



Pupil Premium Strategy Statement 2022 - 2023

Pupil Premium Strategy Statement

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	Information
School name	Ss Peter & Paul Catholic Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	17% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	December 16 th 2022
Date on which it will be reviewed	March 1 st 2023
Statement authorised by	Lorraine Stanton
Pupil Premium lead	Michelle Garvey
Governor / Trustee lead	Peter James

Funding overview

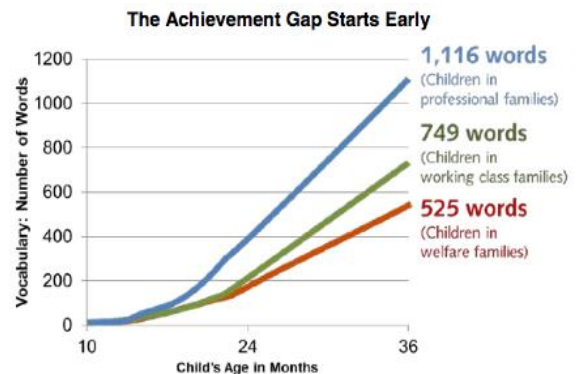
Detail	Amount
Pupil Premium funding allocation this academic year	£52,487
Recovery Premium funding allocation this academic year	£5,510
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,997

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Ss. Peter and Paul Catholic Primary, 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 and their desire to become our leaders of the future.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that these challenges start from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019) 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 our 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 \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance))

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, 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. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Absence of pp children in the highest 20%	IDSR highlights poor attendance for pp children
2	Outcomes in writing	Writing assessments show that in year data is lower than Reading and Maths particularly for disadvantaged children.
3	Mental Health and Learning Behaviours	As a result of increased staff awareness and the Enhanced Project, there has been an increase in referrals for mental health and wellbeing support.
4	PP children not engaging in extra curriculum clubs in comparison to non pp children (lack of enrichment)	Barriers to learning assessment and wider discussions highlight need.
5	Communication and language skills. (Children have started school with poor communication and language skills / due to Covid some children have missed out on early identification for language and communication needs)	Wellcomm and EYFS baseline has identified need.

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add 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 2022- 2023	
Intended outcome	Success criteria
PP children are provided with opportunities to encourage improved / good attendance and school to work closely with the family to tailor support to improve attendance.	Improved attendance for identified PP children.
Every child access high quality teaching for Writing.	Percentage of PP children reaching ARE in Writing to increase to above 75%. Focused lesson observations show a range of strategies in place to support PP children with SEND.
All children have access to mental health support where required. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Student and parent voice metrics show school values mental health and supports this well for PP children. Reduced number of red incidents on Arbor for PP children and closing gap.
Ensure extra-curricular opportunities are identified and provided for PP children identified on the barriers to learning document.	Percentage of PP children attending extra-curricular activities to increase.
To provide a language rich environment where children are encouraged to use verbal communication. Language is modelled by staff and support provided.	All children can verbalise their thoughts and emotions at an appropriate level for their needs. (SEN children may need additional support).

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensuring every pupil premium child has the best possible start to Early Reading.	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Wider enrichment for PP.	Every PP child to attend a club Every PP child to represent the school at a sporting fixture.
Provide a broad, balanced, and enriching curriculum offer.	<p>PP children have the opportunity to fulfil every aspect of the Romero Charter.</p> <p>PP pupil voice and low stakes assessment shows that children are enjoying, learning, and retaining more across a wide range of curriculum subjects.</p> <p>Strong evidence in PP books etc to support wide curriculum offer</p>
Promote a love of reading for all children.	Pupil voice show that children have a love of reading and are immersed in a strong reading culture in school.
Ensure first quality teaching of close writings the gap between PP and non-PP.	<p>Increase in percentage of PP children achieving ARE in every year group.</p> <p>Bottom 10% across year groups receive pre-teaching and early intervention to aid rapid progress.</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 (e.g. CPD)

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching model to support teaching of writing	<p>Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment.</p> <p>On going professional development for all teaching staff and have access to a coach to promote and sustain high quality teaching.</p> <p>‘Putting Staff First’ (Tomsett and Uttley 2020)</p>	2, 5
<i>Writing CPD for all staff</i>	<p>Training based on Pie Corbett material.</p> <p>Talk for Writing (T4W) focuses on the extensive use of classroom talk to help children become familiar with a range of text genres. Many of the shared and guided elements have been validated in the research underpinning the national literacy strategy. Other T4W practices are commensurate with more recent research reviews, especially those that have highlighted the effectiveness of Self-Regulated Strategy Development (SRSD), which has similar theoretical foundations.</p> <p>www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</p>	2, 5
Training on whole class oral language approach	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions 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.</p>	5
<i>Whole school emotion coaching training.</i>	<p>Gottman et al 1996</p> <p>Emotion Coaching views all behaviour as a form of communication and makes an important distinction between children’s behaviour and the feelings that underlie that behaviour. A key belief is that all emotions are acceptable, but not all behaviour.</p>	1, 3

Targeted academic support

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention support	Intervention 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	2
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.	5
Welcomm and language link diagnostic tools and interventions	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	5
Specific diagnostic assessments and support work	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence. IXL Design Principles	
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	
Teaching 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	

Wider strategies

Budgeted cost: £ 11900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Interventions – social and emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Mental Health training with thrive and mental health champions	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 1
<i>Extra-curricular club funding</i>	As part of our whole school push towards widening our afterschool club offer, we have ensured our PP children have full access to clubs. Physical activity EEF (educationendowmentfoundation.org.uk) In the study of Ahmad M. (2015), students who participated in extracurricular activities had a better attendance rate in class. The moment when students always participate in school activities, they tend to apply their knowledge in every way possible.	1, 4
<i>Parental workshops</i>	Working with parents is proven to be high impact lost cost strategy for closing the gap. Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 1
<i>Residential trip funding</i>	Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	1, 4

Total budgeted cost: £ 57900

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure children make accelerated progress over the year and PP progress is in line with non-PP children.	Phonics training / Developmental Days Reading resources – new books purchased Training on teaching vocabulary Marking policy updated The implementation of coaching Speech and Language Support Specific diagnostic assessments and support work PiXL TA Interventions Thrive training, approach, and interventions	KS2 progress scores for: Reading +0.62 Writing -1.12 Maths -0.02 Year 1 (5 children): (PP vs non PP) Reading 40 v 68 Writing 40 v 64 Maths 60 v 76 Year 2 (4 children): (PP vs non PP) Reading 100 v 59.1 Writing 75 v 59.1 Maths 50 v 77.3 Year 3 (7 children): (PP vs non PP) Reading 42.9 v 78.3 Writing 42.9 v 65.2 Maths 42.9 v 56.5 Year 4 (7 children): (PP vs non PP) Reading 50 v 66.7 Writing 33.3 v 70.8 Maths 66.7 v 70.8 Year 5 (6 children): (PP vs non PP) Reading 50 v 87.5 Writing 50 v 62.5 Maths 33.3 v 79.2 Year 6 (5 children): (PP vs non-PP) Reading 66.7 v 71.4 Writing 33.3 v 78.9	In some year groups pp did make good progress. However, a thread that was highlighted was the number of SEND pp children. Year 1 Out of the 5 children 1 was SEND Year 2 Out of the 4 children none were SEND Year 3 Out of 7 children 4 were also SEND Year 4 Out of the 7 children 2 were SEND Year 5 Out of the 6 children 2 were SEND Year 6 Out of the 5 children 3 were SEND

		Maths 50 v 78.9	
To provide the resources and environment in which children can thrive within EYFS.	<p>Development of The Branch</p> <p>TA Intervention</p> <p>Thrive training, approach, and interventions</p>	<p>A high number of children started in reception wearing nappies / pull ups. By the Summer term, this had been greatly reduced.</p> <p>3 children had EHCP and 5 were on MSP</p>	Children did thrive in EYFS. The Branch offered a well-structured learning environment supporting individual targets.
To provide a language rich environment where children are encouraged to use verbal communication. Language is modelled by staff and support provided.	<p>Phonics training / Developmental Days</p> <p>Training on teaching vocabulary</p> <p>The implementation of coaching</p> <p>Speech and Language Support</p> <p>Thrive training, approach, and interventions</p> <p>Vocabulary displayed in classrooms, often accompanied by widget symbols.</p> <p>Subject specific vocabulary pre taught.</p>	<p>Classroom environments are rich in vocabulary.</p> <p>Vocabulary is taught as highlighted in book looks, planning and drop-in sessions.</p>	IDSR highlighted the proportion of pupils meeting the phonics expected standard in Year 1 was significantly above national and in the highest 20% of all schools in 2022.
Ensure resources and training to enable staff to deliver phonics effectively.	<p>Phonics training / Developmental Days</p> <p>Additional phonic groups</p> <p>The implementation of coaching</p>	<p>RWInc Development Days continued throughout the year (3 days) to support staff in the delivery of RWInc, data analysis and groupings.</p> <p>IDSR shows that phonics data is above national average and in the top 20%.</p>	All staff are RWI trained and regular RWI sessions led by the RWInc lead, which are attended by those staff currently delivering RWI
Improve direct reading ability with specific focus on vocabulary to close attainment gaps.	Vocabulary displayed in classrooms, often accompanied by widget symbols.	<p>Reading: (2021 v 2022)</p> <p>Year 2 81.8 v 65.4</p> <p>Year 3 65.5 v 70</p> <p>Year 4 69 v 63.3</p> <p>Year 5 69 v 80</p>	There was no 2021 data to compare Year 1 directly with. Year 2: During the course of the year, 9

	<p>Subject specific vocabulary pre taught.</p> <p>Teachers regularly listen to children read (see folders)</p>	Year 6 57.7 v 80	<p>children joined, and 5 children left. 3 of the new children were EAL.</p> <p>Year 4: in between the two data sets, 3 children joined who were EAL.</p> <p>Children have made progress in reading across the school. Where there are disparities, there is context.</p>
Provide a broad, balanced, and enriching curriculum for all children.	<p>Extra-Curricular club funding</p> <p>Residential trip funding</p>	PP children completing as much of the Romero charter as non-PP children.	All children have enjoyed enrichment opportunities across the year.
Work with parents to increase engagement in learning.	<p>Thrive training, approach, and interventions</p> <p>Engagement of parents through workshops and Positive Parenting groups (working with LA)</p>	Parents attended a variety of events including picnics, workshops, and parent sessions.	Parental questionnaire highlighted 98% of parents would happily recommend SSPP.
Improve the attendance and punctuality of PP children.	Engagement of parents through workshops and Positive Parenting groups (working with LA)	<p>PP to account for no more than 40% of whole school lates.</p> <p>PP accounted for 51% of lates for the academic year 2021 - 2022</p>	PP children had poorer attendance in comparison to non pp children.

Additional reflections on the year:

Externally Provided Programmes

Programme	Provider
The Enhanced Project	RISE
Positive Parenting	CCC

Service Pupil Premium funding (if applicable)

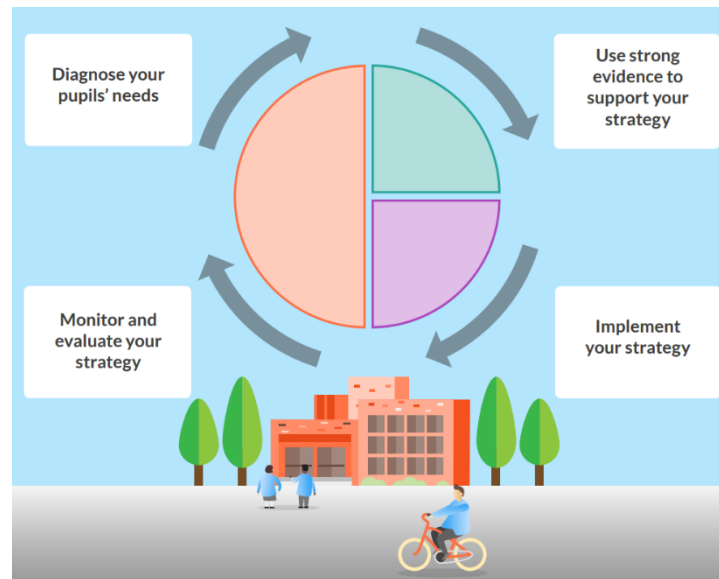
For schools that receive this funding, you may wish to provide the following information:

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Making Better



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

With the movement towards a more stable period of education in relation to COVID, we have placed increased emphasis on our three-year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual 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.