Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St. Peter's Catholic Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 and 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Patricia Bellingham
Pupil premium lead	Mary Claffey
Governor	Fr. Jack Lusted

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,802
Recovery premium funding allocation this academic year	£899
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3255
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,652

Part A: Pupil premium strategy plan

Statement of intent

At St. Peters' Catholic Primary School, we have high aspirations and ambitions for our children and we believe that all children should be able to reach their full potential.

Achieving your full potential should not be reliant upon your family circumstances but upon being able to develop the ability and belief that one can achieve ones goals,

Children eligible for Pupil Premium funding face specific barriers to reaching their full potential and the School is determined to provide support and guidance to assist children in overcoming their barriers.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Children and their families have social and emotional difficulties.
3	Children have limited experienced beyond their school/home life.

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
Disadvantaged children maintain at least the standard attainment they achieved at the end of the previous year and key stage. (Reading, Writing and Maths. To ensure those children who have gaps in their learning beyond those of their year group make accelerated progress.	End of 2022/2023 and 2023/2024 data will show that the majority of disadvantaged children have made at least expected progress and in identified cases more than expected progress from the previous year(s).

Children and families with identified social and emotional needs are well supported by school staff so that the needs are lessened or removed.	SENDCo to identify and offer appropriate support to lessen barriers to learning. Using the Vulnerability Index. Pupil and Parent Voice questionnaire outcomes continue to show improvements in social and emotional wellbeing of both children and families.
Children have a range of experiences that enable them to enhance their learning experiences. School will deliver an engaging, broad and balanced curriculum both in and out of class during the school day, including extracurricular activities.	Teachers and support staff will plan exciting and engaging immersive activities/days to enhance the children's learning experiences. (History Off the Page, visits off site, sports festivals, etc.) Pupil questionnaires will continue to reflect the level of enjoyment and how a love of learning has been instilled.

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: £13,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Teaching Assistants extending their days to lead intervention groups for maths, reading and writing	Pupil Premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1

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

Budgeted cost: £6830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of specific resources to aid progress, e.g. Twinkl subscription	Pupil Premium/Diagnostic Assessment Toolkit.pdf	1

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

Budgeted cost: £1,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Your Space counselling Service appointed to support children in school	Pupil Premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf The Pupil Premium – How school are spending the funding successfully Education Endowment trust (EET)Toolkit	2
Funding allocated to ensure children can engage with extracurricular activities ensuring a broad and balanced school experience	The Pupil Premium – How school are spending the funding successfully Education Endowment trust (EET)Toolkit	3

Total budgeted cost: £22,272

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.

Improved outcomes for children being prepared and ready for secondary transition and internal transition. Shared experienced of after school clubs and enrichment experiences, increased self-worth and self-belief in subsequent classroom experiences. Success in participation of end of key stage assessments from previous confidence and attainment.

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
Counselling	Your Space