

# St Peter's Catholic School

## Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium and recovery premium (if any) 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	1,054 Years 7-11 1,349 including Sixth Form
Proportion (%) of pupil premium eligible pupils	6.55% (69 out of 1,054)
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2027-28
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Toby Miller, Headteacher
Pupil premium lead	Louise Power, SENCO
Governor / Trustee lead	Dale Chambers, Parent Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (includes service premium and adopted from care premium)	£78,160
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	£78,160

# Part A: Pupil premium strategy plan

## Statement of intent

“At St Peter’s Catholic School, our purpose is to be Christ to All.

We nurture independent, resilient, inquisitive and motivated lifelong learners. By being compassionate and generous in spirit, we aim to be a community whose every member feels uniquely valued. We strive to enable all to be courageous individuals, having the integrity and spiritual strength to make a positive difference in the world.”

We aim to achieve this by:

- Providing outstanding learning and teaching
- Teachers and support staff knowing who the pupil premium students are
- Teachers knowing their entry data and current rates of progress
- Employing a no excuse policy with regard to progress and attainment so that all staff expect pupil premium students to make as least as much progress as non PP students
- Providing additional support and intervention for pupil premium students where necessary and appropriate
- Adapting the curriculum to meet the needs of pupil premium students where necessary and appropriate
- Provide outstanding pastoral support to ensure pupil premium students are known, loved and nurtured throughout their time at St Peter’s
- Ensure access to the work of external agencies for pupil premium students as a priority, when necessary
- Ensure all pupil premium students have access to the necessary resources and extra-curricular opportunities to enable them to thrive educationally and be happy
- Recognising that not all students who receive free school meals are disadvantaged and that some students who are disadvantaged/vulnerable are not registered or do not qualify for free school meals.
- We therefore allocate the Pupil Premium funding to support any student or group of students who are vulnerable or who are identified as a priority by the school’s tracking processes and pastoral systems.

### **Our key principles of our strategy plan**

To provide outstanding learning and teaching every day that enables pupil premium students to make as good or better progress than non-pupil premium students

To ensure pupil premium students have priority access to the resources to enable them to thrive educationally and be happy

## Challenges

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

Challenge number	Detail of challenge
1	Attendance can be lower with higher levels of persistent absence amongst PP students
2	Access to funds to enable them to fully engage with all aspects of school life
3	Parents can sometimes feel that there are barriers to them supporting the school
4	Students and families have identified social and emotional issues as a barrier to their child's education. This may be driven by concern over a widening gap in achievement compared to peers, a lack of aspiration for their future and lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
5	Widening of an achievement gap due to any of the above challenges compared to non PP peers

## 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
Quality first teaching supported by regular research-focussed professional development with intervention in the classroom to ensure that gaps are closed quickly and efficiently	Learning walks demonstrate teaching is consistently good/outstanding. Staff know pupils and are addressing gaps in pupil knowledge through intervention. Pupil progress is monitored as part of assessment programmes with individual teachers, and pastoral leads are aware of concerns. Regular CPD for staff - weekly and termly developments are embedded.
Strategic targeted use of subject specific intervention	At KS4, a small group subject intervention programme operates across the academic year. Impact measurable by staff and pupils through assessments, questionnaires etc. Pupils provided with one to one support as identified when small group intervention

	does not make an impact.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding, if any) in **2024-25** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supported by regular research-focused professional development with intervention in the classroom to ensure that gaps are closed quickly and efficiently	Recruitment and retention of high-quality teaching staff including specialist staff in all subjects is shown by the EEF as being the most important lever to help pupils improve outcomes <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>	1-4
Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1-4
Developing Disciplinary Literacy across all subjects, provide targeted vocab instruction including reading age measurement and tracking. Targeted intervention for those not meeting age expected targets.	Oxford UP shows students with low literacy and limited vocab make less progress in English. Word acquisition to access GCSE grades = 50,000	1-4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic targeted use of subject	Tuition targeted at specific needs and knowledge gaps can be an effective	1-4

specific intervention	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation</a>	

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing Pastoral Support to meet social, emotional and mental health needs of pupils	EIF's report on adolescent mental health found good evidence that CBT interventions as well as a range of other support can reduce symptoms of anxiety and depression and develop young people's social and emotional skills as well as supporting parents and carers: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	2-4

**Total budgeted cost: £ 80 000**

## 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.

<i>Number of PP Students in Y11 Cohort:</i>	18
Progress 8 Score	0.46
Attainment 8 Score	47.8
5+ in English and Maths	39%
4+ in English and Maths	75%

### 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*

<b>Programme</b>	<b>Provider</b>