupil Premium pupils and we would like to maintain this.	
School Club (breakfast club) is available for pupil premium pupils. £3000 Resources £1000	Research shows hungry children do not perform as well. School Club is available for identified children who require a morning routine and healthy breakfast before school.	4,5
Music teacher- lunch and after school club £5000	Every child has the right to learn to play an instrument or to be a confident singer/performer	4

Total budgeted cost: £ 82,900

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? **End**

of Year: Reception Summary: Disadvantaged Pupils

	Cohort	PP	EAL	Male	Female	SEND
2017 Ss Peter and Paul's GLD	73	71		84	70	100
2018 Ss Peter and Paul's GLD	72	33		70	73	100
2019 Ss Peter and Paul' GLD	76	57		54	90	50
2020 Ss Peter and Paul's GLD						
2021 Ss Peter and Paul's GLD						
National GLD						
2022 Ss Peter and Paul's GLD						

Key Stage 1 Phonics

	National	Cohort	PP	S			
2022 Phonics (current Year 2)		85	75	Writing	Writing GD	Maths Ex	Maths GD

2021 Phonics <i>(current Year 3)</i>				72	20	72	24
				67	17	67	17
				-5	-3	-5	-7
				-6	+2	-12	-7
2020 Phonics <i>(current Year 4)</i>		88	50	59	26	63	26
				36	0	43	0
				-23	-26	-20	-26
				-22	-8	-25	-15
2019 Phonics <i>(current Year 5)</i>	82	83	75				

End of Key Stage 1: Attainment Gaps: Disadvantaged Pupil

End of Year 2 : Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD
2019		
All Pupils (25)	76	32
Disadvantaged (12)	75	25
2019 Gap (School)	-1	-7
2019 Gap (National)	-1	-7
2022		
All Pupils (27)	63	26
Disadvantaged (14)	36	0
2022 Gap (School)	-27	-26
2022 Gap (National)	-31	-18

End of Key Stage 2: Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
2019						
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	
2022						
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

Average Progress Measure: All Pupils

Average Progress Measures: All Pupils

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

The progress children make by the end of Key Stage Two is speeding up in all areas by the end of Key Stage 2. This is result of high quality teaching and learning.

2022 Headline Data

2022 Data					
Early Years Foundation Stage					
	2022 Actual	2022 Prediction	2022 Target	2019	2022 National Average
GLD	74	74	77	76	65.2
Key Stage One					
	2022 Actual	2022 Prediction	2022 Target	2019	2019 National Average
Year 1	85	81	85		81
Year 2	0	0	50		91
Key Stage One					
	2022 Actual	2022 Prediction	2022 Target	2019	2022 National Average
Reading	63 (26)	60	65	76	67 (18)
Writing	59 (26)	60	65	32	58(8)

GPS	59 (26)	60	65	70	NA
Maths	63 (26)	60	65	20	68(15)
RWM	59 (26)	60	65	64 (16)	53 (6)
Key Stage Two					
	2022 Actual	2022 Prediction	2022 Target	2019	2022 National Average
Reading	71 (14)	66	70	50 (21)	75 (28)
Writing	64 (7)	66	70	63 (17)	70 (13)
GPS	68 (34)	62	70	55 (10)	NA
Maths	61 (31)	59	65	63 (13)	71 (23)
RWM	50 (7)	59	65	46 (8)	59 (7)

Externally provided programmes

Programme	Provider
Clennell Education Solutions	Clennell Education Solutions
Seesaw Application	Seesaw

FFT (Fischer Family Trust)	FFT
----------------------------	-----

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

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:

Measure	Details
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 Pupil Premium Impact Statement.