

Pupil premium strategy statement – St Peter’s Catholic Primary Lytham 2024/25 (Year 3 of three-year plan).

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	199
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	29 th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	CA Gili-Ross
Pupil premium lead	CA Gili-Ross
Governor / Trustee lead	J.Cowser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,720
	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55,720

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's all our staff and Governors believe that every child in our care is made in the image of Christ, is valued, respected and entitled to develop to their full potential. We are committed to providing a high-quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their talents and interests. We recognise that a number of children within our school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to access the curriculum and thrive and achieve.

At St Peter's we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable and we include this identified group within our provision for Pupil Premium funding.

At St Peter's we implement a tiered approach which focuses on high quality teaching for all, targets individual's specific needs and supports behaviours for learning, attendance and social emotional health and wellbeing. The ultimate objective for our pupils who are in receipt of Pupil Premium are:

To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

We believe that all our pupils benefit most from high quality teaching delivered through a broad, knowledge rich curriculum, with a focus on language acquisition. Staff are ambitious for all our children and our pupil premium children are supported further by 1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children.

The social emotional and wellbeing needs of all pupils in receipt of Pupil Premium are met to ensure access to the curriculum.

At St Peter's we know and understand that good learning and achieving a fulfilling life depends on much more than just high-quality learning within the classroom or a focus on academic progress and attainment.

We pride ourselves that every member of the team considers each child's broader wellbeing as being of paramount importance. We create opportunities and take the time to get to know the children in our care and support them, and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need and continues to be a whole school focus.

Our strategy recognises the potential impact on learning and plans for the minimisation of this by bespoke support, regular contact with a trusted adult and a holistic approach which, supports the family alongside the pupil. This is led by an experienced Family Learning Mentor who works closely with the Headteacher, SENCO and 2 ELSA trained staff. In June 2023 we also introduced myHappyMind across the school to support all stakeholders understanding of how their brain works and why they react the way they do to different situations.

To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school.

The attendance of our Pupil Premium children has continued to improve with support and interventions. However, we recognise the impact that a reduced attendance has on all pupils, particularly those in receipt

of Pupil Premium. Therefore, on a monthly basis, we continue to support these children and their families to address barriers to attending school. This includes support from our Family Learning Mentor, our attendance team, teaching staff and, where appropriate, wider family support services

Challenges

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

Challenge number	Detail of challenge
1. Attendance	Attendance -The attendance of some pupils in receipt of Pupil Premium is below that of peers.
2. Outcomes	Vocabulary gap-Narrowing the attainment gap in reading, writing and maths for our disadvantaged pupils - despite targeted intervention some children in receipt of PP are not making expected progress. We believe that in narrowing the vocabulary gap, ensuring high quality teaching across all classes and all lessons we will be able to lose the attainment gap.
3. Mental Health and wellbeing	Mental health and wellbeing- our in-depth knowledge of those pupils in receipt of PPG highlights the growing area of need with regard to emotional, wellbeing and mental health of both the child and the family. In addressing these needs, we address all three challenge areas.

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.

Attendance to continue to improve with a particular focus on lateness.	Attendance for those children in receipt of PPG is in line with those children who do not receive the grant.
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To continue to support the attendance of pupils in receipt of pupil premium to bring it in line with their peers and reduce the proportion classed as persistent absentees.	To close the gap between whole school attendance and those pupils in receipt of Pupil Premium. Barriers to persistent absenteeism reduced and a reduced proportion of pupils in receipt of PP identified as Persistent absentee.
To continue to ensure that outcomes for pupils in receipt of Pupil Premium are in line with peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted intervention. Vocabulary gap across all subject areas to lessen.	Children within this targeted group demonstrate greater understanding across all subject areas-as evidenced through Book Looks, pupil voice and observation. Progress for all those in receipt of PP is at least in line with their starting points. High Quality Teaching across the curriculum supports progress for all pupils and ensures that those children in receipt of PP make good or better progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Voice, parental questionnaires, reflects increased wellbeing. Staff within the Wellbeing team report positive impact of interventions. Family Learning Mentor reports uptake of support beyond the school when required.

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

Budgeted cost: £ 25,000 + £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on approaches to early reading, reading fluency and writing across all year groups. This year	Improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3

<p>the focus is on transitional years EYFS-Y1 Y2-Y3 and LKS2-UKS2</p> <p>Continued focus on the teaching of phonics, particularly for those children who have not achieved the standard at the end of KS1.</p> <p>Encouraging children to read at home to further develop fluency. Enhanced by expansion of real texts to Key Stage 1</p> <p>Fluency influences the teaching across all subjects with a focus on vocabulary understanding and acquisition.</p>	<p>The EEF guidance acknowledges that, Pupils' writing can be improved by-teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continued focus on vocabulary in all subjects with a particular focus on Maths, science, and history and geography</p> <p>Design and provide at specific and well-planned curriculum that will include specific learning spaces that are conducive to varied learning needs, encompassing sensory rooms and quiet areas that help reduce stress and anxiety among pupils who might feel overwhelmed in typical classroom settings. Evidence suggests that physical environments can significantly impact learning effectiveness, especially for those</p>	<p>The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue the development of their language learning skills way beyond the classroom.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://equals.co.uk/the-equals-curricula-and-ofsted/</p>	<p>1,2,3,</p>

who require more tailored approaches.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targetted: Use the knowledge and support of specialist teacher to purchase and implement advanced diagnostic assessment tools to identify learning gaps early, especially in key areas like literacy and numeracy. These tools help in tailoring the instructional approach to meet individual needs, significantly improving learning outcomes. Evidence from multiple studies confirms that early diagnosis and intervention can lead to marked</p>	<p>https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace-2?utm_source=/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace-2&utm_medium=search&utm_campaign=site_search&search_term=Retrieval</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support.</p> <p>Regular monitoring of targeted interventions and changes made accordingly. https://www.et-foundation.co.uk/wp-content/uploads/2022/12/SEN_Support_Resource.pdf</p>	<p>2</p>

improvements in academic performance		

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

Budgeted cost: £ 15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding and time allocation for our established Family Learning Mentor to maintain the support for an increasing number of families and with a necessary focus on our vulnerable children and families.</p> <p>This includes but is not limited to attending CLA reviews, attendance checks and reviews, co-ordinating and all Early Help, supporting EHCP application particularly</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Yet it can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive.</p>	1,2,3

<p>those with an SEMH focus.</p> <p>Providing support and coordinating ELSA staff and children supported, supporting TAs and teaching staff.</p> <p>Submitting referrals for example to; CAMHS and IEST.</p>		
<p>Forest School approach to include sessions for adults and also therapeutic walks.</p> <p>Continue to effectively use MyHappyMind</p> <p>Fund programs that extend learning opportunities beyond the typical school hours, such as before-school tutoring or homework clubs.</p>	<p>Therapeutic Forest Schools Sessions</p> <p>https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>3</p>

Total budgeted cost: £58,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance has improved for PP children and in particular for persistent Absenteeism has improved. FLM has regular contact with all PP families and support has been effective in improving all children's attendance and engagement with the school. Recent OFSTED parental feedback highlighted the impact of this support.

ELSA support and Forest School interventions continue to be used by this group of children. MyHappyMind supports both children and parents.

Academic achievement for the majority of our Pupil Premium children continues to be a challenge however, progress, attendance and engagement is a strength with Pupil Voice and teacher/TA voice reflecting this. A smaller group of our PP children are achieving at least age expectations.

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
MyhappyMind	Myhappymind UK

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A