

Pupil premium strategy statement – St Peter’s Catholic Primary School Lytham

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	207
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Ongoing and formally July 2023
Statement authorised by	Cate Gili-Ross
Pupil premium lead	Cate Gili-Ross
Governor / Trustee lead	Julie Cowser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,965
Recovery premium funding allocation this academic year	£2,698
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£34,663

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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.

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.

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

Currently, the attendance of our Pupil Premium children has improved 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 will 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	<i>Attendance -The attendance of some pupils in receipt of Pupil Premium is below that of peers.(20% classed as persistent absentees)</i>
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 we will be able to lose the attainment gap.
3 Pastoral	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.

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
Attendance to continue to improve with a particular focus on lateness	Attendance for those children in receipt of PPG is inline with those children who not receive the grant.

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.) Currently, Autumn 2021 2.03%) Barriers to persistent absenteeism reduced and a reduced proportion of pupils in receipt of PP identified as Persistent absentee. (Currently, Autumn 2022 4 pupils)
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 (for example, CPD, recruitment and retention)

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-evaluate writing implement The Write Stuff approach to provide a consistent approach across	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, 4

<p>all year groups. Ensure that teaching follows a sequence model. Staff to continue emphasis on modelling and structured support.</p> <p>Phonics and Early Reading training for all staff to ensure rigour, structure and catch up in place. Consultant visits and support throughout the year.</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. 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><i>Implementation of mastery focused maths scheme across the school</i></p> <p><i>Focus on vocabulary in all subjects with a particular focus on Maths, science, and history and geography</i></p> <p><i>Engagement with the Maths Hub NW</i></p> <p><i>Mastering Number Programme in EYFS and Key Stage 1</i></p> <p><i>Embedding language rich foundation subjects to support pupils to articulate key ideas across all curriculum areas, consolidate understanding and extend vocabulary.</i></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>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Maths in the Early Years and key Stage One.</p> <p>The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue</p>	<p>3</p> <p>2,4</p>

<p><i>Resources purchased and training attended with planned peer support release time.</i></p> <p><i>Continue to strengthen the quality of and capacity of social and emotional (SEL) learning.</i></p> <p><i>Increase the number of staff ELSA trained to support SEL</i></p>	<p>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: 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4,950

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>High Quality Teaching within the classroom that includes effective feedback and opportunities for children to use metacogni</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1672511633</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1672511850</p>	

<p><i>tion strategies to enhance their learning.</i></p>		
<p><i>Daily five in maths and SPAG to improve retrieval</i></p> <p><i>Targetted</i></p> <p><i>Ongoing analysis of summative and Teacher Assessment data to identify children who require targeted support in addition to high quality teaching 1:1 daily phonics support</i></p> <p><i>Same day reteach in Maths</i></p> <p><i>Monitored and reviewed by HT and SENCO</i></p> <p><i>Pupil progress termly meetings – data grab.</i></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.</p>	

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

Budgeted cost: £ 13,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding and time allocation	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal	1,2,3,4

<p>for our established Family Learning Mentor to support all families but with a necessary focus on vulnerable children and families.</p> <p>This support will be varied according to need and may include but is not limited to the following:</p> <p>Attendance - daily checks with a particular focus on those children highlighted as persistent absentees.</p> <p>Working with the Attendance Team to monitor and overcome barriers to attendance</p> <p>·</p> <p>Links to additional agencies</p>	<p>with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3-wider-strategies</p>	
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<p>and EHP meetings.</p> <p>Links to parents whose children are in receipt of PP funding and also have additional educational needs.</p> <p>Providing support for class teachers and TAs to manage the most vulnerable children who may be at risk of exclusion.</p>		
<p>Forest Schools</p> <p>Use of key members of staff fully trained in the Forest School approach enabling the school to; provide provision long term, increase capacity to include the whole school.</p> <p><i>Elsa-Train two members of</i></p>	<p>https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</p> <p>This evaluation concluded that</p> <p>'There is evidence that Forest School can benefit children and young people in a range of ways and that the physical and pedagogical environment may be particularly beneficial for children and young people with social and emotional difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,3,4</p>

<p><i>staff as Emotional Literacy Support Assistant (ELSA)</i></p>	<p>EEF's Social and Emotional Learning in Primary Schools guidance report that when carefully implemented, SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance. Recommendation 1 from the EEF's guidance report advises schools to teach SEL skills explicitly, such as how to use self-calming strategies and positive self-talk to help deal with intense emotions. ELSA support alongside a planned a sequential SEL curriculum equip pupils with these skills.</p>	
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Total budgeted cost: £ 31,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data, pupil voice, teacher assessment, formative and summative show that those children in receipt of Pupil Premium Grant still achieve less than their peers however, they continue to make at least expected progress against individual targets. It is recognised both locally and nationally, that following school closures the gap widened for this group of children and that even with specific targeted support closing the attainment gap will take time -our three-five year strategy supports this.

St Peter's continued ambition for all pupils, our focus on widening experiences, beyond the classroom, providing a knowledge rich, broad curriculum ensure a shared vision and focus on ensuring that all our children leave our care having achieved their best academically, with a strong sense of self and have the tools to support their mental and emotional health.

