

Pupil premium strategy statement – Secondary Phase

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.

Research shows that children from low income families perform less well at school than their peers, facing challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The **Pupil Premium** is an allocation of money that is given to schools each year to support us in raising the achievement level of Pupil Premium children and to narrow the gap between them and their peers. It is intended to specifically assist children who have been identified as being disadvantaged through economic hardship and who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for free school meals (FFSM)
- They have been identified as a Looked after Child (LAC) and are in the care of the Local Authority
- They have been identified as a Previously Looked After Child (PLAC) so have left Local Authority care through adoption, a special guardianship order or a child arrangements order.

Service Premium

We also receive a premium for students with a parent currently serving in HM Forces or who has retired on a pension from the Ministry of Defence. This money is specified to help with the pastoral support of these children.

Schools are able to spend the money as they believe is most appropriate to assist the groups of children and individual pupils in their care. 'Good teaching is the most important lever to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). However, for some children, who have additional barriers to learning, a more personalised program of support is required. It is understood that schools are best-placed to identify the provision which will best support the students within their care, where different strategies might be more effective than others.

In reviewing and writing our Pupil Premium strategy, we take into consideration:

- Our own professional knowledge and understanding of the individual children
- Advice from outside agencies
- Findings and recommendations from recent research, including those from the Education Endowment Foundation.

We are accountable for planning how we will spend the additional funding. It is crucial that we also review the impact of any strategies or measure put in place for these groups of children. Our aim is to help them all to achieve well and become the best that they can be.

If you would like further information, then please visit:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

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School overview

Detail	Data
School name	St. Peter's Catholic all through School.
Number of pupils in school	Years R -13 = 1,962 Years R - 6 = 420 Years 7-11 = 1200 Years 12-13 = 342
Proportion (%) of pupil premium eligible pupils	17% (Secondary Phase)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 - 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Ben Doyle Head Teacher
Pupil Premium lead	Mr Mike Spackman Assistant Head
Governor / Trustee lead	Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 231,897
Recovery premium funding allocation this academic year	£52,078
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£43,375 (PP £35,155 & RPE£8,220)
Total budget for this academic year	£ 327,350

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The aim of the St Peter's Pupil Premium Programme is to ensure that all students, irrespective of their background, feel safe and secure within a supportive and yet challenging environment to enjoy their education. In addition, students will make good progress and achieve high outcomes so becoming the best they can be and develop the skills they need to grow and prosper in the 21st century.

We want every child to be able to participate in a wide variety of social and academic experiences which will enable them to confidently take their place in society as caring and skilled individuals with a strong sense of community, coupled with their faith. We are committed to raising the achievement of every child in our care and appreciate that some students from more disadvantaged backgrounds will need additional support. When planning support, we will consider the personal challenges faced by our vulnerable pupils, such as: those who have experienced previous trauma, the impact of living in a single parent home and those who have identified as being at risk.

Our key three priorities in achieving this are to ensure that:

- All disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points
- All disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them
- All disadvantaged students are ambitious and have high aspirations for themselves and their futures

Evidence suggest that Pupil Premium support is most effective when used in the 3 following areas :

High Quality Teaching

The school has a thorough Continual Professional Development programme for all staff and especially early career teachers, to ensure that they are all effective in their role and have the support required to develop their pedagogy. All employees have high expectations of themselves and colleagues to ensure that Teaching and Learning are enable our students to become the best they can be whilst at St Peter's. The ability to ensure that each learner has the required level of support and challenge are key to progress and attainment.

Targeted Academic support

Our KS4 Intervention programme for English and Maths which has been established since 2016 has had significant impact on KS4 outcomes and reduced the PP gap significantly (Covid Years exempt). Students are strategically targeted to attend their additional learning in English, and Maths from the start of Year 10 and throughout their KS 4 experience.

Catch-up sessions in literacy and numeracy are carefully planned into the curriculum for certain groups of students so ensuring that this does not impact their access to the broader curriculum, with tutors providing accurate and effective feedback to ensure that each learner's needs are being met. We have adopted a similar approach at KS 3 based around the National Tutoring Program targeting specific groups of students to catch up on their literacy and numeracy due to the Covid pandemic.

Wider strategies

A new Reading strategy, incorporating tutor time reading and in class reading in lessons, has been launched by the English Department along with base line testing in for all Year 7 students over the last few years, as reading underpins so much of our students learning experiences. In addition to this, we are standardising the quality of student work, both in terms of the appearance, attention and pride in how it is completed with high expectations for all. We will embed the new attendance strategy with all staff and ensure effective implementation. This will ensure robust tracking and intervention in place for low-attending disadvantaged students through the work of our Year Leaders, Educational Social Worker, Pastoral Support Workers and Attendance Manager. These key stakeholders will be pivotal in developing effective strategies to reduce the number of students with persistent absence alongside supporting pupil wellbeing, enabling students to build lifelong coping skills to thrive and become resilient.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence of disadvantaged students to be in line with all students nationally, as this directly affects progress.
2	To improve the Literacy and Numeracy of those students in Key Stage 3 and develop high aspirations for all students in these areas.
3	Close the attainment gap in between disadvantaged and non-disadvantaged students and improve the Progress 8 score.
4	Catch up on the enrichment, extra-curricular, trips and visits, range of talks and other cultural capital opportunities missed due to the pandemic.
5	Student Well Being and Mental Health.

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
Attendance and persistent absence of disadvantaged students to be in line with all students nationally, as this directly affects progress.	<ul style="list-style-type: none"> ➤ Increase support for disadvantaged families to ensure improved attendance. ➤ Greater awareness from all staff as to the support required for disadvantaged students. ➤ Work towards all disadvantaged students having 95% attendance. ➤ Reduce the number of disadvantaged students who are persistently absent.
To improve the Numeracy and Literacy of those students in Key Stage 3 and develop high aspirations for all students in these areas.	<ul style="list-style-type: none"> ➤ Accelerate the reading age of certain disadvantaged students who are below the expected age. ➤ Use of ongoing assessments for disadvantaged students with regards to literacy and numeracy. ➤ Introduction of targeted support for Literacy and Numeracy based on the feedback and assessments from teachers. ➤ Outcomes of disadvantaged students at the end of KS3 with regards to their expected levels. ➤ Feedback from disadvantaged students as to how their confidence has improved with their verbal communication.
Close the attainment gap in between disadvantaged and non-disadvantaged students and improve the Progress 8 score.	<ul style="list-style-type: none"> ➤ To reduce the difference year on year between disadvantaged students and non-disadvantaged students in their outcomes at GCSE. ➤ To work towards a positive Progress 8 score year on year for disadvantaged student's outcomes.

<p>Catch up on the enrichment, extra-curricular, trips and visits, range of talks and other cultural capital opportunities missed due to the pandemic.</p>	<ul style="list-style-type: none"> ➤ All disadvantaged students access school uniform funding. ➤ All students access enrichment opportunities that raise levels of aspiration and increase cultural capital e.g. school trips, visitors to school. ➤ All disadvantaged students have access to after school clubs. ➤ All disadvantaged students have access to instrumental lessons and music therapy if applicable. ➤ Students' passions, interests and talents are nurtured and developed. ➤ All students play a wider role in the school community, including school council, performing arts, music and sporting events.
<p>Student Well Being and Mental Health</p>	<ul style="list-style-type: none"> ➤ All disadvantaged students are given access to external support groups such as Shine and Thrive. ➤ All disadvantaged students as and when required are triaged by the Mental Health and Well Being group and appropriate support is provided with in school. ➤ All disadvantaged students have the opportunity to receive coaching for their development. ➤ All disadvantaged students have access to the Chaplaincy team and Rainbows groups if applicable.

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: £ 151,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise Quality First Teaching to ensure that all pupils have access to the highest quality teaching and learning.</p> <ul style="list-style-type: none"> ➤ Pupil progress meetings track progress of Pupil Premium pupils and appropriate support is put in place ➤ Support for teachers to use attainment and holistic data to plan an effective curriculum to close the gap ➤ Identify SEND barriers to learning and plan accordingly ➤ Embed instant feedback and marking with specific pupil friendly marking systems. ➤ Embed Rosenshine principles. <ul style="list-style-type: none"> ○ Explicit teaching of metacognitive strategies ○ Teachers modelling their own thinking to demonstrate metacognitive strategies ○ Offer opportunities for pupils to reflect on and monitor their strengths and areas of improvement ➤ Targeted CPD for staff to further their understanding of barriers to pupils learning and how to overcome these barriers. <p>Monitoring of progress through class visits, book looks, moderation, deep dives and tracking procedures</p>	<p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>EEF: Assessment and feedback Key findings: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. Studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects. Different methods of feedback delivery can be effective, Studies of verbal feedback show slightly higher impact (+7months).</p> <p>EEF: Metacognition and self-regulation Key findings: The potential impact of metacognition and self-regulation approaches is high. Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective. They are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes e.g. when interpreting a text or solving a mathematical task. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	<p>2 and 3</p>
<p>Offer experiences for our children across the curriculum to deepen</p>	<p>Kolb defined experiential learning as, <i>“The process whereby knowledge is created through the transformation of experience. Knowledge results from</i></p>	<p>4</p>

their cultural capital and enrich learning.	<i>the combinations of grasping and transforming the experience."</i> Experiential learning has been proven to have a wide range of benefits that contribute to a child's development.	
Reading and spelling assessment. Year 7 on entry and end of Year 7, then end of Year 8.	EEF: Assessing and Monitoring Pupil Progress Key Findings: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to ensure they receive the correct additional support through interventions or teacher instruction.	2 and 3
Triple P Project	EEF : Individualised instructions Key Findings : Opportunities for departments to research and use funding to support specific projects within their subject base that will improve the learning environment, enjoyment and subsequent outcomes for disadvantaged students.	2 and 3
CPD on effective use of teaching assistants to include support for disadvantaged students.	EEF: Teaching Assistants Key findings: Evidence shows that effective use of TAs is a strategy which improves attainment for disadvantaged students.	2 and 3

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

Budgeted cost: £ 81,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Literacy and Numeracy, catch up sessions.</p> <ul style="list-style-type: none"> ➤ Close monitoring of pupils in Literacy and Numeracy to ensure early identification of pupils who may require additional support ➤ Identification of specific need to overcome barriers <p>Ensure all tutors are trained and have close communication with the class teacher and interventions manager.</p>	<p>EEF: Small group tuition</p> <p>Key findings: Small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of the approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p>	2 and 3
SEND lead to support in identification of needs and to develop programme of support for pupils, and training for staff to	<p>EEF: Reading comprehension strategies</p> <p>Key findings: The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches</p>	2 and 3

<p>implement strategies to ensure SEND Pupil Premium children make at least expected progress in Literacy and Numeracy.</p> <ul style="list-style-type: none"> ➤ SEND lead to deliver CPD and intervention for targeted Pupil Premium children ➤ SEND to provide training for Teaching Assistants to deliver and monitor interventions. 	<p>allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p>	
<p>Careers Adviser</p>	<p>EEF: Aspirational Interventions Our Careers Adviser currently prioritises students with 1:1 appointments for KS3 and KS4 disadvantaged students and post 16 bursary students.</p>	<p>4</p>
<p>Guest speakers</p>	<p>EEF: Aspirational Interventions The Pupil Premium Lead in liaison with the Careers Advisor will arrange for guest speakers and visits to FE and HE to build aspiration for our disadvantaged students.</p>	<p>4</p>
<p>Provision of resources and revision guides at KS3 and KS4 as well as Revision Power days for KS4.</p>	<p>EEF: Individualised instruction Key findings: Involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored.</p>	<p>3</p>

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

Budgeted cost: £ 71,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ specific staff to offer support families through:</p> <ul style="list-style-type: none"> ➤ Building respectful relationships ➤ Addressing attendance issues and supporting families to overcome barriers 	<p>DfE guidance: Improving school attendance: support for schools and local authorities</p>	<p>1</p>

<ul style="list-style-type: none"> ➤ Supporting the completion of paperwork <p>Delivering parent workshops and support groups</p>		
<p>Children with personal, social and emotional barriers to learning are identified.</p> <p>Support is provided to help children increase their capacity to engage in collaboration and learning through:</p> <ul style="list-style-type: none"> ➤ Catholic Social Teaching ➤ Relationship and health education ➤ Music Therapy ➤ Shine ➤ Thrive ➤ Chaplaincy /Rainbows ➤ 1:1 support where there is an identified need ➤ Parent support, including workshops ➤ Whole school adoption of Nurture practice following the principles of nurture. 	<p>EEF: Improving Social and Emotional Learning in Secondary Schools</p> <p>Key findings: Social and emotional learning approaches have a positive impact (on average, 4 months additional progress). As well as academic outcomes, it is important to consider the other benefits of Social and Emotional Learning interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to Social and Emotional Learning seem to have greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of school class and targeted support. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	5
<p>Linking with parents prior to face to face and virtual parents' evenings and school events to encourage attendance and participation.</p>	<p>EEF: Parental involvement</p> <p>Key findings: The role parents and carers play in their child's education cannot be measured and positive interactions and empowerment of key adults in children's lives is a key aspect to engagement and attendance.</p>	1
<p>Promote a range of experiences and opportunities (which offer equal access for disadvantaged children) to raise levels of aspiration and increase cultural capital</p> <ul style="list-style-type: none"> ➤ Within school clubs ➤ Instrumental lessons ➤ After school clubs ➤ Home Learning Club ➤ Duke of Edinburgh ➤ Whole School musicals and productions ➤ Other educational trips/visits ➤ Whole school Charity day and Sports day. 	<p>EEF: Arts Participation</p> <p>Key findings: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>A study by The Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities, including sports clubs, extra tuition and music lessons. "For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school-based clubs</p>	4 and 5

	appear to offer an affordable and inclusive means of supporting academic attainment.” Dr Emily Tanner of NatCen social research, Newcastle University.	
<p>Ensure that all families are able to provide their children with a school uniform that brings a feeling of ‘belonging’ to our school community</p> <ul style="list-style-type: none"> ➤ Funding for families in hardship ➤ PTA uniform sale 	<p>EEF: School uniform</p> <p>Key findings: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the developments of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. It is important to consider how to support families that may not be able to afford uniform.</p>	4 and 5

Total budgeted cost: £ 304,205

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 2021 to 2022 academic year.

Intended outcome	Action and expenditure	Impact
Teaching and reducing the attainment gap between disadvantaged pupils and others.	Specialist support for LAC/SEND	<ul style="list-style-type: none"> ➤ Regular meetings between the member of staff (KHM) and LAC students, their parents/carers Close liaison with external agencies <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Continued liaison with external agencies
	Specialist Literacy Teacher to support EAL PP students	<ul style="list-style-type: none"> ➤ Focus is on specific gaps in learning ➤ Appoint a specialist teacher to the role ➤ Intervention feeds back into class work <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Continued liaison with external agencies
	Catch-Up Intervention	<ul style="list-style-type: none"> ➤ Clear targets identified by the class teacher ➤ Focus is on specific gaps in learning or skills ➤ Appoint a qualified teacher to the role ➤ Careful planning to ensure that intervention feeds into class work ➤ Close monitoring of books and data <p>Continue in the next academic year</p>
	Intervention staff for KS4 Maths and English	<ul style="list-style-type: none"> ➤ Experienced staff appointed through interview deliver these sessions with quality assurance from the PP manager. ➤ Regular meeting are held to monitor progress and planning. <p>Continue in the next academic year</p>
	Resources for Subject Departments to delivery their PP support	<ul style="list-style-type: none"> ➤ Each Department will have a key member of staff (Champion) identified to drive the PP agenda forward, using Metacognition as a key aspect. <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Review each department's focus.
	Revision materials and sessions for students in Years 9-11	<ul style="list-style-type: none"> ➤ Yr9 PP students are all given a Revision book for strategies to utilise ➤ Yr 10 and 11 students are given revision guides for all subjects and specific materials for Maths and English as directed by the Subject Leaders for these subjects and or the students themselves <p>Continue in the next academic year</p>
	Yr 11 Focus	<ul style="list-style-type: none"> ➤ Club 95 incentives based around attendance for each term ➤ Incentives for attainment ➤ University visit ➤ Pre -exam breakfasts/lunch <p>Continue in the next academic year</p>

	Yr 11 Revision 'Power Day'	<ul style="list-style-type: none"> ➤ Use of traditional and more modern forms of revision techniques and strategies, using staff and 6th Form students who are ex PP. <p>Continue in the next academic year</p>
Sub total		£98,500
<p>Targeted Academic support : to ensure that disadvantaged pupils have equal access to the curriculum and curriculum enrichment.</p>	School uniform, equipment, photocopying, SIMS SMS Text messages.	<ul style="list-style-type: none"> ➤ SP/ ABD to write/email all parents at the beginning of the academic year to notify them that they are able to access this additional funding. ➤ All staff know that this funding is available so that we can identify and offer further support on a needs basis throughout the academic year. ➤ PTA organised a pre-owned clothes sale. Families of Pupil Premium children were offered the opportunity to purchase items from the sale before the rest of the community ➤ All Pupil Premium children were equipped with the correct uniform ➤ Remaining budget used to purchase uniform to enable school to support families in hardship <p>Actions to consider in the next academic year: Move to new finance system to ensure that more families benefit from uniform funding</p>
	Safeguarding - Develop their understanding of self and correct decision making ready for teenage and adult life	<ul style="list-style-type: none"> ➤ Use of the Safer School Community Team for advice and guidance. ➤ Develop resilience through the Shine project ➤ Motivational guest speakers ➤ Use of My Concern safeguarding database <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Use of click and plays for all year assemblies ➤ Bring on board the Thrive project for boys
	Nurture room (Mentoring)	<ul style="list-style-type: none"> ➤ Regular visits by SLT to the room to support students and the work of the adults in the room <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Develop the nurture group provision to allow for sub groups to exist and run alongside whole-school nurture practice
	Breakfast Club	<ul style="list-style-type: none"> ➤ 13 Pupil Premium children attended breakfast club and received a meal 560 times throughout the academic year. ➤ More cost-effective alternative has been explored with PP breakfast club being sourced from within. <p>Actions to consider in the next academic year: Continue to offer a meal to targeted students to ensure that they have eaten before the start of the school day.</p>
	School trips	<ul style="list-style-type: none"> ➤ All PP students will receive funding to attend school trips ➤ Number of PP students attending will be closely monitored ➤ The planning of trips will ensure that there are no other barriers to PP students attending <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Develop programme of trips/curriculum enrichment

		<ul style="list-style-type: none"> ➤ Develop new links with Southampton University and Bournemouth University for proposed trips for PP year 9-11 students
	Music Therapy	<ul style="list-style-type: none"> ➤ Nordoff Robbins is the UK's largest music therapy charity and we have 50 years of expertise in the field, developed from the work of our founders Paul Nordoff and Clive Robbins ➤ Our music therapists are all trained at Master's degree level, DBS checked (certificate available) and carry professional indemnity insurance ➤ We provide mandatory training, CPD, line management and monthly supervision for all our music therapists. ➤ 15 students have benefited from this therapy, feedback provided by Nordoff Robbins annually. <p>Continue in the next academic year:</p>
	Peripatetic lessons	<ul style="list-style-type: none"> ➤ All PP students who wish to learn to play a musical instrument will receive funding to facilitate this ➤ The attendance of these PP students will be closely monitored to ensure that there are no additional barriers. <p>Continue in the next academic year:</p>
	Home Learning Club	<p>Students are asked if they require this support and parents are also made aware this is an option, one hour Monday – Thursday</p> <p>Continue in the next academic year.</p>
	After school clubs	<ul style="list-style-type: none"> ➤ All PP students who wish to access an After-School Club will receive part funding ➤ The attendance of these PP students will be closely monitored to ensure that there are no additional barriers. <p>Actions to consider in the next academic year: Promote funding for Pupil Premium students to access after school clubs in increase participation</p>
	Educational Social Worker	<ul style="list-style-type: none"> ➤ The ESW will provide support and advice to students and parents in challenging positions. Effective signposting to outside agencies will be offered. <p>Actions to consider in the next academic year: Work closely with parents to improve their child's attendance</p>
	Careers Advisor	<ul style="list-style-type: none"> ➤ All PP students to have meetings with careers advisor. A clear plan is identified to reach an aspirational career path. There is no limit to the number of meetings each PP student can have as their career paths may change during their time at St Peter's <p>Actions to consider in the next academic year: Continue to create opportunities where PP students can access things which are outside their daily experiences</p>
	Sub total	£47,400
Wider strategies.	Pupil Premium Lead	<ul style="list-style-type: none"> ➤ 10 hours per week allocated to supporting Pupil Premium initiative <p>Continue in the next academic year.</p>
	Admin and family support	<ul style="list-style-type: none"> ➤ 15 hour per week allocated to supporting our PP families

		<ul style="list-style-type: none"> ➤ Support has been provided to help families complete paperwork ➤ Attendance of PP children has been monitored daily and reported to the Pastoral Support Worker <p>Continue in the next academic year.</p>
	Pastoral support worker	<p>Our Pastoral Support Worker has supported the families of PP children by:</p> <ul style="list-style-type: none"> ➤ Monitoring attendance ➤ Offering support to those who are struggling to implement routine and boundaries in the home ➤ Signposting parents to parenting courses ➤ Organising counselling for PP children who are suffering from anxieties ➤ Organising foodbank vouchers on a needs basis ➤ Arranging and contributing towards TAF meetings <p>Actions to consider in the next academic year:</p> <ul style="list-style-type: none"> ➤ Grow parent support groups within the school community, involving our most vulnerable families ➤ Host Parenting courses for our community
	Behaviour management support	<ul style="list-style-type: none"> ➤ Specialist support via referrals for certain students to enable them to continue with their education in an effective and ration manner <p>Continue in the next academic year.</p>
	Hardship fund	<ul style="list-style-type: none"> ➤ Continue to support on an individual basis, short term requests for transport and loaning of PP laptops. <p>Continue in the next academic year.</p>
	FSM SLA	<ul style="list-style-type: none"> ➤ Work with BCP to ensure maximum coverage for FSM families <p>Continue in the next academic year.</p>
Sub total		£63,400
TOTAL		£209,300