

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	St Peter's Catholic Primary School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	D Beirne
Pupil premium lead	Mrs D Beirne Head teacher
Governor / Trustee lead	Mr A Mealey Safeguarding lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,150
Recovery premium funding allocation this academic year	£16,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3742
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	£118 372

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, will make good progress and achieve high attainment across all subject areas. The focus on our pupil premium strategy is to support disadvantaged pupils to achieve that goal including our high attainers.

We will consider the challenges faced by our vulnerable pupils- those with a social worker or young carer. The activity outline in this statement is also intended to support their needs whether they are disadvantaged or not.

High quality teaching is key with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the gap but will also benefit non disadvantaged pupils' attainment.

Our strategy includes our education recovery plans which provide support for those pupils whose education has been affected by school closures.

Our approach is routed in a cycle of monitoring to assess, track, review individual pupils putting in appropriate interventions when needed.

Challenges

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

Challenge number	Detail of challenge
1	A large number of our pupil premium pupils did not engage with remote learning during lockdown resulting in a widening gap with non-pupil premium pupils.
2	Our attendance data indicates that attendance among our disadvantaged pupils is lower than any other group
3	Assessments and observations indicate under developed language skills and vocabulary gaps amongst pupils.
4	Assessments and observations indicate that disadvantaged pupils attain below other pupils in Literacy and numeracy.
5	Our observations indicate that there are social and emotional issues for many pupils due to the closure of school.

	Referrals for support has increased with the need for additional support for emotional needs either in small groups or individually.
6.	From observations, there is more need for financial support where pressures on parents means the school assists to ensure all children have equal access

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 ensure all pupils have access to technology to access remote learning. This is followed up by intervention from outside agencies	Pupils are engaging in remote education-homework/periods of school closure
To achieve and sustain improved attendance in particular disadvantaged pupils	Sustained high attendance for all groups of pupils
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils	Sustained high levels of well being <ul style="list-style-type: none"> • Qualitative data and teacher observations • Reduced demand for well-being groups
Improved attainment in Literacy and Numeracy among disadvantaged group	KS2 Reading and Maths outcomes in 2024/25 show more pupils met the expected standard
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral skills.
Provide financial support to ensure pupils can participate in a range of activities	Observations indicate more pupils participating in a range of extra-curricular activities

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

Budgeted cost: £ 54,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests	Standardised tests provide reliable insights into specific strengths and weaknesses of individual pupils enabling school to provide targeted support.	1.3.4

Embedding speaking activities into our curriculum. This will enable pupils to articulate key ideas and consolidate use of vocabulary.	High classroom discussion has great impact on the quality of reading	3
Further develop subject specific vocabulary	Subject specific vocabulary develops pupil confidence in understanding and applying new vocabulary	3.4
Purchase of DFE validated phonics programme	Phonics has positive impact on accuracy of word reading	1.3.4
Enhancement of maths curriculum – staff released to access Mastery in Maths CPD+ Maths hub	National Centre for Excellence in Maths supports evidence based approaches	1.3.4
Update staff knowledge to ensure quality first teaching	Quality first teaching ensures pupils more likely to make at least good progress	1.3.4
To put in place catch up after lockdown	Additional teacher in each phase to close gaps in learning	1.3.4

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

Budgeted cost: £ 40,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics support	Targeted phonics support has shown pupils make more progress	1.3.4
Engaging with National tutoring programme	Tuition targeted at specific needs will help to close the gap in learning	1.3.4
Meeting specific learning needs of pupils	Regular monitoring and pupil progress meetings identify pupils specific needs	1.3.4
Interventions delivered Phonics Maths Reading Writing Pre/post teaching Wellcome Neli	High quality small group / individual interventions	1.3.4

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

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DFE guidance. Weekly support from Education Welfare Officer. Release time for EWO coordinator	Good practice shared by schools to improve attendance and persistent absence Attendance coordinator and EWO follow up pupils whose attendance is below 92%	2. 1
Support emotional needs of pupils from lockdowns	Improved outcomes in learning leading to improved outcomes in later life Small group/ individual nurture	5
Contingency fund for acute issues	We have identified a need to set aside some funding to be able to respond to needs that have not yet been identified and to ensure that funding is not a barrier to extra-curricular activities	6

Total budgeted cost: £ 118372

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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.

Our assessments during 2021/22 shows that there was an improvement in the performance of Pupil Premium children in 6 of the categories detailed in the table below. Four of the categories detailed below experienced a decline, whilst 4 remained at the same level.

A higher percentage of Pupil Premium children achieved a Good Level of Development in Early Years in 2022 than in 2021, whilst the percentage of pupil premium children achieving the required level in the Phonics Screening Check remained constant.

The percentage of pupil premium children achieving the Expected Standard in Reading at Key Stage 1 was lower in 2022 than in the previous academic year. However, 17% of pupil premium children did achieve Greater Depth compared to 0 children in the previous year.

The percentage of Key Stage 1 pupil premium children achieving the Expected Standard in writing increased from 50% to 58%, whilst in Maths this number increased further from 50% to 67%. 25% of pupil premium children achieved Greater Depth in Key Stage 1 maths, compared to 0 children during the previous year. This also compared favourably with the school percentage of children achieving Greater Depth for Key Stage 1 Maths.

At Key Stage 2 the percentage of pupil premium children achieving Expected Standard in reading fell from 78% to 67% whilst the percentage of children achieving Greater Depth remained constant. Similarly, the percentage of pupil premium Key Stage 2 children achieving the Expected Standard in writing remained the same.

The percentage of Key Stage 2 children achieving the Expected Standard in maths fell from 89% to 44% but the percentage of children achieving Greater Depth in this subject increased from 0% in 2021 to 11% in 2022.

Data submitted to Walsall LEA 2022

Early Years Good Level of Development

	2022 School	2022 Pupil Premium	2021 Pupil Premium
Early Years Good Level of Development	72%	80%	33%

Year 1 Phonics

	2022 School	2022 Pupil Premium	2021 Pupil Premium
Phonics Screening Check	83%	67%	67%

Key Stage 1

	2022 School	2022 Pupil Premium	2021 Pupil Premium
Reading EXS	63%	50%	62%
Reading Greater Depth	13%	17%	0%
Writing EXS	57%	58%	50%
Writing Greater Depth	0%	0%	0%
Maths EXS	67%	67%	50%
Maths Greater Depth	17%	25%	0%

Key Stage 2

	2022 School	2022 Pupil Premium	2021 Pupil Premium
Reading EXS	76%	67%	78%
Reading Greater Depth	24%	22%	22%
Writing EXS	82%	78%	78%
Writing Greater Depth	10%	0%	22%
Maths EXS	69%	44%	89%
Maths Greater Depth	21%	11%	0%
R/W/M Combined EXS	65%	44%	78%
R/W/M Combined Greater Depth	3%	0%	0%

Our analysis of the reasons for these outcomes points to Pupil Premium interventions being more effective in Key Stage 1 than in Key Stage 2. This matches the more targeted support that was given to Key Stage 1 children during the 2021/22 academic year in the form of a teacher employed part-time to support certain children.

Pupil Premium attendance in 2021/22 was lower than the figure recorded in 2020/21. Pupil Premium average attendance also remains lower than the average attendance for Non-Pupil Premium children.

	2021/22		2020/21	
	Pupil Premium Average Attendance	Non Pupil Premium Average Attendance	Pupil Premium Average Attendance	Non Pupil Premium Average Attendance
Reception	86.5%	90.2%	92.5%	96.7%
Year 1	86.9%	93.6%	92.5%	94.1%
Year 2	89.5%	94.1%	88.4%	96.6%
Year 3	83.6%	93.7%	90.8%	97.2%
Year 4	88.9%	96.2%	92.9%	96.1%
Year 5	89.5%	94.9%	96.8%	96.2%
Year 6	90.2%	92.9%	93.5%	96.5%
Total	87.9%	93.7%	92.4%	96.2%

The wellbeing and mental health of our pupils has continued to be a priority and children are supported through our nurture group and a member of staff (parent support worker) who responds promptly to any issues that we become aware of which may affect pupil wellbeing. Pupil behaviour has remained outstanding as evidenced in reports from our specialist behaviour consultant who makes regular visits to school and is on-call to us if required.

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

Programme	Provider

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.

