

# Pupil premium strategy statement

This statement details our school's use of pupil premium (2022-23, 2023-24, 2024-25) 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's Catholic Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	30% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024- 2025
Date this statement was published	July 2022
Date on which it was reviewed	July 2023 July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Charlotte Chapman
Pupil premium lead	Charlotte Chapman
Governor / Trustee lead	Colette Barrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,102
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,102

# Part A: Pupil premium strategy plan

## Statement of intent

### Demography and School Context

- Ss Peter and Paul's is an average sized primary school.
- The school does not have a school nursery provision; however a private provider does operate a 0-4 year old provision within the school site.
- Pupil Premium funding is above that of national average at 30%- NA at 22%
- The percentage of SEND pupils is 12%- SEND NA is 12.6%. The percentage of EHCPs is 0.5%- the NA is 4%.
- Minority ethnic groups, including those who do not have English as their first language, is well below national average.
- The attendance of pupils in receipt of Pupil Premium is 93.4% compared to their peers at 95.7%.
- The school had a successful Ofsted inspection in October 2023. The school is proud to be part of the Bishop Bewick Catholic Education Trust.

### Ultimate Objectives

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, as well as research generated by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Ss Peter and Paul's, we ensure all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

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, also benefits the non-disadvantaged pupils in our school.

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:

- We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Objective 1**

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the Pupil Premium group is lower than the attendance of those not in receipt of Pupil Premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and Forest Schools, and through our Attendance and Welfare Officer and our Pupil Premium lead actively engaging with families to encourage and support good attendance in school.

### **Objective 2**

**To continue to ensure the outcomes for pupils in receipt of Pupil Premium funding are at least in line with those of peers in school across the curriculum.**

52% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress from their starting points. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2023-25 focuses on the needs of this group. The Pupil Premium lead works to ensure high aspiration and high-quality provision for all pupils in receipt of Pupil Premium.

### **Objective 3**

**Ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At Ss Peter and Paul's, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We have developed an

exciting Forest School curriculum to support the development of fundamental skills, such as teamwork, communication, resilience and respect. There is a tiered nurture programme to ensure needs are identified and met at every level. and have embedded nurture support at every level, which takes place in the school's Rainbow Room.

Lockdown and a national recession have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced team in school consisting of the senior leadership team, Attendance and Welfare Officer, PSHE lead and external professionals.

The range of provision provided to the pupils at Ss Peter and Paul's includes:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- 1-1 support for identified pupils
- Additional teaching and learning opportunities provided through trained teaching assistants or external agencies
- High expectations aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Transition from primary to secondary, transition internally between classes and transition into Reception from Nursery.
- Additional learning support and adaptations to the curriculum
- Support with financial assistance towards the cost of uniform, activities, educational visits and residential.
- Ensuring children have first-hand experiences to use and embed in their learning in the classroom
- Support the funding of specialist learning software so pupils are not at a disadvantage compared to their peers.
- To extend PE provision so all pupils can develop new skills and grow into healthy, active learners.
- To enable all children to learn a musical instrument and to sing in a choir
- To offer behaviour and nurture support via the Zones of Regulation by providing activities to build confidence, develop self-regulation and promote the values of the school- aspiration, resilience, community, excellence, respect and celebration.

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of Pupil Premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of Pupil Premium not making expected progress despite interventions.
3 Pastoral	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

## 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
To continue to ensure the attendance of pupils in receipt of Pupil Premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of Pupil Premium funding. (93.2% PP/ 95.7% non-PP). Whole school 95%.  Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees.
To continue to ensure the outcomes for pupils in receipt of Pupil Premium are in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of Pupil Premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of Pupil Premium, including those with SEND, make expected progress from their starting points.	Pupils make excellent progress from their starting points, outlined in individual targets on SEND Pupil Passports.

To ensure the wellbeing needs of all pupils in receipt of Pupil Premium funding are met to ensure they are ready for learning.

Children's wellbeing needs are met and supported to ensure they feel safe and happy in school and therefore are ready to learn and reach their full potential.

## Activity in this academic year

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language programme- <b>Speech Link</b> (staff cover and training) £4,000</p>	<p>Some pupils have weaker vocabulary and language Skills.</p> <p>Some children on entry to Reception are working below and are unlikely to have the breadth of vocabulary that reflects their experiences.</p> <p>In KS1 and KS2, identified children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>A proportion of children access SALT in Reception, Key Stage One and Key Stage Two.</p>	<p>2,3,4</p>
<p>Oracy Project</p> <p>For all teaching staff to access oracy training and use guidelines in their teaching and learning approach within the classroom.</p> <p>£5,500</p>	<p>See EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>2,4</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations. £11,000.</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>2</p>
<p>Effective deployment of staff. Teaching Assistants to support key children and year groups. Targeted Interventions led by member of SLT in Year 6. Teaching Assistant timetable reevaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning.  Adult to child ratio in key year groups (staffing cost) £21,000.</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> '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 and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Reception– Class Teacher, TA, HLTA Year 1- Class Teacher, TA Year 2 – Class Teacher Year 3 – Class Teacher x HLTA (PT) Year 4 – Class Teacher Year 5 -Class Teacher Year 6- Class Teacher/ HLTA</p>	<p>1,2,3,4</p>



	Staff are deployed across the day where necessary, based on the needs of the cohorts and pupils.	
<p>Nurture group (staff training and running cost) £3,500.</p> <p>Drawing and Talking Therapy £3,000</p>	<p>The SENCo, PSHE lead and The Rainbow Room lead have dedicated time to coordinate and oversee pupil well-being throughout school. This is achieved through the analysis of pupil wellbeing questionnaires, parent communication and observing peer interaction.</p> <p>80% of children who access this support are in receipt of Pupil Premium. In addition, lunchtime well-being groups are established and delivered by a trained member of the lunchtime team.</p> <p>School Counsellor – 80% Pupil Premium children. 6/12-week basis needs dependant</p> <p>Nurture Groups – across school – 80% Pupil Premium children.</p>	3
<p>Class Do Jo (yearly cost) £1,000</p>	<p>During the pandemic, many of the children had to work remotely on Class DoJo either during school closures or for personal/family isolation.</p> <p>Class DoJo is an effective tool to improve and maintain communication with all parents.</p>	1,2,3, 4
<p>Times Table Rockstar £400</p>	<p>Times Table Rockstar impact on PP children</p> <p>Using Times tables Rockstar's at Ss Peter and Paul's has benefitted all children, including PP children. The children can access the APP in school and compete with their classmates in a healthy and friendly atmosphere. Children quickly become</p>	2,3

	<p>confident with the set up therefore it becomes something easy for children to access independently at home. This is a huge benefit to using TT Rockstar's as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set specific challenges and times tables for different children. This allows those PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It allows all children to become confident especially our PP.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £16,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance and Welfare officer £9000.	<p>Employed in September 2022. Leads on Early Help Plans and informal support. 100% of families that access these are in receipt of pupil premium. Attendance and Welfare officer uses her time to attend meetings, she feeds back to school staff and external agencies, in addition to supporting families with housing, health and finance.</p> <p>Attendance figures are improving for Pupil Premium pupils, and we would like to maintain this.</p>	1, 3

<p>School Club (breakfast club) is available for pupil premium pupils.</p> <p>£3000</p> <p>Resources</p> <p>£1000.</p>	<p>Research shows hungry children do not perform as well.</p> <p>School Club is available for identified children who require a morning routine and healthy breakfast before school.</p>	<p>1,2,3</p>
<p>Music teacher- lunch and after school club</p> <p>£5000</p>	<p>Every child has the right to learn to play an instrument or to be a confident singer/ performer. Music performances take place throughout the school year.</p>	<p>2, 3</p>
<p>Use of outdoor learning to support key groups of pupils.</p> <p>Ensuring sustainability of Forest School approach by adopting an outdoor learning model so more pupils can access this and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p> <p>£1500.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest</li> </ul>	<p>2, 3, 4</p>

	in the natural surroundings and respect for the environment	
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**Total budgeted cost: £65,400**

## **Part B: Review of outcomes in the previous academic year (2023/24)**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### **Intended Outcome 1**

**For the progress of pupils who are in receipt of Pupil Premium funding to improve in Reading, Writing and Maths in all key stages.**

- The progress of all pupils, including pupils in receipt of Pupil Premium funding, continues to improve. In 2024, progress was made in all areas of the curriculum by the end of Key Stage One and Key Stage Two.
- Attainment at Key Stage One and Two was above national averages at the end of both Key Stage One and Key Stage Two.
- By the end of Reception in 2024, the attainment of Pupil Premium pupils has increased by 14%. Whilst attainment in Early Years for pupils in receipt of funding is lower than the attainment of their peers, the curriculum is being adapted with a key focus on oracy and language development and the majority of pupils do catch up as they move through Key Stage One.
- In 2024, 43% of Pupil Premium pupils achieved the Good Level of Development, with 75% passing the phonics screening in Year 1. The pupils in receipt of Pupil Premium who did not achieve age related expectations in Year 2 also have a special educational need but made good progress from their starting points.
- Monitoring throughout the school year has a focus on Pupil Premium. Leaders track the academic, social, emotional and spiritual opportunities and experiences they are exposed to.
- Pupil Progress meetings take place once per term. Teachers and leaders discuss every pupil in the school and review the offer for them in order to ensure they have what they need to flourish and succeed.
- There is a robust Pupil Premium provision map which outlines the first quality teaching, interventions and support that is in place for individuals and groups of pupils, this makes the cycle of reviewing progress and identifying next steps effective.

- By the end of Key Stage Two in 2024, the eight pupils who were in receipt of Pupil Premium funding performed exceptionally well. Despite attainment being slightly below their peers at expected standard, they outperformed their peers in writing at greater depth. The focus for 2024/25 in Key Stage Two is reasoning in maths and building resilience in order to confidently tackle challenging two/ three steps problems.

EYFS	Cohort	PP	Non- PP
<b>2024</b>	68	43	76
<b>National</b>	67	52	72
<b>2023</b>	69	29	84

Year 1 Phonics	Number of pupils	% whole group	PP	Non- PP
<b>2024</b>	26	85	75	89
<b>National</b>		81	67	83
<b>2023</b>	23	70	50	82

End of Year 2 Phonics	Number of pupils	% whole group	PP	Non- PP
<b>2024</b>	6	50	50	50
<b>2023</b>	6	60	67	50

Key Stage 1	Cohort	PP	Non- PP
	<i>24 pupils</i>	<i>7 pupils</i>	<i>17 pupils</i>
<b>Reading</b>	71(35)	43(0)	82(43)
<b>National</b>	68		
<b>Writing</b>	71 (18)	43 (0)	82(18)
<b>National</b>	60		
<b>Maths</b>	71 (29)	43 (0)	82 (29)

Key Stage 2	Cohort	PP	Non- PP
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	22 pupils	8 pupils	14 pupils
<b>Reading</b>	91 (32)	88 (25)	93 (36)
<b>National</b>	73 (28)		
<b>Writing</b>	73 (18)	63 (25)	79 (14)
<b>National</b>	69 (14)		
<b>Maths</b>	86 (14)	75 (0)	93 (21)
<b>National</b>	71 (23)		
<b>Combined R/W/M</b>	73 (5)	63 (0)	79 (7)
<b>National</b>	59 (8)		

### **Intended Outcome 2**

**An increase in the number of pupils in receipt of Pupil Premium to pass the phonics screening by the end of Key Stage Two.**

- In 2024, the total percentage of pupils passing the screening check in Year 1 was 85%. 75% of Pupil Premium pupils passed, which was 14% lower than the pupils who are not classed as Pupil Premium. This was an improvement from the 2023 results where only 50% of pupils in receipt of Pupil premium funding passed.
- In 2023/24 in Year 2, six pupils received intensive, high quality, daily phonics teaching using the Essential Letters and Sounds programme. Three of the six passed, however three did not. The three who did not pass made strong progress from starting points and now access phonics intervention in Year 3. The three identified pupils also receive speech and language support via the trained Speech Link lead.

### **Intended Outcome 3**

**To ensure attendance of Pupil Premium pupils is above school target of 96%. To ensure the children who are Pupil Premium who also are PA are routinely monitored, supported and challenged to improve attendance.**

- The school has been on a positive journey with attendance since 2021/22, however there continues to be challenges to overcome.
- In 2024, whole school attendance was 94%, with attendance for Pupil Premium pupils sitting at 91.1%, which is lower than their peers by 4.2%. However, the attendance nationally for pupils in receipt of Pupil Premium funding is only 0.7% higher at 91.8% compared to the schools at 91.1%.

- PA's

	2022-23	2023-24	National (2024)
% Attendance	94.8%	94%	94.3%
% PAs	13%	16%	15.2%
% Pupil Premium	93.1%	91.1%	91.8%
% non- Pupil Premium	95.6%	95.3%	95.2%

### **Intended Outcome 4**

**To ensure pupils are given the opportunity to learn a musical instrument and/ or be part of the choir.**

- A specialist music teacher was employed in September 2022. Every child from Year 1 to Year 6 have the opportunity to learn to play the ukulele and keyboard.
- Weekly music lessons also include the skill of reading music notation and singing.
- There is an active school choir and a 'School of Rock' club who meet every Tuesday evening. Out of the 25 spaces available for the club, 16 places were allocated to pupils in receipt of Pupil Premium funding, with financial assistance being offered when needed.
- Pupils have had the opportunity to perform for the community throughout the year at many events, these include Whitley Bay Playhouse, Christmas carols, Carols by Candlelight service and for family members in school.

### **Externally provided programmes**

Programme	Provider
Clennell Education Solutions	Clennell Education Solutions
FFT (Fischer Family Trust)	FFT
Essential Letters and Sounds	Oxford University Press

### **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	There are three service children at Ss Peter and Paul's. Pupil Premium allocation for these pupils was spent as outlined above in plan.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of this spend is outlined in the impact section above.