

Pupil premium strategy statement

This statement details our school's use of Pupil Premium 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 Voluntary Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers	2020/23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs. Helen White
Pupil premium lead	Mrs. Jan Coghlan
Governor / Trustee lead	Mrs. Zoe Morgan

Funding overview (based on census estimated projections)

Detail	Amount
Pupil premium funding allocation this academic year	£44820
Recovery premium funding allocation this academic year	£4713
Pupil premium funding carried forward from previous years	£1740
Total budget for this academic year	£51273

Part A: Pupil premium strategy plan Statement of intent

Whilst the promotion of quality first teaching will always be our priority, we acknowledge the fact that our most disadvantaged pupils need additional support in order to promote educational equity. In accordance with research carried out by the Education Endowment Foundation we believe that high quality intervention and feedback is key to closing the gaps created by disadvantage. With this in mind, the bulk of our Pupil Premium funding is directed towards our high quality team of learning support assistants who support these children according to their needs.

DfE:

'Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.'

We recognise that pupil premium children form the bulk of this group, however, we also recognise that financial challenge is not the only cause of educational deprivation. We therefore extend this strategy to members of the following undefined groups, as well as children who officially qualify for pupil premium.

- *Children who have given us cause for concern due to apparent financial constraints who haven't made a free school meal application. This may be due to the infant FSM strategy or family reluctance to apply. This will also include children of families who are on the borderline of FSM eligibility.*
- *Children whose emotional literacy has given us cause for concern.*
- *Children with diagnosed or recognised attachment issues.*
- *Family issues which impact on learning.*
- *Safeguarding issues*

Challenges

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

Challenge number	Detail of challenge
1	Adults in the home may be unable to support their children with homework or the child may not have a suitable quiet place to work.
2	The child may not have access to high quality literature. <i>'we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.'</i> Education Endowment Foundation.
3	The child may lose concentration because they have had a hectic morning and/or no breakfast.

4	General knowledge, vocabulary acquisition and therefore educational equity may be affected if the family are unable to afford extra-curricular activities and outdoor visits.
5	The child may not have accessed an environment which is rich in new vocabulary.
6	The well-being and mental health of some children has noticeably declined as a result of two lockdowns. Some have 'forgotten how to learn' and need support in self- regulation.
7	Due to a combination of the above challenges, the child may need small group or 1 to 1 intervention in order to reach age related expectations.

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
Our disadvantaged children use a spoken and written vocabulary which is appropriate for their age. Children who have entered EYFS with limited vocabulary achieve accelerated levels of word recognition due to targeted intervention. Due to the payment of school trips, life experiences are enhanced and children are immersed in new vocabulary.	Book scrutinies show age appropriate use of written vocabulary across the curriculum. Child interviews provide evidence of an improved vocabulary - when spoken to by an adult the children are confident and can initiate topics of conversation. These children speak clearly and confidently in whole class situations, asking appropriate questions.
Our disadvantaged children enjoy reading and have developed a reading habit. They are reading at an age appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.	Parents will be more involved in their child's reading. This will be evidenced in home/school reading records. Children identified will be able to access reading lessons at the same level as non pp children. Reading tests - PIRA and Statutory testing show attainment which is relevant to the age and ability of the child. Target Tracker will show a minimum of 6 steps in reading across a year.
Our disadvantaged children are happy at school. They feel listened to and valued. They know who to approach at school if they have problems or worries. Through financial support with educational trips, PP children have equal opportunities. This promotes educational equity as they are able to follow up visits effectively. There is good communication between home and school providing a supportive relationship for the child. These children have the tools they need to learn and strategies to deal with barriers.	Family support worker and dedicated PP LSA notes show regular focused meetings with children. Discussions are relayed to the appropriate teacher, facilitating a modification of approach if necessary. Book scrutinies (which sometimes focus specifically on these children) Feedback from parents via ClassDojo and parents' evenings. Pupil interviews provide evidence of improved emotional literacy. Attendance is above the 'persistent absentee' threshold.

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 and teaching support

Budgeted cost: £ 10695

Activity	Evidence that supports this approach	Challenge
<p>LSA salaries are partially met by Pupil premium funding.</p> <p>Effective use of LSAs and the impact of their intervention is monitored by SLT and SENCo. The deployment of LSAs throughout the school is determined by need and based on assessment - they are placed where their individual skills will have maximum impact.</p>	<p>The 'Teaching and Learning Toolkit" compiled by the Education Endowment Foundation provides evidence that the following strategies represent good value for money:</p>	
<p>LSA's closely monitor personal reading, facilitating intensive programs of support for 'target readers', many of whom are pp children. They support the teachers in the delivery of a rigorous reading curriculum based on Pie Corbett 'Talk for Reading'. Talk for Reading training is constantly updated by both external sources and our Literacy co-ordinator. The quality of reading material available to pp children is closely monitored and updated – pp funding helps to provide a rolling program of library replenishment. Funding also assists in the purchase of guided reading materials for children who have completed the RWI phonics scheme and are transitioning to whole class reading lessons.</p>	<p>EEF - Reading comprehension strategies. +6 months https://bit.ly/3BoCovj</p> <p>EEF - Oral language interventions. +6 months https://bit.ly/3uU1AYm</p> <p>EEF - Feedback +6 months https://bit.ly/3iHXR7</p> <p>EEF – Teaching assistant interventions https://bit.ly/3FRwL</p>	2, 5
<p>Teachers and LSA's are fully trained in the delivery of the RWI phonics scheme which is monitored closely by a specifically trained phonics lead. This training is constantly updated.</p>	<p>EEF - Structured phonics teaching +5 months https://bit.ly/3FrRTFs</p> <p>EEF - Oral language interventions. +6 months https://bit.ly/3uU1AYm</p>	2, 5

	EEF – Teaching assistant interventions https://bitly.co/FRwL	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22372

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs deliver instant feedback as directed by the class teacher together with prescribed intervention strategies to individuals and small groups. This happens across the curriculum with an emphasis on Reading, Writing and Maths. PP funding during this academic year will support the training of LSA's in effective writing feedback which is a whole school focus on our school improvement plan. Funding will also support the purchase of an online writing moderation subscription which reduces marking and enhances opportunity for feedback.	EEF - Feedback +6 months https://bit.ly/3FrRTFs EEF - Oral language interventions. +6 months https://bit.ly/3uU1AYm EEF – Teaching assistant interventions https://bitly.co/FRwL	5, 7
LSA's carry out small group and 1 to 1 intervention where needed. They are trained in the delivery of assessment driven reading interventions such as 'Shine'.	EEF - Small group tuition +4 months https://bit.ly/3DCsabN EEF – Teaching assistant interventions https://bitly.co/FRwL	7
With reference to challenge 1 above, our PP children benefit from alternative ways to complete homework in the form of online systems such as 'Spelling Shed', 'Times Tables Rockstars' and 'Nessy', which specifically targets low motivation.	An improvement in the completion of homework is evidenced both in teacher's records and our PP LSA's notes. EEF – Homework +5 months https://bitly.co/FRu6	1
After school small group tuition to support statutory testing in years 5 and 6. This is delivered by and	Small group tuition led by an LSA in collaboration with the Y5/6 teachers has a positive impact on	1, 7

<p>experienced LSA who works alongside the Y5/6 teachers during the school day.</p>	<p>the progress of disadvantaged children. This can be evidenced using past KS2 SATS results. EEF - Small group tuition +4 months https://bit.ly/3DCsabN</p> <p>EEF – Teaching assistant interventions https://bit.ly/co/FRwL</p>	
<p>LSA dedicated to Pupil Premium children. The job description will include the following:</p> <ul style="list-style-type: none"> - Train in metacognition and self-regulation. - Work with Jan Coghlan to track the progress and behaviour of our disadvantaged children. - Aid teachers in the identification of barriers to learning. - Provide quality 1 to 1 support. - Monitor homework and offer support where needed. - Liaise with Paul Phillips (family support worker), responding to social/emotional needs/behavioural/attendance issues. - Offer morning nurture time if needed. - Develop a rapport with parents where needed. <p><i>In addition to ongoing strategies carried over from the previous year, the following will be added to appraisal objectives for this member of staff:</i></p> <ul style="list-style-type: none"> - <i>Writing feedback (with associated training)</i> - <i>Attachment training</i> - <i>Autism training</i> - <i>Speech and language training</i> 	<p>Figures in the evaluation of the 2021/22 strategy</p> <p>EEF - Metacognition and self regulation +7 months. Research shows that embedding this into lessons has a marked effect on the bridging of gaps. This LSA will work closely with SLT to identify this in the classrooms and boost its impact on targeted children. https://bit.ly/3ahLM8r</p> <p>EEF - individualised instruction +4 months https://bit.ly/3ampGBs</p> <p>EEF – Homework +5 months https://bit.ly/co/FRu6</p> <p>EEF - Social and emotional learning +4 months https://bit.ly/co/FRuJ</p> <p>EEF – Teaching assistant interventions https://bit.ly/co/FRwL</p>	<p>1, 3, 5, 6, 7</p>

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

Budgeted cost: £16021

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partial funding of Family Support Worker salary. This member of staff supports our disadvantaged children by:</p> <ul style="list-style-type: none"> - Monitoring attendance and intervening where necessary. - Performing a DSL role, working closely with our DSL team. - Monitoring the use of CPOMS. - Liaising with outside agencies and parents. - Maintaining regular contact with our most vulnerable children, assessing wellbeing and mental health, communicating findings to all staff involved. - Providing positive behaviour support. 	<p>Attendance figures have risen.</p> <p>Pupil questionnaires show that our PP children feel happy and safe.</p>	<p>1,3</p>
<p>Partial funding of counselling training for Paul Phillips. This enhances his current skills and provides us with an 'in house' counsellor. This will improve our expertise in dealing effectively with mental health which is particularly important for post pandemic recovery.</p>	<p><i>'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'</i></p> <p>From Gov.uk guidance on: 'Promoting and supporting mental health and wellbeing in schools and colleges'</p>	<p>1,3,6</p>
<p>Spiritual support in the form of our school chaplain.</p>	<p>EEF - Social and emotional learning +4 months https://bitly.co/FRuJ</p>	<p>6</p>
<p>Funding of educational visits, external speakers such as authors, swimming and after school sports.</p>	<p>Historically our disadvantaged families have not been able to fund educational trips, especially residential. By partially funding them we are levelling opportunity. Language acquisition and general knowledge is enhanced by increased exposure to the world beyond school.</p>	<p>4,6</p>
<p>Ongoing ELSA training for 3 members of staff. Purchase of associated materials and resources to aid the delivery of emotional support.</p>	<p>ELSA recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now</p>	<p>6</p>

	widely implemented by educational psychologists across Britain. EEF - Social and emotional learning +4 months https://bitly.co/FRuJ	
'Nurture time' food is provided for PP children who attend school with no breakfast. This also gives them time to adjust to the school day in a gradual way.	Without breakfast the children lose stamina and concentration. Children who enter school after a difficult or rushed morning are not ready to learn.	3
PP children are provided with sketchbooks and pencils. This provides an alternative method of communication and an outlet for emotions.	EEF - Arts participation +3 months https://bitly.co/FRvW	4, 5
Support in self-regulation as part of our behaviour policy. Initiation of a peer conflict resolution system involving playground markings.	EEF – Behaviour interventions https://bitly.co/FRvt	6

Total budgeted cost: £49,088

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.

Pupil premium strategy statement 2020-21

School overview

School name	St. Peter's Catholic Voluntary Academy
Pupils on roll	201
Proportion of pupil premium pupils	13.4%
Pupil Premium allocation this academic year	£61.906
Academic year covered by statement	2021-22
Publish date	October 2021
Review date	October 2022
Pupil premium lead	Mrs. Jan Coghlan
Governor lead	Mrs. Zoe Morgan
Statement authorised by	Mrs. Helen White

The following tables and notes show the impact of the strategy during the 2021-22 academic year.

Progressed by 6 steps (average progress) or more during 2021/22

	Reading	Writing	Maths	Average
Pupil Premium	70.6%	73.5%	82.4%	75.5%
Not Pupil Premium	66.1%	64.4%	71.8%	67.4%

At or higher than age related expectation

	Reading	Writing	Maths	All
Pupil Premium	60%	43.3%	70%	40%
Not Pupil Premium	76.2%	60.5%	76.9%	57.8%

Data analysis: Progress

The above table shows that on average, our PP children are progressing more quickly than the non pp children in all three core areas. It is clear from progress data that the attainment gap is closing, it is therefore essential that the strategies above are maintained and refined.

Data analysis: Attainment

This table shows that despite accelerated progress during the last academic year, our pp children are, on average, achieving lower age-related expectations than non PP children in all three core areas. In order to further close the gap in attainment, our focus has got to be reading and writing.

Conclusions

Strategies employed to boost progress have had a marked impact on 2021/22 progress figures. The main strategies responsible for this result are:

- The employment of a dedicated PP LSA who has had a massive impact on wellbeing of our pp children (evidenced in our wellbeing questionnaire). They feel supported and in some cases their attitude to learning has been modified (evidenced in PP LSA notes). Feedback from Class teachers is positive – in some cases homework practice has been modified and she has worked on basic mathematical and reading skills. This dedicated LSA has received the following training in order to enhance her effectiveness and improve her ability to offer curriculum support:
 - ELSA
 - Phonics
 - Talk for writing
- Liaison between our family support worker/PP LSA/Class teachers is robust, utilizing both CPOMS and verbal communication.
- Our family support worker monitors attendance daily, addressing persistent absentees and unauthorised absences in accordance with appropriate safeguarding practice.
- Weekly safeguarding meetings include an agenda item which homes in on a focus group. PP children are included in this focus group and individual cases are discussed and assessed.
- PP children in Years 5 and 6 have been offered additional tutoring outside of school hours.
- The overhaul of the behaviour policy has provided a more positive environment for our more vulnerable children, giving them them the skills they need to self-regulate. Principles employed are in line with ELSA techniques and they promote a more consistent approach from staff in all roles.
- Part payment of educational visits promotes equality of opportunity.
- SLT monitoring of standards focuses on pp children, both through learning walks and book scrutinies.
- Art pads and pencils are given to all PP children in order to provide talking points and an alternative way to communicate emotion.

Mrs. Jan Coghlan Oct 2022