

Pupil Premium Strategy Statement

St Peter's Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	26/10/2023
Date on which it will be reviewed	26/10/2024
Statement authorised by	Helen White
Pupil premium lead	Mrs. Jan Coghlan
Governor / Trustee lead	Zoe Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40769
Recovery premium funding allocation this academic year	£3988
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£44757

Part A: Pupil premium strategy plan

Statement of intent

Whilst quality first teaching takes place in all of our classrooms, in order to promote educational equity for our most vulnerable pupils it is essential that we provide additional support. 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.

“Poverty is a poor proxy for educational and social disadvantage:

Even if free school meal eligibility perfectly captured our poorest children, it would still make little sense to direct resources solely to these children: Educational and social disadvantage is not always related to financial constraints. Many of our children come from time-poor households or and haven’t themselves experienced success at school often do need far more support to succeed at school, not least because:

- *Their household financial and time investment in their child’s education is frequently lower*
- *Their child’s engagement in school and motivation could be lower*
- *The child’s cognitive function might lead them to struggle.*

“These are social, rather than income, characteristics of the family.”

From Becky Allen-‘The Pupil Premium is Not Working’ Sept 2018

Based on the principles above, we apply 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	<p>READINESS FOR LEARNING</p> <p>Children have a tough morning and are rushed to school. Uniform is often grubby or creased which affects their day. Lack of morning routine and often no breakfast. Lack of bedtime routines are evident and many disadvantaged children can not function due to tiredness.</p>
2	<p>LEARNING HABITS, SELF ESTEEM AND ASPIRATIONS</p> <p>A proportion of disadvantaged pupils have poor learning habits, low self-esteem, poor self belief and low aspirations.</p>
3	<p>ORAL LANGUAGE SKILLS AND VOCABULARY</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>PHONICS DEVELOPMENT</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5	<p>ATTAINMENT IN CORE AREAS</p> <p>Assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils</p>
6	<p>WELLBEING MENTAL HEALTH, Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	<p>PARENTAL ENGAGEMENT/PARENTING SKILLS</p> <p>Parents do not attend parents' evenings or achievement assemblies.</p>
8	<p>WIDER CURRICULUM OPPORTUNITIES AND CURRICULUM ENRICHMENT</p> <p>Discussions and Surveys show disadvantaged children do not get such wide experiences at home greater proportions of disadvantaged children do not participate in curriculum enrichment activities – when not in school, children are at home all day with little or no engagement.</p>
9	<p>ATTENDANCE</p> <p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A proportion of disadvantaged pupils are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
10	<p>HOMEWORK</p> <p>Homework is often is not completed – children are not provided with a suitable place to work and they are not encouraged to make time. Often there are no restrictions on screen time.</p>

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>Emotional literacy:</p> <ul style="list-style-type: none"> • 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 the barriers above. • 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. 	<ul style="list-style-type: none"> • Feedback from parents via ClassDojo parents' evenings and questionnaires regarding emotional support is positive. • Pupil interviews and questionnaires provide evidence of improved emotional literacy. • Average attendance is above the 'persistent absentee' threshold and not significantly below the whole school figure. • Appropriate adjustments are made in order to meet the needs of children with emotional issues.
<p>Develop children as 'Successful lifelong learners' with Positive attitudes and good learning habits:</p> <p>Promote</p> <ul style="list-style-type: none"> • Metacognition • • Self -regulation • Collaborative learning opportunities 	<ul style="list-style-type: none"> • Children become confident, highly motivated, ambitious, independent learners. • They are involved in setting and achieving their own learning and development targets. • They develop positive learning attitudes and high aspirations. • They become reflective, curious, resourceful, and resilient learners who have a thirst for knowledge and are keen to take on and tackle new challenges.
<p>Feedback:</p> <ul style="list-style-type: none"> • Within lesson feedback is used consistently by teachers and LSAs. • Feedback flows bi-directionally between teachers and learners. • Verbal or written feedback is appropriate to the task and meets the needs of the learner. • Feedback sparks learning. • Peer to peer feedback is used effectively. • Post lesson feedback is reduced and manageable. • Pre and post lesson teacher and LSA time is spent effectively. 	<ul style="list-style-type: none"> • Book scrutiny records evidence of adaptive teaching and inclusivity.. • Learning walks show evidence of adaptive teaching and inclusivity. • Internal data tracking shows that we are closing the gap towards age related expectations. • SLT learning walks show evidence of adaptive teaching. • Children have a clear knowledge of their own progress. • Children are clear about their next steps and misconceptions.

<p>Phonics:</p> <ul style="list-style-type: none"> • Phonics teaching is rigorous and prioritised. • Phonics is well led and monitored. • Phonics is accessible to all abilities. • Staff training is up to date. • Phonics is well resourced. 	<ul style="list-style-type: none"> • Phonics data will show that PP children are progressing through the scheme at an age appropriate rate. • Staff teaching phonics are well trained and supported.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Participation in enrichment activities.</p>	<p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Improved core area attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes show the group of disadvantaged children achieve at or above the national average progress scores in the core areas.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils becoming in line with national averages • The percentage of all pupils who are persistently absent becoming in line with national averages
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observation.

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: £3301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>READING:</p> <ul style="list-style-type: none"> 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, who has been awarded with a PP funded TLR3. 	<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/co/FRwL</p>	2,3,4,5,10
<p>PHONICS:</p> <ul style="list-style-type: none"> 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 person is included in the senior leadership team with a PP funded TLR3. 	<p>EEF - Structured phonics teaching +5 months https://bit.ly/3FrRTFs</p> <p>EEF - Oral language interventions. +6 months https://bit.ly/3uU1AYm</p> <p>EEF – Teaching assistant interventions https://bit.ly/co/FRwL</p>	2,3,4,5
<p>MARKING AND FEEDBACK</p> <ul style="list-style-type: none"> EEF evidence together with internal tracking qualify the need for effective marking/feedback strategies. In order to address this a whole school approach is built into the school improvement plan and teacher appraisal. 	<p>EEF - Feedback +6 months https://bit.ly/3FrRTFs</p> <p>EEF - Oral language interventions. +6 months https://bit.ly/3uU1AYm</p> <p>EEF – Teaching assistant interventions https://bit.ly/co/FRwL</p>	2,3,5

<ul style="list-style-type: none"> • PP funding will support CPD relating to effective feedback/classroom management. • Funding will also support the purchase of an online writing moderation subscription which reduces marking and enhances opportunity for feedback. • PP funding supports online planning tools to support teachers. This creates more time for them to refine marking/feedback strategies. • PP funding supports the purchase of Maths workbooks. This makes Maths teaching more accessible to children, maximising learning time withing the lesson. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1823

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 teachers during the school day.	EEF - Small group tuition +4 months https://bit.ly/3DCsabN EEF – Teaching assistant interventions https://bit.ly/co/FRwL	2,3,5

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

Budgeted cost: £35408

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA dedicated to Pupil Premium children. The job description will include the following:	Figures in the evaluation of the 2021/22 strategy	1,2,3,5,6,7,8,9,10

<ul style="list-style-type: none"> • 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 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>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>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. • Providing counselling. 	<p>Attendance figures have risen.</p> <p>Pupil questionnaires show that our PP children feel happy and safe (see evidence in 2020-23 PP review).</p>	1,2,3,6,7,9

<p>Enrichment opportunities 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. EEF - Social and emotional learning +4 months https://bityl.co/FRuJ</p>	<p>2,3,6,7,8</p>
<p>'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.</p>	<p>Without breakfast the children lose stamina and concentration. Children who enter school after a difficult or rushed morning are not ready to learn.</p>	<p>1,2,6,7</p>
<p>PP children are provided with sketchbooks and pencils. This provides an alternative method of communication and an outlet for emotions.</p>	<p>EEF - Arts participation +3 months https://bityl.co/FRvW</p>	<p>3,6,8</p>

Total budgeted cost: £40532

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The most marked outcome lies in the impact of our PP funded non-teaching staff. Both pupil and parent questionnaires provide positive feedback with clear evidence of value for money. When asked whether they felt safe at school, 96% of our more vulnerable children stated that they did. 70% of these children feel that we are good at 'making children happy' and 98.5% stated that they enjoy coming to school. 100% of these children know who to approach for support and most feel that there is nothing we can do to improve the school -

"Nothing. This is a generous school. The teachers pour their love into the children to show they care."

Feedback for our ELSA program from both pupils and parents has been positive -

*"**** definitely benefits from any support she gets, both class work and emotional . Emotional issues are a huge problem with peers and school handle these well."*

Attendance for 2023/24 is well above the threshold for persistent absence at 92.3% which is only 2.4% below the whole school figure.

It is clear from this evidence that the funding of emotional support needs to continue into the next strategy.

<i>Children reaching age related expectations at the end of the 2022-23 academic year</i>			
	<i>Not PP</i>	<i>PP</i>	<i>Difference</i>
<i>Reading</i>	<i>78.7%</i>	<i>61.5%</i>	<i>-17.2%</i>
<i>Writing</i>	<i>67.7%</i>	<i>46.2%</i>	<i>-21.5%</i>
<i>Maths</i>	<i>81.3%</i>	<i>65.4%</i>	<i>-15.9%</i>

It is clear from the table above that there is a marked difference between the attainment of PP children and non PP children. However, the table below shows a more encouraging story when we consider the progress of these children over the year. We can deduce from this that despite lower attainment, strategies in place are closing the gap. Links between the EEF teacher toolkit and the previous strategy are clearly valuable and will therefore be continued into the next strategy.

<i>Children progressing by 6 steps or above during the 2022-23 academic year</i>			
	<i>Not PP</i>	<i>PP</i>	<i>Difference</i>
<i>Reading</i>	<i>66.7%</i>	<i>64.3%</i>	<i>-2.4%</i>
<i>Writing</i>	<i>68.9%</i>	<i>75%</i>	<i>+6.4%</i>
<i>Maths</i>	<i>73.2%</i>	<i>78.6%</i>	<i>+5.4%</i>
<i>Average</i>	<i>69.6%</i>	<i>72.6%</i>	<i>+3%</i>

The conclusions above can be qualified by results of the child survey.

It is clear from the chart below that these children are given appropriate feedback in order to progress further. This is an area which we will continue to develop and refine as part of

the next strategy.

4. What's the main way in which you know that you're making progress. Choose one. (0 point)

[More Details](#)

- I don't 4
- Pinking 35
- My teacher tells me 14
- My seating position in the classr... 8
- I can just tell by looking at my o... 6



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk for writing consultant holding whole staff and targeted training.	Pie Corbett talk for Writing

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
This impacted on one child who has benefited from PP funded emotional support.
The impact of that spending on service pupil premium eligible pupils
Quote from parent questionnaire: <i>"My child has found the ELSA support very beneficial and has provided her with lots of emotional support during the periods her father is deployed."</i>

Further information (optional)

Safeguarding is a strength of the school and the emotional support offered by PP funded staff has definitely contributed towards this.

'There is a warm family feel at Saint Peter's Catholic Voluntary Academy. Pupils go about their school lives with smiles on their faces. They feel safe, comfortable and confident in their surroundings. One pupil, with a comment that was typical of many, said, 'The teachers are really kind here. They always help you and make time for you.'

(Ofsted report 8th-9th February 2023)

We hold weekly meetings where our more vulnerable children are discussed and there is a robust communication network between DSL's and teaching staff.