

SS Peter and Paul Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	SS Peter and Paul Catholic Primary School, Newport, Shropshire
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	21% or 39 children: 1 Pupil Premium Plus funding 22 Pupil Premium funding 16 (8.5%) Service Pupil Premium funding.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2021 December 2022 (review) November 2023 (review)
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Staniforth
Pupil premium lead	Sarah Staniforth
Governor / Trustee lead	Gill Livesey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44, 835
Recovery premium funding allocation this academic year	£3, 625

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48, 460

Part A: Pupil premium strategy plan

Statement of intent

At SS Peter and Paul Catholic Primary School, when making decisions about using Pupil Premium funding it was important to consider the school context and the challenges faced by our children. Research conducted by EEF should be used to support decisions around the effectiveness of different strategies and their value for money.

Disadvantaged children can face common barriers to learning, including weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mobility and attendance and punctuality issues as well as possibly having less support at home. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no “one size fits all” approach to supporting these children.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support the health and wellbeing of the children so that are able to access learning at an appropriate level.

We aim to support children by:

- Ensuring that teaching and learning opportunities meet the needs of all children, through quality first teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child, or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time, as there is limited funding and resources.

Achieving these objectives:

The range of provision the Governors consider making for this group including and would not be inclusive of.

- Ensuring quality first teaching (all teaching is good or better) thus ensuring the quality of teaching experienced by all children is improved.
- Frequent and high-quality Safeguarding professional development for all staff.
- Ensuring adequate release time for subject leaders to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Providing a non-class based SENDco across the Federation who can oversee the mental health and well-being provision and offer extra targeted intervention to those in need, both through mental health and well-being provision and academic provision.
- Continue to support our most vulnerable pupils by accessing support from our Education Welfare Officer and Family Support Worker, employed by Newport Cluster Schools.
- Provide training and purchasing high quality interventions.
- Pupil Premium work to be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources to target able children on Free School Meals to achieve at least age-related expectations.
- 1-1 or small group support for those pupils who would benefit.
- Allocate teaching assistants to groups of vulnerable children who would most benefit throughout school to support a range of interventions which are monitored.
- Additional teaching and learning opportunities provided through external agencies.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school clubs.
- Purchasing resources for those children in receipt of pupil premium funding e.g. SATs revision books etc.
- Support payment for in-school activities, educational visits and residentials, ensuring children have high quality experiences to use in their learning in the classroom.
- Engage our vulnerable children in a range of opportunities open to the rest of the children in school by offering free extra-curricular after school club places.
- Allocating DfE laptop devices to children to ensure they are able to access homework and support learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for disadvantaged pupils across the school in Reading, Writing Maths and SPaG.
2	Reducing attainment gap in disadvantaged children achieving greater depth at KS2 particularly in maths, SPaG and writing.
3	Disadvantaged children tend to have lower attainment on entry.
4	Mobility factors – children from other settings who are eligible for PP join with often lower than our expectations of age-related expectations.
5	Lack of social, emotional and communication skills for those pupils joining in EYFS and those in KS1 due to covid (many may not have accessed school/nursery during lockdown and formed these vital skills)
6	Home learning environment – parental engagement and support at home.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading.
Progress in Writing	Achieve national average progress scores in KS2 Writing.
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics.
Greater Depth in maths and writing	Achieve national average for greater depth in maths and writing.
Other	Children access a wide range of enrichment activities and experiences both in and out of school. Ensure attendance of disadvantaged children is in line with all other children

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: £ 16, 376.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all lessons meet the needs of all children and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i> <i>(Cost of external CPD, subscriptions, costs for TiC and non-teaching SENDco to deliver TA and staff CPD programme and monitor provision</i> <i>External CPD: £ 70, 76.56</i> <i>Subscriptions: £3, 334.68</i> <i>TiC release time (1 day per week): £4, 940</i> <i>Non-teaching SENDco 10% of time £ 2, 465.50</i></p> <p>We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge of the curriculum to support all learners.</p> <p>We will continue with subscriptions to different subject associations and online learning platforms to support planning for high-quality teaching and learning.</p> <p>Delivery of CPD for TAs remains a priority with weekly meetings especially with regards to support children with the learning in the curriculum.</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p>	<p>1, 2, 3 and 5</p>
<p><i>Coaching programme to support subject leaders and class teachers to develop their understanding of their curriculum area and support high quality teaching a learning.</i></p> <p><i>Release time for maths subject lead and other leaders to support the coaching model with subject leaders and less experienced teachers.</i></p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p>	<p>1, 2, 3, 4 and 5</p>

<p><i>Release time: £1, 560</i></p> <p><i>Coaching programme for Teaching Assistants by SENCO and other members of SLT.</i></p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will support the coaching programme. This includes teachers and subject leaders.</p> <p>SHaW Maths Hub which means that maths subject leader (year 6 teacher) will be working in school to mentor and coach other teachers in the mastery approach to maths. Year 1 teacher also attending sessions so may mentor/coach in KS1.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25, 262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted intervention plans in each year group afternoon interventions delivered by teaching assistants</i> <i>(Non-teaching staff 50% equivalent for 38 weeks £25, 262)</i></p> <p>Analysis of our cohorts led to identification disadvantaged pupils across the school:</p> <ul style="list-style-type: none"> • Current Year 2 maths • Current Year 3 pupils for writing and maths • Current Year 4 pupils who need support address gaps in writing and maths. • Current Year 5 and 6 pupils need support in achieving national or greater depth in writing and maths <p>Writing lead to deliver a rapid 5-week intervention for identified children from</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

<p>Year 3-6 in fundamentals in writing to ensure that they are able to reach their year group ARE.</p> <p>Year 6 focused small group sessions weekly session from autumn term once a week. Focus on reading, maths and grammar for writing. (class split into 3 groups, class teacher, HLTA and TA to deliver).</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7675.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support for the children who lack social, emotional and communication skills.</i></p> <p><i>ELSA £4, 845 – TA 6 hours per week @ £8.50 ph x 38 weeks = £1, 938</i></p> <p><i>Hub open at lunchtime:</i> $£8.50 \times 5 = £17p/w \times 38 \text{ weeks} = £646$</p> <p><i>BSAT assessment/support SLA: £720</i> <i>Support given for group and individual children and where necessary a</i></p>	<p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p>	<p>5 and 6</p>
<p><i>Attendance is above national average and above 97.5% for all disadvantaged children including LAC.</i></p> <p><i>Costs of Outside Agencies (EWO and Family Support Worker) £3, 142.65</i> Family Support Worker employed by Newport Cluster schools to support with attendance, reluctance to come to school and offer early support.</p> <p><i>Breakfast Club (2 pupils) £5.50 x 5 = £27.50 pw = £1, 045</i></p>	<p>Attendance data – Pupils in school on time each day and ready to learn.</p>	<p>1, 2, 3, 4 and 5</p>
<p><i>Cultural capital experiences promoted in the curriculum</i></p> <p>Cost of individual music lessons £750 Music programme for KS1 and EYFS £900 music programme for year 4/5.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>1, 2, 3, 4 and 5</p>

<p><i>Subsidised after school clubs for PP</i></p> <p><i>Subsidised cost of trips for PP</i></p> <p><i>Subsidised residential trip costs for PP</i></p> <p><i>Sports events promoted to PP are encouraged to attend</i></p> <p><i>Outdoor learning encouraged</i></p> <p>Arthog Trip</p> <p>Manor Adventure Trip</p> <p>Other trips/visits - £200</p> <p><i>(Cost of subsidised clubs, trips and residential = £1, 317)</i> Other trips/visits/in-school visits by outside professionals: £tbc as academic year progresses.</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p>	
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Total budgeted cost: £ 49, 314.39

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, multiplication tables check and our own internal assessments and tracking.

PPG National Data

2023 Early Years Good Level of Development	School	National
GLD (cohort) 24 pupils	75%	67.3%
Disadvantaged 4 pupils	75%	52.1%
SEND 2 pupils	50%	19.9%

EYFS data shows that we are above the national data for PPG and SEND children achieving a Good Level of Development (GLD).

2023 Phonics outcomes	School	National
Y1 Phonics (cohort) 29 pupils	96.6%	78.9%
Y1 Phonics disadvantaged 4 pupils	100%	66.9%
Y1 Phonics SEND 1 pupil	100%	37.9%
Y2 Phonics 2 pupils	100%	58.7%
Y2 Phonics disadvantaged 0 pupils	n/a	52.7%
Y2 Phonics SEND 2 pupils	100%	37.9%

Year 1 phonics data shows that we are above national data for children who achieved the phonics screening, also above school data for non-PPG children.

2023 KS1 outcomes	RWM	R	W	M

Disadvantaged pupils 3 pupils				
School EXS %	33.3%	66.7%	66.7%	33.3%
National EXS%	40.2%	54%	44.5%	55.8%
School GDS %	0%	0%	0%	0%
National GDS%	2.3%	9.1%	3.3%	7.7%

Above national disadvantaged for reading and writing at KS1.

Below national disadvantaged for maths at KS1.

Below national disadvantaged for combined reading, writing and maths.

Below for greater depth standard for disadvantaged children in reading, writing and maths.

2023 KS1 outcomes	RWM	R	W	M
Pupils with SEND 3 pupils				
School EXS %	0%	0%	0%	0%
National EXS%	16.4%	27.9%	18.8%	32.0%
School GDS %	0%	0%	0%	0%
National GDS%	0.9%	4.3%	1.2%	4.6%

2023 Multiplication check outcomes	School	National
Y4 Tables average score	20.56%	20.3

33.3% PPG (1/3 children) achieved the provisional national score of 20.4 points

2023 KS2 outcomes	RWM	R	W	M	GPS
Disadvantaged pupils 3 pupils					
School EXS %	33.3%	33.3%	100%	66.7%	66.7%
National EXS%	44.1	60.2	58.2	58.9	59
School GDS %	0%	33.3%	33.3%	0%	33.3%
National GDS%	3.2	17.5	6.6	12.8	18.5
Scaled score		102.7		101.7	104.7
Group progress 3		-4.08	+3.41	-4.02	

Above national disadvantaged data for writing and maths.

Above national disadvantaged data for greater depth standard in reading and writing.

Below national disadvantaged data for combined (R,W,M), reading and GD maths.

2023 KS2 outcomes	RWM	R	W	M	GPS
Pupils with SEND 5 pupils					
School EXS %	0%	60%	20%	0%	40%
National EXS%	20%	38.5%	28.8%	36.2%	32.7%
School GDS %	0%	0%	0%	0%	0%
National GDS%	1.3%	10.1%	2.6%	6.5%	7.8%
Scaled score		101.6		97.4	99.4
Group progress 4		-0.32	-3.40	-3.03	

Commentary

National data showed strengths for disadvantaged children in:

- Above KS2 national disadvantaged data for writing and maths.
- Above KS2 national disadvantaged data for greater depth standard in reading and writing.
- Above KS2 national disadvantaged data for Grammar, spelling and punctuation at national and greater depth standard.
- Above national disadvantages for reading and writing at KS1.
- Year 1 phonics data shows that we are above national data for children who achieved the phonics screening, also above school data for non-PPG children.
- EYFS data shows that we are above the national data for PPG and SEND children achieving a Good Level of Development (GLD).

National data showed we need to continue to work on disadvantaged children in:

- KS2 combined reading, writing and maths national standard
- KS2 Maths greater depth standard
- KS2 Maths progress data
- Below national disadvantaged for maths at KS1.
- Below national disadvantaged for KS1 national combined.
- Below for greater depth standard for disadvantaged children in reading, writing and maths at KS1.

This data shows that disadvantaged children in EYFS and Year 1 is strong, we need to ensure that this continues to show in KS1 data and as the children move through school.

KS1 data shows that whilst we are happy with being above the national data for KS1 reading and writing we are below for maths. This will be closely monitored through school.

Focus on writing development in for year 6 shows positively in the data for this cohort as well as the additional maths support for booster sessions for disadvantaged children. We were disappointed that whilst we had strong KS2 data for disadvantaged children in maths the progress data showed a gap in progress data for PPG -4.02 against other children - 1.54.

Analysis of this data as well as internal data will be used to identify the areas of development needed and groups for the 2023-24 PP strategy.

Regular CPD for all staff both in house and external was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide. Some support staff have also had external training for Talk Boost (EYFS, KS1 and KS2).

Pupil progress meetings provided opportunities to monitor closely progress made from starting points and focus interventions and strategies to suit the needs of the learners. These meetings focus on disadvantaged children's barriers and interventions needed.

Interventions used to support children this year were Nuffield Early Language Intervention (NELI), Talk Boost (EYFS, KS1 and KS2), Black Sheep, Toe by Toe, Power of 2, Teach Your Monster to Read and IDL.

Social and emotional support – ELSA work continued to support those children who were in need. Class teachers and school staff continued to develop the mental and physical health of children. Member of staff completed Mental Health Leader training and continues to access CPD through STSA ‘Future In Mind’ courses (1 per term).

Overall school attendance at the end of 2022-23 was 96.17%. PP attendance was 94.90% compared to non-PP attendance of 96.36% this is a difference of 1.46%. At the end of 2022-23 there were 11 persistent absentees of which one child was PP. Educational Welfare Officer and Family Support Worker provision is ensuring that positive and pre-emptive approaches are in place for all children who are at risk of poor attendance. These figures demonstrate the impact of the EWO and Family Support Worker roles that are collaboratively procured via the Newport Cluster of schools.

Group	Number of PA autumn	%	Number of PA spring	%	Number of PA summer	%
SEND (including EHCP)	4/18	22%	5/19	26%	2/14	14%
PPG (including CiC)	3/18	17%	2/19	11%	1/14	7%
Reception	5/18	28%	7/19	37%	4/14	29%
Year 1	1/18	6%	1/19	5%	3/14	21%
Year 2	5/18	28%	3/19	16%	1/14	7%
Year 3	1/18	6%	1/19	5%	0	0
Year 4	1/18	6%	3/19	16%	2/14	14%
Year 5	1/18	6%	0	0%	0	0
Year 6	4/18	22%	3/19	16%	4/14	29%

- Decrease in PAs in SEND and PPG groups
- Decreases in PAs in Reception, Year 4 and Year 2

Across the school, we continued to subsidise educational visits to provide real contexts for learning and widen experiences.

The cost of Breakfast Club and After School Club subsidised for some pupils, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed.

Arthog Outdoor Education - Actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors.

Extra-curricular after school clubs and trips were free to children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

Forest School continued to be provided for pupils on a rota basis – each year group attending 4 times across the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Trinity MAT
School Library Service	Shropshire Council
Primary Language Network	Primary Language Network Ltd
Multi-cultural Development Team	Telford and Wrekin
Purple Mash	2Simple
IDL	Idls group
Life to the Full (PSHE/RSE)	Ten:Ten
Essential Letters and Sounds	Oxford University Press
Charanga Music	Charanga Ltd
ARC	The Attachment Research Community
Literacy Shed Plus	Ed Shed
Grammarsaurus	Grammarsaurus Ltd

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional

funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EWO – education welfare officer

EYFS – early years foundation stage

EXS – expected standard

FSM – free school meals

FSW – family support worker

GLD – Good Level of Development (EYFS)

GDS – greater depth standard (working above age related expectation)

HLTA – higher level teaching assistant

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistants