



St Peter's
Catholic School



Faith is our Foundation

St Peter's Pupil Premium Strategy

Details

Written by: Mr C Clinton

Approved by: The Pupil Support Committee – Governing body

Date: 3rd November 2021

Next review due by: 2nd March



Pupil premium strategy statement for St Peter's Catholic School 2021/2022

This statement details St Peter'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 School
Number of pupils in school	1287
Proportion (%) of pupil premium eligible pupils	14.53% (187 pupils)
Proportion (%) of pupils receiving free school meals (FSM)	9.71% (125 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 years (this strategy is year 2 of 3)
Date this statement was published	3 rd November
Date on which it will be reviewed	2 nd March
Statement authorised by	Mrs M Murphy
Pupil premium lead	Mr C Clinton
Governor / Trustee lead	Ms L Hodgson

Breakdown of disadvantage per year group

Year group	FSM	PP
Year 7	10.14% 21	15.94% 33
Year 8	11.06% 23	17.31% 36
Year 9	12.50% 26	19.71% 41
Year 10	10.58% 22	14.90% 31
Year 11	9.31% 19	12.75% 26
Year 12	6.11% 8	9.16% 12
Year 13	4.96% 6	6.61% 8
Total	9.71% 125	14.53% 187

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,500 £955 per PP pupil
Recovery premium funding allocation this academic year	£27,115 £145 per PP pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190,615

Recovery Premium

Eligibility

All schools that are eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:

- mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies

We will provide funding to local authorities for eligible pupils they have placed in independent special schools, where the local authority pays full tuition fees, as recorded on their alternative provision census (January 2021 census for the first 3 payments and January 2022 census for the fourth).

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Academies payment schedule

Payments will be made early in:

- October 2021
- January 2022
- May 2022
- July 2022

Part A: Pupil premium strategy plan

Statement of intent

Research shows that pupils who come from disadvantaged backgrounds often do not attain as well as their peers and they often face extra challenges. As a Catholic School, everything we do has faith as its foundation; in the book of Genesis it says, "The Lord, before whom I walk, will send his angel with you and make your way successful" and this sums up our vision for our disadvantaged pupils: we want every pupil at St Peter's to be successful, no matter their background or financial situation. Our aim is to expose our pupils to as many opportunities as possible, ensure they receive excellent teaching from inspirational teachers and imbue a 'can do' attitude. Any financial barriers that exist should be alleviated by the premium; pupils who receive it should have the same opportunities as their peers.

Aims

As recommended by the Educational Endowment Foundation (EEF), we will employ a three tiered approach:

- 1) Ensure we have quality first teaching within the classroom, where teaching is built around very high expectations for all and positive relationships are formed between pupil and teacher. We deliver a knowledge rich curriculum and use a series of strategies to teach and embed these, using evidence based research.
- 2) Ensure we have targeted academic support, which will take place through revision sessions, Saturday school and structured intervention.
- 3) Employ wider strategies - focus on careers, providing equipment and resources and well-being. As well extra-curricular activities, monitor attendance and raise the cultural capital and aspirations of our Pupil Premium students.

Challenges

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

Challenge number	Detail of challenge
1	Poverty
2	Mental health
3	Lack of equipment (desk at home, IT, stationery, books)
4	Low aspirations
5	Parental disengagement/flux
6	Poor literacy and numeracy

7	Attendance
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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
Boost progress of PP students	P8 score of national average
Pupils have a successful transition to their stage	No NEETS
Careers	No NEETS
PP students have good attendance	Decreasing number of PA
PP students have functional literacy/numeracy	Pupils achieve a strong pass in English/Maths
Pupils are well resources	IT and revision resource

Arrangement for post sixteen pupils

Pupils who are in Year 12 and 13 do not attract the pupil premium. We have a different arrangement for our sixth formers, namely the bursary.

Pupils who formerly attracted the pupil premium, or not financial support to purchase equipment of partake in extra curricular activities should apply via the St Peter's Sixth Form 16-19 Bursary Fund Policy.

To do this, pupils will need to do the following:

1. Apply using the application form in the policy
2. Decide on what grounds they are applying: are they seeking on the ground of vulnerability or are they applying for a discretionary award.
3. Provide evidence of household income

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

Activity	Evidence that supports this approach	Challenge	Cost per pupil
CPD after school on a Monday (weekly meeting)	The EEF, Lemov and Rosenshine	Poverty, mental health and low aspirations	£23

CPD resources and research	The EEF, Lemov and Rosenshine	Poverty and low aspirations	£3
CPD project	The EEF, Lemov and Rosenshine	Poverty and low aspirations	£6
Breakfast CPD on a Wednesday before school	The EEF, Lemov, Rosenshine and Sherrington	Poverty, mental health and low aspirations	£6
Retrieval strategies (to ease cognitive load)	William and Tierney	Poor literacy and numeracy	£6
Identification - seating plans	Hattie	Poverty and low aspirations	£23
Pupil premium first (marking and feedback)	The EEF, the Sutton Trust, Rowland, Blandford and Lemov	Poverty and low aspirations	£0
Nurture group	Hattie and the EEF	Poor literacy and numeracy	£55
Quality first teaching	EEF, Rosenshine, Lemov and Sherrington,	Poverty, lack of equipment	£94
Catholic Life	Tierney, Friel and BDES	Low aspirations	£10

Targeted academic support

Activity	Evidence that supports this approach	Challenge	Cost per pupil
Extra classes in Maths and English	Hattie	Poor literacy and numeracy	£138
Online revision lessons (Teams, Youtube etc)	Rosenshine, Lemov and Sherrington	Poverty	£23
Reading books	The EEF and Lemov	Poverty and poor literacy and numeracy	£6
Pre school drop in sessions	Hattie, the EEF, the Sutton Trust, Rosenshine and Lemov	Poverty and poor literacy and numeracy	£25
Pupil premium lead	Rowland and Blandford	All	£18

SLT link	Rowland and Blandford	All	£90
Paired reading	The EEF	Poverty and poor literacy and numeracy	£9
Text books/revision guides	The EEF	Poverty and poor literacy and numeracy	£3
SLT mentoring	Rowland and Blandford and the EEF	All	£225
ICT support (laptops etc)	Rowland and Blandford	Poverty and lack of equipment	£31

Wider strategies

Activity	Evidence that supports this approach	Challenge	Cost per pupil
Careers	The EEF, the Sutton Trust, Rowland and Blandford	Low aspirations	£10
Aspirations	The EEF, the Sutton Trust, Rowland and Blandford	Low aspirations	£19
Education welfare officer	The EEF, the Sutton Trust, Rowland and Blandford	Attendance, parental disengagement, mental health	£83
Uniform	The EEF, the Sutton Trust, Rowland and Blandford	Poverty	£13
Robert Aymer	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health	£35
Shine Youth	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health	£16
Pastoral mentoring	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health	£162

Pupil support centre	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health	£62
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Total budgeted cost: £ £1,182

Anticipated outcomes in the coming year and the impact of our strategy over the last three years

Pupil premium strategy outcomes

This details the estimated impact that our pupil premium strategy is having on pupils in the 2021 to 2022 academic year and how this gap compares to 2019, 2018 and 2017. The government intends the fund to be used to improve attainment and progress of disadvantaged pupil and **narrow, ultimately close, the gap** between pupils who receive the pupil premium and those who do not.

Year	Progress of PP pupils	Progress of non PP pupils	'Gap'
2021/2022	-0.66 estimated	-0.45 estimated	-0.21
2020/2021	Centre Assessed Grades (CAGs) were awarded; no accountability measures can be applied to these grades as schools had to award grades that were 'fair, consistent and free from bias' and may have felt under pressure to inflate certain vulnerable pupils groups.		
2019/2020	CAGs were also awarded this year due to Covid-19.		
2018/2019	-0.43	0.09	-0.52