

SS Peter and Paul 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 Catholic Primary School, Newport, Shropshire |
| Number of pupils in school | 196 |
| Proportion (%) of pupil premium eligible pupils | 21% or 43 children: 3 Pupil Premium Plus funding 21 Pupil Premium funding 14 Service Pupil Premium funding. |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 2022/23 2023/24 |
| Date this statement was published | November 2021 December 2022 (review) |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Sarah Staniforth |
| Pupil premium lead | Sarah Staniforth |
| Governor / Trustee lead | Gill Livesey |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £47, 205 |
| Recovery premium funding allocation this academic year | £3, 190 |

| | |
|--|---------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £50,395 |

Part A: Pupil premium strategy plan

Statement of intent

At SS Peter and Paul Catholic Primary School, when making decisions about using Pupil Premium funding it was important to consider the school context and the challenges faced by our children. Research conducted by EEF should be used to support decisions around the effectiveness of different strategies and their value for money.

Disadvantaged children can face common barriers to learning, including weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mobility and attendance and punctuality issues as well as possibly having less support at home. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no “one size fits all” approach to supporting these children.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support the health and wellbeing of the children so that are able to access learning at an appropriate level.

We aim to support children by:

- Ensuring that teaching and learning opportunities meet the needs of all children, through quality first teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When 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 child, or groups of children 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. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time, as there is limited funding and resources.

Achieving these objectives:

The range of provision the Governors consider making for this group including and would not be inclusive of.

- Ensuring quality first teaching (all teaching is good or better) thus ensuring the quality of teaching experienced by all children is improved.
- Frequent and high-quality Safeguarding professional development for all staff.
- Ensuring adequate release time for subject leaders to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Providing a non-class based SENDco across the Federation who can oversee the mental health and well-being provision and offer extra targeted intervention to those in need, both through mental health and well-being provision and academic provision.
- Continue to support our most vulnerable pupils by accessing support from our Education Welfare Officer and Family Support Worker, employed by Newport Cluster Schools.
- Provide training and purchasing high quality interventions.
- Pupil Premium work to be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources to target able children on Free School Meals to achieve at least age-related expectations.
- 1-1 or small group support for those pupils who would benefit.
- Allocate teaching assistants to groups of vulnerable children who would most benefit throughout school to support a range of interventions which are monitored.
- Additional teaching and learning opportunities provided through external agencies.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school clubs.
- Purchasing resources for those children in receipt of pupil premium funding e.g. SATs revision books etc.
- Support payment for in-school activities, educational visits and residentials, ensuring children have high quality experiences to use in their learning in the classroom.
- Engage our vulnerable children in a range of opportunities open to the rest of the children in school by offering free extra-curricular after school club places.
- Allocating DfE laptop devices to children to ensure they are able to access homework and support learning at home.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Narrowing the attainment gap for disadvantaged pupils across the school in Reading, Writing Maths and SPaG. |
| 2 | Reducing attainment gap in disadvantaged children achieving greater depth at KS2 particularly in maths, SPaG and writing. |
| 3 | Disadvantaged children tend to have lower attainment on entry. |
| 4 | Mobility factors – children from other settings who are eligible for PP join with often lower than our expectations of age-related expectations. |
| 5 | Lack of social, emotional and communication skills for those pupils joining in EYFS and those in KS1 due to covid (many may not have accessed school/nursery during lockdown and formed these vital skills) |
| 6 | Home learning environment – parental engagement and support at home. |

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 | Achieve national average progress scores in KS2 Reading. |
| Progress in Writing | Achieve national average progress scores in KS2 Writing. |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics. |
| Greater Depth in maths and writing | Achieve national average for greater depth in maths and writing. |
| Other | Children access a wide range of enrichment activities and experiences both in and out of school. Ensure attendance of disadvantaged children is in line with all other 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26, 088.65

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Ensure all lessons meet the needs of all children and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils. (Cost of external CPD, subscriptions, costs for TiC and non-teaching SENDco to deliver TA and staff CPD programme and monitor provision</i></p> <p><i>External CPD: £ 15, 322</i></p> <p><i>Subscriptions: £1,801.15</i></p> <p><i>TiC release time (1 day per week): £4, 940</i></p> <p><i>Non-teaching SENDco 10% of time £ 2, 465.50</i></p> | <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p> <p>We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge of the curriculum to support all learners. We will continue with subscriptions to different subject associations and online learning platforms to support planning for high-quality teaching and learning. Delivery of CPD for TAs remains a priority with weekly meetings especially with regards to support children with the learning in the curriculum.</p> | <p>1, 2, 3 and 5</p> |
| <p><i>Coaching programme to support subject leaders and class teachers to develop their understanding of their curriculum area and support high quality teaching a learning.</i></p> <p><i>Release time for TiC to support the coaching model with subject</i></p> | <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will support the coaching programme. This includes teachers and subject leaders.</p> | <p>1, 2, 3, 4 and 5</p> |

| | | |
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| <p><i>leaders and less experienced teachers.</i> <i>Release time: £1, 560</i></p> <p><i>Coaching programme for Teaching Assistants (focus on questioning skills) by SENCO.</i></p> | | |
|--|--|--|

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

Budgeted cost: £ 25, 262

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Targeted intervention plans in each year group afternoon interventions delivered by teaching assistants (Non-teaching staff 50% equivalent for 38 weeks £25, 262)</i></p> | <p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Analysis of our cohorts led to identification disadvantaged pupils across the school:</p> <ul style="list-style-type: none"> • Year 1 and 2 pupils who need support address gaps in reading, writing and maths. • Year 3 and 4 pupils who need support address gaps in reading, writing and maths. <p>Year 5 and 6 pupils need support in achieving national or greater depth in writing and maths</p> | <p>1, 2, 3, 4, 5, 6 and 7</p> |

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

Budgeted cost: £ 11, 858

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Support for the children who lack social, emotional and communication skills.</i></p> <p><i>ELSA £4, 845 – TA 6 hours per week @ £8.50 ph x 38 weeks = £1, 938</i></p> <p><i>Hub open at lunchtime: £8.50 x 5 = £42.50 p/w x 38 weeks = £1, 615</i></p> <p><i>BSAT assessment/support SLA: £720</i></p> <p><i>10 weeks small group social and emotional development for EYFS and KS1 to support play and social interaction.</i></p> <p><i>Recovery Funding allocated</i></p> | <p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p> | <p>5 and 6</p> |
| <p><i>Attendance is above national average and above 97.5% for all disadvantaged children including LAC.</i></p> <p><i>Costs of Outside Agencies (EWO and Family Support Worker) £3, 048</i></p> <p><i>Breakfast Club (2 pupils) £5.50 x 5 = £27.50 pw = £1, 045</i></p> | <p>Attendance date – Pupils in school on time each day and ready to learn.</p> <p>Family Support Worker currently working with 2 children to support their needs and allow them to express wishes and feelings.</p> | <p>1, 2, 3, 4 and 5</p> |
| <p><i>Cultural capital experiences promoted in the curriculum</i></p> <p>Cost of individual music lessons £750 Music programme for KS1 and EYFS</p> | <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to</p> | <p>1, 2, 3, 4 and 5</p> |

| | | |
|--|---|--|
| <p>£900 music programme for year 4/5.</p> <p><i>Subsidised after school clubs for PP</i></p> <p><i>Subsidised cost of trips for PP</i></p> <p><i>Subsidised residential trip costs for PP</i></p> <p><i>Sports events promoted to PP are encouraged to attend</i></p> <p><i>Outdoor learning encouraged</i></p> <p>Arthog Trip Manor Adventure Trip Other trips/visits - £200 <i>(Cost of subsidised clubs, trips and residential = £1, 317)</i> Other trips/visits/in-school visits by outside professionals: £tbc as academic year progresses.</p> | <p>trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> | |
|--|---|--|

Total budgeted cost: £ 63, 208.65

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments and tracking.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us measure the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the limitations stated above).

Data from tests and assessments across the school year suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. These approaches have been adapted for the academic year 2022-23.

Catch Up Funding was used to secure quality first teaching through the employment of a part time teacher to work alongside a class teacher, enabling focused curriculum 'catch up' for targeted pupils within Year 4 and Year 6. Further support was funded for 6 pupils in Year 5 and Year 6 to undertake small group English and maths interventions with a qualified teacher. This funding stream was also used to implement NELI for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The programme is delivered over 30 weeks by teachers and teaching assistants in groups of three to four children. Assessment happens during base line when the first Language Screen is carried out prior to the start of the intervention then again after the 20 weeks where reassessment using Language Screen

happens to check their progress and make plans for support that might be needed in year 1.

Regular CPD for all staff both in house and external was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Our non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide.

Pupil progress meetings provided opportunities to monitor closely progress made from starting points and focus interventions and strategies to suit the needs of the learners.

Interventions used to support children this year were Nuffield Early Language Intervention (NELI), Black Sheep, Toe by Toe, Power of 2, Teach Your Monster to Read IDL and Dynamo Maths.

Social and emotional support – ELSA work continued to support those children who were in need. Class teachers and school staff continued to develop the mental and physical health of children.

Overall school attendance at the end of 2021-22 was 95.34%. PP attendance is 96.57%. At the end of 2021-22 there were 11 persistent absentees of which one child was PP. Educational Welfare Officer and Family Support Worker provision is ensuring that positive and pre-emptive approaches are in place for all children who are at risk of poor attendance. These figures demonstrate the impact of the EWO and Family Support Worker roles that are collaboratively procured via the Newport Cluster of schools.

Across the school, we continued to subsidise educational visits to provide real contexts for learning and widen experiences.

The cost of Breakfast Club and After School Club subsidised for some pupils, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed.

Arthog Outdoor Education - Actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors.

Extra-curricular after school clubs and some trips were part funded for children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

Forest School continued to be provided for pupils on a rota basis – each year group attending 4 times across the year.

Governors have accessed equality training from the Multicultural Development Team, and this has served to increase their awareness and understanding of different groups of children and equality and diversity. Governors have undertaken pupil voice activities which included disadvantaged pupils.

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 |
|---------------------------------|------------------------------|
| White Rose Maths | Trinity MAT |
| School Library Service | Shropshire Council |
| Primary Language Network | Primary Language Network Ltd |
| Multi-cultural Development Team | Telford and Wrekin |
| Purple Mash | 2Simple |
| IDL | Idls group |
| Life to the Full (PSHE/RSE) | Ten:Ten |
| Essential Letters and Sounds | Oxford University Press |
| Charanga Music | Charanga Ltd |