



St Peter's
Catholic School



Faith is our Foundation

St Peter's Pupil Premium Strategy for 2024-25

Details

Approved by & date: GB Focus Meeting

Last reviewed: October 2024.

Next review due: September 2025



Pupil premium strategy statement for St Peter's Catholic School 2024/25

This statement 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 from Year 7 - 11	1081
Proportion (%) of pupil premium eligible pupils	18.7% (202 pupils)
Proportion (%) of pupils receiving free school meals (FSM)	17.9% (193 pupils)
Academic year/years that our current pupil premium strategy plan covers	New 3-year strategy in place by K Mallon
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr S Shelton
Pupil premium lead	Kieran Mallon
Governor / Trustee lead	Ray Hunt

Breakdown of disadvantage per year group

Year group	FSM	PP
Year 7	39	42
Year 8	47	48
Year 9	49	50
Year 10	31	32
Year 11	27	30
Total	193	202

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1050 per PP pupil £2,530 LAC Pupils
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£209,605

Parental advice

Parents should contact Mr Mallon if they require financial support for their child. Parents should be aware that the spending of the premium is based on evidenced based research and will be distributed in their separate strategies. They are as follows:

1. Teaching
2. Intervention (extra academic support)
3. Wider strategies (this may include support with SEMH Social, Emotional and Mental Health).

However, each family can apply for roughly £100 for support for each child at St Peter's. These are some of the suggestions where could seek support with

Teaching

- Music lessons with a peripatetic teacher
- Food/catering ingredients and equipment (e.g., apron)
- Laptop and/or IT equipment
- Stationery

Intervention

- Revision guides

Wider strategies

- Duke of Edinburgh
- Extracurricular activities – including trips (e.g., theatre trips with the English Department)
- Uniform (parents should also check if they would be eligible for a further £80 voucher if they live in the parish of Yardley - <https://www.ygt.org.uk/educational-grants/>)
- Shoes
- Travel (e.g., bus pass)
- Counselling, mentoring
- Remark of GCSE exams (if within 1-2 marks of a boundary)

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. This strategy is integral to the St Peter's Mission where 'Take care of the poor' and respect for 'Human Dignity' are two core aims. In the beatitudes Christ said 'How happy are the poor in spirit: theirs is the kingdom of heaven. Happy the gentle: they shall have the earth for their heritage.' 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 as 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	Attendance – a key focus for us in 2024-25
2	Mental health
3	Poverty
4	Low aspirations
5	Low sense of entitlement – particularly evident in analysis of our low participation in extracurricular activities, despite personalised one-to-one encouragement

6	Parental disengagement/flux or inability to support school due to logistical concerns
7	Poor literacy, numeracy and computer literacy
8	Lack of equipment at home (desk etc)

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 compared to national average Priority given to PP pupils for revision sessions and 121 Engagement in senior leader mentoring
Pupils have a successful transition to their post-GCSE stage	No NEETS
Careers	No NEETS
PP students have good attendance (95%)	Decreasing number of PA in comparison to pupils not eligible for the pupil premium
PP students have functional literacy/numeracy	Pupils achieve a strong pass in English/Maths Continued whole school literacy strategy to be implemented with a focus on reading in all disciplines Successful engagement with online platforms such as Massolit and Quizizz by all pupils
Pupils are well resourced	IT and revision resource
Increased participation in extra and super curricular activities	Attendance and engagement of pupils in all activities with leaders of such events being asked to prioritise or allocate a proportion of spaces to these pupils. These include and are not limited to: theatre and museum trips, catholic schools programme, The Brilliant Club

Arrangement for post sixteen pupils

Pupils who are in Year 12 and 13 do not qualify as pupil premium. We have a different arrangement for our sixth formers, namely the bursary. This can be found here: [Pupil Finance - St Peter's Catholic School in Solihull \(st-peters.solihull.sch.uk\)](#). This information has also been recently sent to all parents in this cohort.

Pupils who formerly attracted the pupil premium, or not financial support to purchase equipment of partake in extracurricular 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 this academic year to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge
CPD after school on a Monday or Wednesday	The EEF, Lemov and Rosenshine	Poverty, mental health and low aspirations
CPD resources and research	The EEF, Lemov and Rosenshine	Poverty and low aspirations
Retrieval strategies (to ease cognitive load)	William and Tierney	Poor literacy and numeracy
Pupil premium first (marking and feedback)	The EEF, the Sutton Trust, Rowland, Blandford and Lemov	Poverty and low aspirations
High Quality Teaching	EEF, Rosenshine, Lemov and Sherrington,	Poverty, lack of equipment
Investment in homework tools	EEF, Rosenshine	Limited engagement
Catholic Life	Tierney, Friel and BDES	Low aspirations

Targeted academic support.

Year 7 Starters numeracy and literacy information evening		Poor literacy and numeracy, parental disengagement
Expanded Scholars, Careers & Aspirational Leads		All

Wider strategies

Think for The Future	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health
Live Simply	The EEF, the Sutton Trust, Rowland and Blandford	Attendance and mental health
Involvement in extra-curricular activities	The EEF, the Sutton Trust, Rowland and Blandford	Low aspirations, low sense of entitlement, poor literacy and numeracy

Total budgeted cost: £ £1,050 per pupil

Impact of our strategy over the last three years

Pupil premium strategy outcomes

This details the impact of our pupil premium strategy. 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.

Attainment

Year	Progress of PP pupils	Progress of non-PP pupils	'Gap'
2023/24	+0.04	+0.45	-0.41
2022/2023	+0.21	+0.52	-0.31
2021/2022	-0.16	+0.44	-0.60
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.		