

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter and St Paul's RC Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	24% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Bates
Pupil premium lead	Louise Bates
Governor / Trustee lead	Mrs Florence Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,880

Part A: Pupil premium strategy plan

Statement of intent

At St Peter & St Paul's RCP School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined that our children are given every opportunity to achieve their full potential.

We ensure:

- Quality teaching meets the needs of all pupils, regardless of starting points, backgrounds and any barriers to learning.
- Children identified as disadvantaged receive additional provision, through adapted teaching, additional interventions and opportunities, to raise their attainment and cultural capital.
- Children who are identified as a child looked after (CLA) or a child who is identified as previously being a child looked after, receives additional provision, through adapted teaching, additional interventions and opportunities, to raise their attainment and cultural capital.
- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted
- Children's individual needs are considered carefully so that we provide support for those children and provide personalised next steps in their learning
- Funding targets the development of cultural capital and is an integral part of the school experience for all pupils

Challenges

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

Challenge number	Detail of challenge
1	Some children join our school with low starting points, particularly in Communication and Language.
2	Some children have poor social and communication skills and vocabulary.
3	We have growing numbers of children who did not attend our early years setting.
4	There are high rates of mobility and international new arrivals in upper key stage 2.
5	Some children have limited experiences beyond the classroom- a deficit of cultural capital.

6	In some cases, there is limited learning support at home (reading at home, homework, attendance at school activities, experiences, ability to manage behaviour)
7	Attainment is below age-related expectations for some of our disadvantaged pupils.
8	Number of disadvantaged pupils achieving the greater depth standard is below their peers in some subjects.
9	A growing number of SEND children with social and emotional needs.

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 close the attainment and progress gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths, in all year groups.	The gap in attainment and progress for disadvantaged pupils diminishes in all year groups.
Children demonstrate improved communication skills.	Children can articulate their learning confidently and make links across the curriculum.
To raise pupil's cultural capital, providing all children with opportunities to develop their understanding and experience of the wider world.	Continue to provide enrichment opportunities and extra-curricular activities for the children, to enhance their cultural capital.
Pupil's to demonstrate resilience when faced with problems or challenges.	Pupils will persevere with a problem solving activity in a range of scenarios and subjects.
Pupils have a positive mental well-being and know how to access support if needed.	Pupils identify as happy and positive about themselves and access a range of services in school if they are struggling with managing emotions.

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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Year 6, for Reading, Writing and Maths, facilitating small group provision.	EEF rates reduced class sizes and small group provision as +2. <i>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</i>	2, 3, 4, 7, 8
Additional teacher in Year 5, for Reading, Writing and Maths, facilitating small group provision.	EEF rates reduced class sizes and small group provision as +2. <i>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</i>	2, 3, 4, 7, 8
Additional teaching assistant in EYFS employed to support the teaching of the prime areas of PSE, CL and PD.	EEF rates physical development approaches as +3. They rate communication and language as +6. They rate social and emotional learning strategies as +6.	1, 2, 7
Kindle devices and individual copies of novels purchased for all pupils to access a range of texts.	EEF rates reading strategies as +6. <i>There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</i>	2, 6, 7, 8
Reading Plus programme utilised to support and target UKS2 PPG pupils.	EEF rates reading comprehension programmes as +6. <i>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	2, 4, 6, 7, 8
High quality refresher phonics training for all teaching staff.	EEF rates the teaching of phonics as +5.	1, 2, 3, 7

	<i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</i>	
Reading coordinator, to enable screening of struggling readers.	EEF rates the teaching of phonics as +5. <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</i>	1, 2, 3, 7

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club interventions.	EEF rates extending the school time as +2. <i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</i> Improved attendance and punctuality for identified pupils. Nurture provided before the start of the school day for identified pupils.	1, 7, 9
HLTA to deliver interventions to identified children across school.	EEF rates 1-1 tuition as +5 <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i>	1, 2, 7, 8
After school interventions for UKS2 pupils.	EEF rates 1-1 tuition as +5 <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i>	1, 2, 7, 8
Additional daily reading and homework support for pupils identified as disadvantaged, before school.	EEF rates homework support and clubs as +5. <i>Pupils eligible for free school meals typically receive additional benefits from homework.</i>	1, 2, 7

Additional phonics interventions purchased to provide 1-1 daily catch-up phonics.	EEF rates the teaching of phonics as +5. <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</i>	1, 2, 7
Speech and Language therapist to work with identified vulnerable children with speech, language and communication needs.	EEF rates oral language interventions as +6. <i>Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	1, 2
Educational Psychologist support 9 days; SENCO to work with class teachers to identify vulnerable pupils and request assessment and reports. Reports support learning needs and individual pupils.	Educational Psychologist reports have supported a successful EHCP application in 2024. Two further applications have been submitted with the support of the Educational Psychologist.	1, 2, 9

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to support with nurture interventions, attendance, punctuality and liaise with vulnerable families.	EEF rates behaviour interventions as +4. <i>Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	1, 2, 6, 9
Breakfast club provision made available to all PPG children to support vulnerable children and families.	EEF rates extending the school time as +2. <i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</i>	1, 2, 7, 9
Uniform purchased for families where necessary, to ensure all children have equal provision.	Families who may be facing hardship or financial difficulties have been sensitively supported and provided with school uniform.	6

Subsidising all educational visits- educational visits are selected to expand on the curriculum and to develop children's cultural capital.	EEF reported on studies showing essential life skills are important in determining life chances and can be measured in a robust and comparable way.	2, 5, 9
Running costs of a school mini bus, to facilitate a wider range of educational visits.	EEF rates the impact of arts participation as +3. <i>The average impact of arts participation on other areas of academic learning appears to be positive.</i> <i>Improved outcomes have been identified in English, mathematics and science.</i>	2, 5
Subsidising residential visits, to ensure all children are able to attend.	EEF reported on studies showing essential life skills are important in determining life chances and can be measured in a robust and comparable way.	2, 5, 9
Purchasing additional extra curricula sports clubs with external providers- Bolton gymnastics, dance tuition.	EEF rates the impact of arts participation as +3. <i>The average impact of arts participation on other areas of academic learning appears to be positive.</i> <i>Improved outcomes have been identified in English, mathematics and science.</i>	2, 5
Transport provided for families identified as vulnerable, requiring support with transport for school.	Improved attendance and punctuality for vulnerable pupils.	2, 6, 7
Funding for Christmas Pantomime and theatre visits for children to access experiences outside of the classroom.	EEF rates the impact of arts participation as +3. <i>The average impact of arts participation on other areas of academic learning appears to be positive.</i> <i>Improved outcomes have been identified in English, mathematics and science.</i>	2, 5
Funding for bike-ability and bicycle hire for PPG children to learn the life skill of being able to ride a bicycle on the road.	EEF reported on studies showing essential life skills are important in determining life chances and can be measured in a robust and comparable way.	2, 5, 6

Total budgeted cost: £108,000

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 2023 to 2024 academic year.

<u>Attainment and progress at the end of KS2 for disadvantaged pupils, in comparison to non-disadvantaged pupils.</u>								
ATTAINMENT (EXS+)	READING		WRITING		MATHS		COMBINED	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
2019	55% (18% GDS)	67% (33% GDS)	73% (9% GDS)	89% (44% GDS)	55% (27% GDS)	94% (61% GDS)	55% (9% GDS)	67% (28% GDS)
2022	79% (16% GDS)	73% (45% GDS)	82% (18% GDS)	68% (16% GDS)	73% (27% GDS)	84% (26% GDS)	64% (9% GDS)	68% (5% GDS)
2023	90% (30% GDS)	90% (20% GDS)	100% (10% GDS)	75% (20% GDS)	90% (10% GDS)	95% (20% GDS)	80% (0% GDS)	70% (10% GDS)
2024	94% (25% GDS)	71% (50% GDS)	94% (13% GDS)	64% (29% GDS)	81% (25% GDS)	79% (36% GDS)	81% (13% GDS)	57% (29% GDS)

PROGRESS	READING		WRITING		MATHS	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
2019	+1.9	+4.1	+6.8	+4.4	+4.9	+8
2022	+4	-0.8	+4.3	+0.6	+3.1	+1.8
2023	+1.4	+5	+3.2	+4.7	+2.6	+5.7
2024	There is no progress measure for the academic year 2023-2024, due to COVID.					

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
Reading Plus	Reading Solutions
Gymnastics	Bolton Gymnastics
LBQ	Learning by Questions

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No pupils currently receive service pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	NA