



Pupil Premium Strategy Statement 2023 - 2024

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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 and Paul Catholic Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	15% (32 pupils)
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 23 – July 25 (September 22- July 25)
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
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	£50, 501
Recovery Premium funding allocation this academic year	£5, 220
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	
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	£55, 721

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Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Ss Peter and Paul Catholic Primary School, 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 this starts from a very early age (see Word exposure graph). Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. The national KS2 SATS Disadvantaged Gap Index was 3.2 in 2023. This represents only a 0.03 improvement from the previous year and remains 0.28 points greater than pre-pandemic levels. 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:

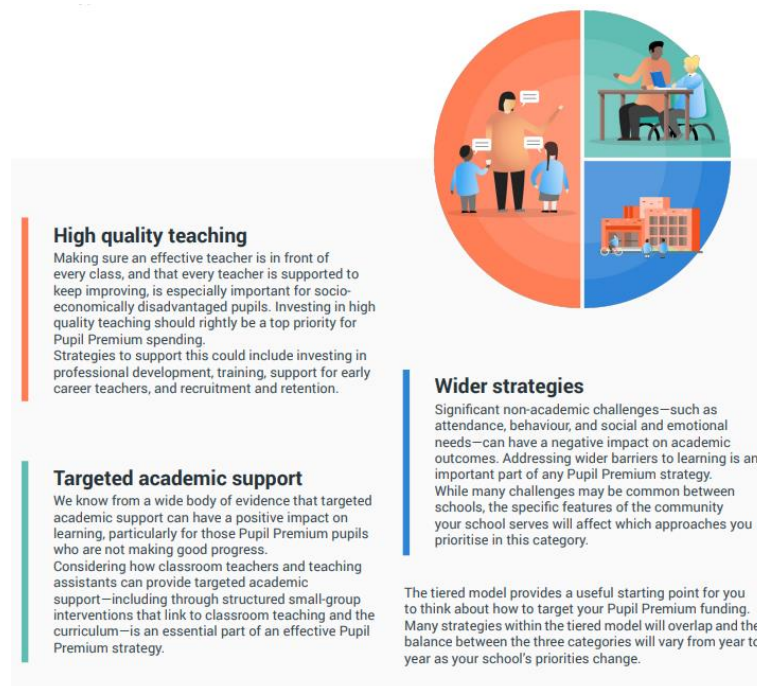


For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



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))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. High-quality teaching continues to be 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. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. 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	Oracy	Ofsted (September 23) identified that children in KS1 were not confident speakers: "Some pupils in key stage 1 do not always have the necessary skills to communicate effectively." Wellcomm assessments identified that reception children are not pronouncing sounds correctly
2	A higher absence rate for pp children and associated lost learning	Internal attendance data (2022-2023) indicates that attendance among disadvantaged pupils was 2.4% lower than that for non disadvantaged pupils. Our assessments and observation indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Outcomes in writing	KS1 SATs (2022 – 2023) highlighted that writing was lower than Reading and Maths particularly for disadvantaged children. Internal data indicates that attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
4	A lack of external opportunities not as readily available to disadvantaged children.	Some of our disadvantaged children have a lack of cultural capital and enrichment opportunities outside of school. This has been evidenced through monitoring the Your Time to Shine awards being shared mainly by our non disadvantaged children and our barriers to learning assessment. Tracking of attendance at extra-curricular clubs highlights that club offers are not necessarily been taken up by our disadvantaged children. Some disadvantaged children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
5	Developing relationships	Observations and discussions indicate that the families of disadvantaged pupils require greater support from our pastoral team. In Summer 2023, ¾ of families receiving support through the Early Help Pathway were disadvantaged families. 3 out of 4 families receiving support through a Child Protection plan or Child in Need plan were also disadvantaged. These challenges impact our children and their academic achievement.

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 2023- 2024	
Intended outcome	Success criteria
To provide opportunities to develop children's confidence when speaking in front of an audience (oracy).	All pupils to have the opportunity to speak in front of an audience during the academic year 2023 – 2024.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	The attendance in 2023/2024 for all groups of pupils, particularly those who are disadvantaged to be higher than 95% and persistent absence to be below 5%
Improved outcomes for disadvantaged pupils in writing.	KS2 outcomes in 2023/2024 show that 78% of disadvantaged pupils will meet the expected standard in writing.
For all pupils to have improved resilience and aspirations through access to wider opportunities within the curriculum and beyond that will impact positively on learner behaviours and pupil outcomes.	Percentage of disadvantaged children attending extra-curricular activities to increase. The Romero Child Charter to be carefully monitored to ensure opportunities are accessed by all children especially our disadvantaged children.
To achieve and sustain strong working relationships with all families, particularly those who are disadvantaged.	Sustained working relationships with families in 2023-24 demonstrated through qualitative data from pupil and parent voice and increased participation in school events.

Strategic Period (Sep 2023 – 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 disadvantage pupils..	Every PP child to attend a club. Every PP child to represent the school at a sporting fixture or competition (Spelling Bee, Maths challenge etc)
Provide a broad, balanced, and enriching curriculum offer.	PP children have the opportunity to fulfil every aspect of the Romero Charter. PP pupil voice and low stakes assessment shows that children are enjoying, learning,

	<p>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
Drama Tots for Reception and identified pupils (Autumn term / Spring term)	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 3
Training on whole class oral language approach	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 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>	1, 3
To teach challenging and thoughtfully scaffolded lessons across all ability	Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged	1, 3, 4

<p>ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p>backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Coaching model to support teaching of writing</p>	<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>	3
<p><i>Writing CPD for all staff</i></p>	<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>	3

	www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf	
<i>Child and Family Liaison Officer (LW) to support families by developing relationships.</i>	<p>This guidance report highlights the importance of nurturing relationships with parents so that schools can work with parents and carers to improve children's learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	2, 5

Targeted academic support

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to be used in interventions to address learning gaps.	<p>Effective small group intervention has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3
Staff will deliver high quality targeted interventions.	<p>Small group intervention which is targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3
Welcomm and language link diagnostic tools and interventions	<p>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</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	1, 3
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:	1, 3

	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	1, 3

Wider strategies

Budgeted cost: £ 9721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part.</p> <p>Adhering to the promises made in the Romero Child Charter (monitored)</p> <p>Subsidise offsite trips, residential visits and extra-curricular activities to ensure there are no financial barriers to taking part. E.g. after school sports clubs; swimming lessons; school trips & transport subsidy; residential subsidy; PTA events.</p>	<p>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <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> <p>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.</p>	1, 2, 3, 4, 5
Pastoral Support - Thrive	<p>Interventions – social and emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 5

Thrive training, approach and intervention	<p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	2, 5
Parental workshops	<p>Working with parents is proven to be high impact low cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £ 55721

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 2022 to 2023 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Disadvantaged children are provided with opportunities to encourage improved / good attendance and school to work closely with the family to tailor support to improve attendance.	<p>Half termly meeting with SF. Key children identified and targeted support implemented.</p> <p>Everyday Counts initiatives.</p> <p>Thrive support for both children and parents.</p> <p>Parental workshops and social events to enhance links with parents.</p> <p>Residential trips and enrichment opportunities encourage children to attend school.</p>	<p>Disadvantaged to account for no more than 40% of whole school lates.</p> <p>Disadvantaged accounted for 51% of lates for the academic year 2021 - 2022</p>	<p>Disadvantaged pupils' attendance was 2.4% lower than non-disadvantaged. However, they had 12% less PA than non-disadvantaged pupils.</p> <p>Disadvantaged pupils accounted for 36% of lates for the academic year 2023 – 2023.</p>
Every child access high quality teaching for Writing.	<p>CPD for staff delivered by LMcG based on Pie Corbett material (T4W).</p> <p>Coaching model in place to support teachers</p> <p>Putting Staff First – a number of teachers based their IQ on writing.</p> <p>Support for potential GD writers from WA.</p> <p>Quality TAs</p>	<p>Percentage of disadvantaged children reaching ARE in Writing to increase to above 75%.</p> <p>Focused lesson observations show a range of strategies in place to support disadvantaged children with SEND.</p>	60% of disadvantaged children ARE in writing

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.	<p>Participation in the Enhanced Project during the Autumn Term</p> <p>Proactive TAs</p> <p>Residential trips</p>	Positive parental questionnaire	99% of parents would recommend the school.
Ensure extra-curricular opportunities are identified and provided for PP children identified on the barriers to learning document.	<p>Monitoring of club register and targeting of children attending clubs.</p> <p>Romero Child Charter – opportunities</p> <p>Strong wide curriculum offer</p> <p>Clubs run by TAs</p> <p>Residential trips</p>	At least 75% of our disadvantaged pupils attend an extracurricular club.	Term on term attendance increased. In the summer term 76% of our disadvantaged pupils had attended a club. This was the result of a targeted approach.
To provide a language rich environment where children are encouraged to use verbal communication. Language is modelled by staff and support provided.	<p>Helicopter writing in Reception</p> <p>T4W – CPD for staff and delivery in the classroom.</p> <p>Speech and Language support</p> <p>Welcomm tool</p> <p>Ixl</p> <p>Quality TAs</p>	Language is displayed and explicitly taught in all classes.	Book looks, learning walks and observations highlighted the vocabulary rich environment and vocabulary teaching provided to all pupils in all subjects.

Further Reflections

A new executive model is now in place with a joint governing body.

A positive ungraded OFSTED inspection in September 2024 highlighted many positive aspects of life for our most disadvantaged pupils at SSPP.

Externally Provided Programmes

Programme	Provider

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?	

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 Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

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