

# Pupil premium strategy statement (primary)



Summary information					
<b>School</b>	St Peter's Catholic Primary School Lytham				
<b>Total number of pupils</b>	204	<b>Proportion (%) of pupil premium strategy plan covers</b>	10%	Academic years that our current pupil premium strategy covers.	2021/2022 to 2024/2025
<b>Date this statement was published</b>	January 2022	<b>Date on which it will be reviewed</b>	July 2022		
<b>Statement authorised by</b>	Angela Heyes (Headteacher)	<b>Governor Lead</b>	Ian Gili-Ross		

Funding Overview					
<b>Pupil premium funding allocation this academic year</b>	£26,210	<b>Recovery premium funding allocation this academic year</b>	£6930.00	<b>Total budget for this academic year</b>	£33,140

Current attainment (In-house Teacher Assessment Summer 2021) (All FSM – 18 Pupils)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected in reading, writing and maths	56%	71%
% making expected progress in reading	72%	87%
% making expected progress in writing	61%	79%
% making expected progress in maths	67%	79%

## Part A: Pupil premium strategy plan

### Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

<b>Challenges</b>	
	<b>Detail of challenge</b>
1	Assessments, observations, and discussions with pupils indicate there are gaps in literacy skills (specifically in writing, vocabulary acquisition and reading for meaning) among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils linked to personal anxieties which have been compounded by the impact of national lockdowns. These challenges particularly affect disadvantaged pupils, including their attainment.  Learning mentor in-house referrals for support have markedly increased during the pandemic.

<b>Intended outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	Improved English attainment among disadvantaged pupils particularly in Early Years and Y1-Y3.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
2	Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
3 & 4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant reduction in in-house and external referrals for additional emotional and wellbeing support.</li> <li>• a increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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Activity this academic year 2021-22			
i. Quality of teaching for all			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge number addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>New HLTA with specific responsibility for administering diagnostic testing.</p> <p>Pupil progress meetings indicate that diagnostic testing outcomes have informed gaps/ strategies required to improve offer for individuals which is in turn leading to improved outcomes.</p>	1,2
<p>Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>Increased numbers of vulnerable children will achieve ARE (and the Depth standard where appropriate in English and Maths.)</p> <p>‘Great Teaching Audit’ (Lancashire) tool used for self-evaluation and informs individual and whole school targets/CPD requirements to ensure high standards of first quality teaching are maintained.</p>	1,2

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>The impact of strategies/approaches will be reviewed through;</p> <ul style="list-style-type: none"> <li>• Pupil Progress meeting discussions</li> <li>• Discussions with parents and school staff</li> <li>• Pastoral action plan outcomes</li> <li>• Numbers of referral being made in-house and to external agencies.</li> </ul>	<p>3,4</p>
<b>Total budgeted cost</b>			£5000.00
<b>ii. Targeted support</b>			
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Challenge number addressed</b>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by a teacher (National tutoring training)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<ul style="list-style-type: none"> <li>• Assessment data will demonstrate targeted pupils on back on track.</li> <li>• Year 1 and Year 2 phonics check data.</li> <li>• SLT to monitor quality of teaching sessions.</li> <li>• In-house training provided for <i>Read, Write inc.</i></li> </ul>	<p>1,2</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<ul style="list-style-type: none"> <li>• Pupil progress review meetings</li> <li>• Quality assurance through monitoring activity</li> <li>• Engage with National tutoring training for nominated in-house staff delivering programmes.</li> </ul>	<p>1,2</p>
<b>Total budgeted cost</b>			<p>£12,000.00</p>
<b>iii. Other approaches</b>			
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Challenge number addressed</b>
<p>In-house Learning Mentor to provide targeted support packages to vulnerable pupils/ and those significantly impacted by the pandemic. To provide a range of programmes and lead on action planning. To make assessments regarding needs and to follow Local Authority guidance documents.            To liaise with external agencies where appropriate.</p>	<p>Targeted interventions can have positive overall effects.            Review evidence and from the consistently positive feedback from children and their families, the Learning Mentor's approach has proven to make a significant impact in the majority of cases. This has resulted in less pupils being referred to external agencies</p>	<ul style="list-style-type: none"> <li>• CPD opportunities provided for the Learning Mentor.</li> <li>• Feedback from children and families</li> <li>• Numbers of cases no longer requiring support</li> <li>• Learning outcomes improved</li> </ul>	<p>4</p>
<p>SEL Training for all staff to ensure that good practise is being incorporated into daily activity.</p>	<p>Social and Emotional Learning universal approaches have an overall positive effect (EEF)</p>	<ul style="list-style-type: none"> <li>• School monitoring shows evidence of a range of strategies and approaches being used effectively</li> </ul>	<p>3</p>

		<p>to support individuals with their well-being.</p> <ul style="list-style-type: none"> <li>• Child/Parent questionnaires reflect the positive</li> </ul>	
<p>To provide Curriculum enhancement for the PP cohort where necessary Supporting residential trips Music lessons</p>	<p>Enhanced curriculum provision has positive impact upon learning and encourages children to apply skills and reinforce knowledge. The Residential opportunities provide team building and problem-solving activities.</p>	<ul style="list-style-type: none"> <li>• Quality of pupil experience tracked through pupil progress.</li> <li>• Review of pupil engagement and impact on readiness for learning.</li> <li>• Quality of trips and experiences evaluated.</li> </ul>	3
<p>To provide extended day cover for most vulnerable families. Linked to acute issues.</p>	<p>Based on prior experience, the use of the extended day provision enables families with acute issues much needed support to access work and health services. It allows for pupils to have a calm start to the day and encourages a punctual start.</p>	<ul style="list-style-type: none"> <li>• Linked to EHA/TAF planning and evaluated as part of action planning.</li> <li>• Regular monitoring of the extended day provision.</li> <li>• Regular meetings with Governing Body re extended day provision.</li> <li>• Supervisors attend cluster/training meetings.</li> </ul>	3,4
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<ul style="list-style-type: none"> <li>• Impact of support monitored through feedback from families – may be linked to EHA action plan.</li> </ul>	All
<b>Total budgeted cost</b>			£17,000.00

**Total budgeted cost: £34,000.00**

## Part B: Review of outcomes in the previous academic year

The numbers of disadvantaged/vulnerable children eligible for pupil premium/ CLA or previously CLA, has increased significantly during the pandemic period and has more than tripled (7 pupils to 22 pupils.) Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum than that of the general cohort. There have been marked improvements for individuals targeted under the previous plan, however the impact of the pandemic has led to a wider group requiring support for a range of different challenges.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of a robust approach to remote learning (supported by our investment towards becoming an apple school and the use of our learning platform Seesaw.)

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 96%, it was higher than the national average.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.



## Externally provided programmes

Programme	Provider
National Tutoring Programme	