

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	Information
School name	Ss Peter & Paul
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	19% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers	September 2021 – July 2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	18 th February 2022
Statement authorised by	Lorraine Stanton
Pupil Premium lead	Michelle Garvey
Governor / Trustee lead	Peter James

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£44,385
Recovery Premium funding allocation this academic year	£4,785
Recovery and National tutoring	£3,367
Total budget for this academic year	£52,537
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Ss Peter & Paul, is to provide an innovative yet academically rigorous curriculum that inspires, empowers and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning out action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three-tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap,' where there is a greater consideration for the whole child and the numerous barriers (social, emotional, and family as well as educational) that can impact a child's learning.



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](#))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, we are aware of the lasting impact of COVID on all three areas and research shows that PP children have been disproportionately negatively impacted by disruption to learning. As such, our PP work has been very closely aligned with our Catch-Up provision and will continue to be so.

High-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter (Catholic Character Education) and ensuring that the most disadvantaged children have the greatest access and opportunity to fulfil all the experience and elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge area. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the impact COVID has had on school and families over the past two years.

Challenge number	Detail of Challenges
1	The impact of Covid has resulted in children starting in their new year groups at a lower starting point.
2	Readiness for school (e.g. a number of children in nappies).
3	Communication and language skills. (Children have started school with poor communication and language skills / due to Covid some children have missed out on speech and language therapy / support over the last two years.)
4	Early reading (particularly phonics) skills and understanding has been impacted upon due to Covid.
5	Lack of enrichment opportunities to support an enriched curriculum.
6	Opportunities for parents to engage.
7	Poor attendance and punctuality

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. To further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2021- 2022	
Intended outcome	Success criteria
Ensure children make accelerated progress over the year and PP progress is in line with non-PP children.	<p>Achieve at least 0 in KS2 progress scores for Reading, Writing and Maths.</p> <p>Internal comparisons with Summer 2019 to show net 0 or positive progress for Key Stage 2.</p> <p>Separate data analysis to show same measure for PP children.</p>
To provide the resources and environment in which children can thrive within EYFS.	All children able to use the toilet independently (SEN children may need additional support).
To provide a language rich environment where children are encouraged to use verbal	All children can verbalise their thoughts and emotions at an appropriate level for their needs. (SEN children may need additional support).

Proportion (%) of pupil premium eligible pupils

communication. Language is modelled by staff and support provided.	
Ensure resources and training to enable staff to deliver phonics effectively.	<p>RWInc Development Days to continue throughout the year (3 days) to support staff in the delivery of RWInc, data analysis and groupings.</p> <p>Staff new to RWInc to receive training.</p> <p>Achieving at least national average for Phonics Screening Check for all (including PP) children.</p>
Improve direct reading ability with specific focus on vocabulary to close attainment gaps.	<p>Percentage of children achieving ARE in Reading to increase (see separate breakdown for year group analysis).</p> <p>Attainment gap between PP and non-PP to be 0 in Reading.</p>
Provide a broad, balanced and enriching curriculum for all children.	PP children completing as much of the Romero charter as non-PP children.
Work with parents to increase engagement in learning.	PP parent voice to show matched score to whole school survey on areas around engagement (6, 10, 11 and 19)
Improve the attendance and punctuality of PP children.	PP to account for no more than 40% of whole school lates.

Strategic Period (Sep 2021 – Jul 2024)	
Intended outcome	Success criteria
Ensure children make accelerated progress.	<p>Return to positive progress scores for Reading, Writing and Maths and every data point.</p> <p>Return to at least national percentages at Phonics Screening Check, End of Key Stage 1 and End of Key Stage 2 assessments.</p>
Ensure resources and training to enable staff to deliver phonics effectively.	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Providing a broad, balanced and enriching curriculum offer.	PP children to have had the opportunity to complete every element of the Romero Charter.
Improve the punctuality of PP children.	PP late marks to match non-PP children.

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.

Proportion (%) of pupil premium eligible pupils

Teaching

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training / Developmental Days	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	1, 3, 4
Reading resources	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	1
Training on teaching vocabulary	Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap.	1, 3
Updating marking policy	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback EEF (educationendowmentfoundation.org.uk)	1
Coaching	A coaching culture in a school builds capacity where teachers work together within professional learning communities to share their practice and learn from each other.	1, 3, 4

Targeted academic support

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly	4

Proportion (%) of pupil premium eligible pupils

	from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional intervention therapy support	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 3
Speech and Language Support	Problems with language development can introduce difficulty in learning to listen, speak, write or read . Children with reading and writing problems also may experience difficulties in using language strategically to communicate, think, and learn. Supporting children with speech and language will support them in overcoming barriers in learning.	1, 3
Specific diagnostic assessments and support work	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence. IXL Design Principles	1
PiXL	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Teacher Assistant Interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3

Wider strategies

Budgeted cost: £9,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Proportion (%) of pupil premium eligible pupils

Thrive training, approach and interventions	<p>Social, emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	1, 2, 3, 7
Extra-Curricular club funding	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	5
Residential trip funding	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	5
Engagement of parents through workshops and Positive Parenting groups (working with LA)	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Working with parents is proven to be high impact lost cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6, 7

Total budgeted cost: £ 52,537

Externally Provided Programmes

Programme	Provider
Positive Family Foundations	Coventry City Council

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.

Aim	Actions Delivered	Outcome Data	Summary
Growing number of vulnerable families and children with emotional, social, and behavioural needs, directly impacting on learning, attitudes, and attendance.	<p>Mentee sessions to support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide on-going support for families and pupils.</p> <p>Tailored packages for individual children to include 1:1 support, group work both in and out of the classroom.</p> <p>Regular contact and support provided for vulnerable families.</p> <p><u>Thrive Approach</u></p> <p>1:1 or small group work to support early development.</p> <p>Rainbow – Bereavement Councillor</p>	<p>30 pupil premium children and families received support from LW throughout the year to increase self-esteem, improve attitudes to learning and receive ongoing support.</p> <p>30 pupil premium children and families received support from SG & LW throughout the year to increase self-esteem, improve attitudes to learning and receive ongoing support.</p> <p>29 children received daily / weekly phone calls home during the January lockdown.</p> <p>During the year, a new role was developed for a Child and Family Liaison Officer (non-class based) and our dedicated HLTA was successful in securing this role allowing her to further support children and their families facing emotional and developmental difficulties. 30 children received support from LW.</p>	<p>Pupil's confidence and well-being grew which had an impact on their progress within school (data / pupil voice).</p> <p>Improved parental engagement with parents feeling more supported.</p> <p>Thrive assessment tool was used to reduce / close identified gaps.</p>
All Pupil Premium children are entitled to additional support that will close any learning gaps and diminish the difference.	Effective use of teaching assistant skill set to target PP children for Maths and English.	<p>1:1 booster session took place for children who were identified as having gaps in learning. Data shows the positive impact.</p> <p>Y1 – 2 children targeted reached ARE in R, W, M and were previously working below.</p> <p>All Non-SEN PP 3 children are working at ARE.</p> <p>Y2 – 1 child reached ARE in R, W, M and was previously working below.</p> <p>Non-SEN PP 6: R – 50%, W – 50%, M – 83%</p> <p>Y3 – 1 child reached ARE in M and was previously working below.</p> <p>Non-SEN PP 4: R – 50%, W – 50%, M – 75%</p> <p>Y4 – 1 child reached ARE in W, M and was previously working below.</p> <p>Non-SEN PP 4 : R – 50%, W – 75%, M – 50%</p> <p>Y5 - Non-SEN PP 3 : R – 33%, W – 33%, M – 33%</p> <p>Y6 - Non-SEN PP 5: R – 80%, W – 80%, M – 80%</p>	Gaps were identified and TA support put into place to address gaps and secure progress.
All Staff are provided with training and support to enable all pupils to make the most possible progress.	Opportunities provided for staff (teachers & support staff) to develop further skills that enabled pupils to make the most possible progress through quality first teach i.e., Maths, Staff Meeting Training, Network Leads and Working Parties.	<p>Over the course of the year staff have attended:</p> <p>Maths:</p> <ul style="list-style-type: none"> Building Firm Foundations (EYFS) Y5 (RQT) Y1 (RQT) TA <p>RE:</p> <ul style="list-style-type: none"> Sacramental preparation (Y3/Y4) <p>PE:</p>	Staff were confident in delivering an engaging curriculum; the majority of Teaching and Learning judged good/outstanding over time.

Proportion (%) of pupil premium eligible pupils

		<ul style="list-style-type: none"> Games; fielding, attacking, and defending <p>Network Meetings including English leads, Science leads, theme leads.</p>	
SEND Co-ordinator to provide support to enable SEND pupils to make progress.	MG provided support to SEND PP children and their families including meetings, pupil conversations and support in class/1-2-1.	<p>Small steps of progress were made (see pupil progress meeting notes).</p> <p>Social and emotional progress was made (see pupil progress meeting notes).</p>	<p>SEND PP children received support and made small steps of progress.</p> <p>Families received support from MG when required/needed.</p>
Increasing number of vulnerable families and children are facing financial constraints.	<p>Subsidise residential trips – Alton Castle + Plas Dol-y-Moch</p> <p>Due to COVID residential trips did not take place.</p>	To help cover the cost of a theme link trip, we supported one family to cover the cost.	The child improved social interaction with others.
Supporting PP+ families to ensure children attend school and are punctual.	Before and after school costs subsidised to support parents/carers.	2 children accessed the before and after school club; discount was provided to support the family.	Children attend school. Family supported. Children provided with breakfast and afternoon snack.
Increasing number of vulnerable families and children requiring help with attendance and punctuality.	<p>Employment of:</p> <ul style="list-style-type: none"> Family Support Worker (FSW) Attendance Officer (AO) <p>To monitor attendance and punctuality was monitored, and work with families completed to ensure that children were in school and on time each day. Vulnerable children and families supported through home visits to ensure children are effectively safeguarded.</p>	<p>Termly meetings with FSW to discuss vulnerable families and children requiring help.</p> <p>Reports shared with LAC.</p> <p>Home visits and regular communication with vulnerable families (calls / letters / visits)</p>	Improved attendance percentages across the school so they are in line with National; children attended school and families were supported.
Gap between pupil-premium children in some year groups in reading attainment.	<p><u>Teaching of 1:1 phonics</u></p> <p>Love of reading to be embedded e.g., reading legends, vending machine.</p>	<p>Additional RWInc sessions were delivered to children during Autumn term and summer term</p> <p>Reading review (summer 21) highlighted the love of reading throughout the school.</p>	<p>Teaching over time evaluated teaching to be good or better in delivery of RWI.</p> <p>Good or better progress made from starting points.</p> <p>More rapid progress made across R/Y1/Y2.</p> <p>Pupil voice shows a love and enthusiasm for reading.</p>
Increasing number of vulnerable families and children needing help with speech and language difficulties.	<p><u>Employing a Speech and Language Therapist (SALT) -</u></p> <p>Employment of a SALT – dedicated to our school, working a day each week targeting children with difficulties with speech and language; working with parents to support their children at home.</p> <p>3 afternoons of S&L TA support for PP children for additional support.</p>	<p>Termly reports provided to parents at the end of each term – progress monitored.</p> <p>Out of the 5 children, 1 left at the end of the summer term.</p>	Improved speech and language interventions for children across the school; early intervention ensures children come off the programme quickly and parents feel supported. All children evaluated throughout the process by Pepper Therapy and rates of discharge monitored. Termly reports provided as well as discharge reports.
Some children are unable to access a range of enrichment opportunities and experiences which would develop their own character.	Offer of enrichment opportunities and experiences for pupils to develop their own talents and offer new experiences i.e., dance, pantomime, reading books,	41 children received a reading book at Christmas and accessed the Belgrade Theatre pantomime online.	Pupil's subject and general knowledge and understanding will grow. Improved self-esteem and relationships with others. Pupil voice.

Proportion (%) of pupil premium eligible pupils

Provide Free School Meal vouchers	FSM vouchers provided to improve and help tackle health inequalities, as well as removing the poverty trap faced by parents.	31 children were in receipt of vouchers during the school closure.	Vouchers ensured that children did not go without during the pandemic.
Provide items of school uniform	Families were provided with items of uniform i.e., jumper, cardigan, polo top and PE kit.	10 children were provided with uniform.	Children came to school in full uniform as per school uniform policy (wellbeing).
To develop PSHE planning / resources	PSHE scheme was put into place with staff receiving training.	Purchased Jigsaw. Children were supported through a challenging year by the resources provided by Jigsaw. Pupil voice (Y6) highlighted how supported the children felt.	Children were provided with opportunities to build relationships and enhance the positive ethos of our school community.
Senior Leadership meetings to review and evaluate progress and expenditure.	SLT met termly to discuss progress of PP children and implement actions based on impact. Catch-up Champion employed to support / lead interventions.	See data above.	See above.

Service Pupil Premium funding (if applicable)

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?	

Proportion (%) of pupil premium eligible pupils

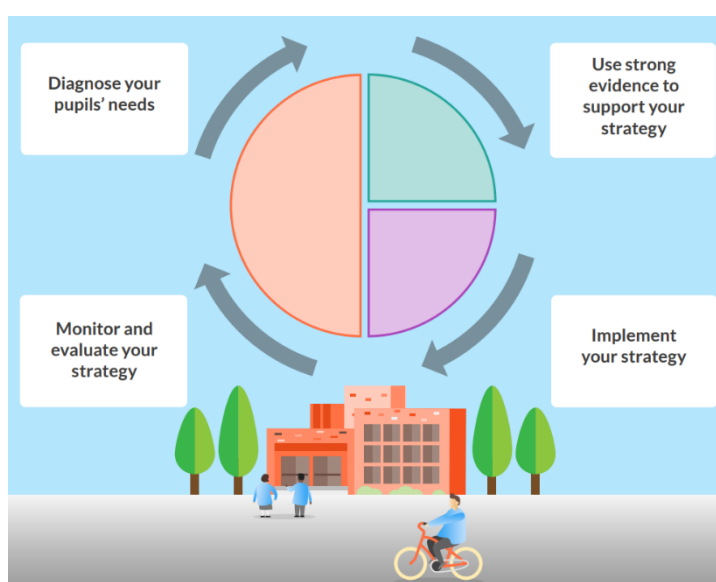
Further information (optional)

We as a group of schools are committed to offering the very best for all of the children under our care- particularly those disadvantaged or impacted by the recent lockdowns. As part of this, there is a range of additional provisions which are not funded by either grant that have a clear and distinct benefit to our pupils. There is leadership support for both Pupil Premium Leads and Catch-Up Champions, cross MAC support sessions, validations of judgements and sharing of ideas and best practice, Network Leads and Strategic Leads to drive subject specific and wider pedagogical developments and a catalogue of events and experiences aimed at improving the experiences and cultural capital of all of our Romero children.

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- A movement towards self-reflective practitioners embracing a continuous improvement model towards their practice
- Teachers receiving coaching, setting a personal target and using research to improve their practice in line with '*Putting Staff First*' (Tomsett and Uttley 2020)
- Extensive work around a recovery Maths curriculum in line with the DFE 'Ready to Progress' documents.

Monitoring, Evaluating and Making Better



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk))

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of our three-year strategic cycle. The yearly and three-year strategic aims have been set as outlined above. Individual

Proportion (%) of pupil premium eligible pupils

actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3-year cycle.