

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 Voluntary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2019 - 2022
Date this statement was published	October 2019
Date on which it will be reviewed	October 2022
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	£40,462
Recovery premium funding allocation this academic year	£4,724
Pupil premium funding carried forward from previous years	£7,562
Total budget for this academic year	£52,748

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.

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> <i>Education Endowment Foundation.</i>
3	The child may lose concentration due to the fact that 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.

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
<p>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.</p>	<p>Book scrutinies show age appropriate use of written vocabulary across the curriculum.</p> <p>Child interviews provide evidence of an improved vocabulary - when spoken to by an adult the children are confident and can initiate topics of conversation.</p> <p>These children speak clearly and confidently in whole class situations, asking appropriate questions.</p>
<p>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.</p>	<p>Parents will be more involved in their child's reading. This will be evidenced in home/school reading records.</p> <p>Children identified will be able to access reading lessons at the same level as non pp children.</p> <p>Reading tests - PIRA and Statutory testing show attainment which is relevant to the age and ability of the child.</p> <p>Target Tracker will show a minimum of 6 steps in reading across a year.</p>
<p>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.</p>	<p>Family support worker notes on CPOMS show regular focused meetings with children.</p> <p>Discussions are relayed to the appropriate teacher, facilitating a modification of approach if necessary.</p> <p>Book scrutinies (which sometimes focus specifically on these children)</p> <p>Feedback from parents via ClassDojo and parents' evenings.</p> <p>Pupil interviews provide evidence of improved emotional literacy.</p> <p>Attendance is above the 'persistent absentee' threshold.</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 and teaching support

Budgeted cost: approx 10% LSA salaries (£21,500)

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’, carrying out small group and 1 to 1 intervention where needed. LSAs are trained in the delivery of prescribed reading interventions such as ‘Shine’.</p>	<p>Reading comprehension strategies. +6 months https://bit.ly/3BoCovi</p> <p>Oral language interventions. +6 months https://bit.ly/3uU1AYm</p> <p>Feedback +6 months https://bit.ly/3iHXR7</p>	2, 5
<p>LSA’s trained in the delivery of the RML phonics scheme allow us to reduce group sizes and direct teachers towards pp children.</p>	<p>Structured phonics teaching +5 months https://bit.ly/3FrRTFs</p> <p>Oral language interventions. +6 months https://bit.ly/3uU1AYm</p>	2, 5
<p>LSAs employ instant feedback as directed by the class teacher and they also deliver prescribed intervention strategies to individuals and small groups. This happens across the curriculum with an emphasis on Reading, Writing and Maths.</p>	<p>Feedback +6 months https://bit.ly/3FrRTFs</p> <p>Oral language interventions. +6 months https://bit.ly/3uU1AYm</p>	5

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

Budgeted cost: £19,629 (includes recovery premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school small group tuition to support statutory testing in years 5 and 6. This is delivered by and experienced LSA who works alongside the Y5/6</p>	<p>Small group tuition led by an LSA in collaboration with the Y5/6 teachers has a positive impact on the progress of disadvantaged children. This can</p>	1

teachers during the school day. This offsets lack of support at home.	be evidenced using past KS2 SATS results. EEF Small group tuition +4 months https://bit.ly/3DCsabN	
<p>LSA dedicated to Pupil Premium children in KS2, especially in Years 4 and 6 where the percentage is high. 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>This is a new post for 2021/22 therefore the impact of this approach can not yet be measured, however, it is supported by the above statements from the EEF 'Teaching and Learning Toolkit' and is linked to 'Wider strategies' below.</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 in our vulnerable children. https://bit.ly/3ahLM8r</p> <p>EEF - individualised instruction +4 months https://bit.ly/3ampGBs</p>	1, 3, 5, 6

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

Budgeted cost: £11,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partial funding of Family Support Worker salary. Paul Phillips 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. 	<p>Feedback from staff, children and parents shows that Paul's interventions have a marked effect on the wellbeing of our most vulnerable children.</p> <p>Since taking up his post, attendance figures have risen.</p>	1,3

<ul style="list-style-type: none"> - 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>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>ELSA training</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>	1,3,6
<p>Funding of educational visits, 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.</p>	4,6

Total budgeted cost: £52,748

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 2020 to 2021 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	2020-21
Publish date	October 2020
Review date	October 2021
Pupil premium lead	Mrs. Jan Coghlan
Governor lead	Mrs. Zoe Morgan
Statement authorised by	Mrs. Helen White

Our Pupil Premium strategy was adapted to cater for home learning and recovery of standards in the following ways:

Action	Impact	Evidence
LSAs supported Key worker and vulnerable children in school during both lockdowns.	These children received quality support with home learning tasks and were not disadvantaged by lack of support at home.	ClassDojo provides evidence of completed and assessed tasks.
Paul Phillips maintained contact with all of our vulnerable children throughout periods of home learning. He spoke to the parents and children - liaising with outside agencies where necessary.	The support of the school was maintained throughout the lockdowns. Through regular contact, Paul was able to assess the wellbeing and safety of the children.	Family support worker notes.
LSAs assisted the teachers in the assessment of home learning, giving constructive feedback and communicating next steps.	This had an impact on the pace of learning as each task was viewed and assessed. It also had an impact on the work/life balance and mental health of the teachers as LSA	ClassDojo provides evidence of completed and assessed tasks.

	support was invaluable.	
In order to boost recovery on our return to school, pp funding was directed towards the intensive use of LSA support to bridge gaps in learning. This support took place as part of lessons, as targeted intervention and as after school booster sessions for Years 5 and 6.	See table below	See table below

Pupil premium performance overview for the last set of statutory tests which took place in 2019:

Data is classified as 'suppressed' as there was only one pupil premium child in the Year 6 cohort during that year.

'Suppressed: in certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure (29 for apprenticeships measures). We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.' (School performance site <https://bit.ly/3bcuCcC>)

Pupil premium performance overview for the last academic year (teacher assessed due to school closures)

		31 PP children Years 1-6	Overall Years 1-6 176 children
Reading	On track or higher	13 (41.9%)	91 (52.6%)
	Higher	1 (3.2%)	10 (5.8%)
	Progress score (6 steps is an acceptable score for 1 year)	4.9 steps	4.9 steps
Writing	On track or higher	8 (25.8%)	67 (38.7%)
	Higher	1 (3.2%)	8 (4.6%)
	Progress score (6 is an acceptable score for 1 year)	4.8 steps	4.6 steps
Maths	On track or higher	10 (32.3%)	79 (45.7%)
	Higher	3 (9.7%)	12 (6.9%)
	Progress score (6 is an acceptable score for 1 year)	4.8 steps	4.6 steps

Data analysis: Attainment

The percentage of children on track or higher is significantly lower than the previous academic year. This is due to Lockdown 1 which took place between March and June 2020. Lower attainment in writing can be explained by the nature of home learning; without constant teacher feedback progress in writing was severely hampered. Although these figures are low, the difference between whole school attainment and Pupil Premium attainment is very small, which provides evidence of the effectiveness of measures outlined above.

Data analysis: Progress

Progress scores do not meet the 6 steps expected for a full academic year, however, Pupil Premium children progressed at the same rate as Years 1-6 in all three core areas. Again, this shows that measures put in place to support Pupil Premium children during lockdown were effective.

Jan Coghlan Oct 2021

