

St Bernadette's Catholic Primary School

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 Bernadette's Catholic Primary school
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs D Shoulder - Headteacher
Pupil premium lead	Mrs D Shoulder - Headteacher
Governor / Trustee lead	Dr J Grabowski – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£4545
Total budget for this academic year	£25.030

Part A: Pupil premium strategy plan

Statement of intent

At St Bernadette's our intention is to ensure that all of our children, irrespective of their background or the challenges they face develop into confident, resilient and determined learners prepared for the next stages in their learning. We hold high aspirations and are ambitious for all learners in all areas of the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including securing excellent progress for those who are already high attainers.

We will consider all the challenges faced by our vulnerable pupils, The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1.	Social and emotional difficulties – through observation, assessment, pupil discussions and parental requests it is evident that our children require more emotional and mental health support than in previous years. This applies to 44% of our pupil premium children which is much higher when compared to non-disadvantaged pupils.
2.	Complex home circumstances – through pupil and parent discussions it is evident that complex relationships and circumstances including breakdowns of the family unit, financial and employment difficulties are impacting on our children.
3.	Lack of parental engagement – From pupil, parent and teacher discussions there is evidence of a widening divide between the engagement of parents of children who are eligible
4.	Assessment processes suggest that disadvantaged pupils have weaker language skills and do less well in reading comprehension.
5	Limited access to extracurricular clubs – Our pupil surveys indicate that a high percentage of our pupil premium eligible children do not access extracurricular clubs and activities.
6	Recovery/catch-up – robust assessment and pupil progress data from internal assessments have highlighted children who have not made the expected progress in as expected or they have fallen behind their peers due to Coronavirus disruptions. 50% of our pupil premium eligible children were identified as falling behind in either R/W/M or a combination of both.

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
Good progress made by all pupils eligible for pupil premium including the development of language skills	All PP children make good or better progress
Narrow the gap between pupils eligible for PP and other children.	% of PP children reaching the higher standard is closer to the % of other children reaching the same standard in Maths and Reading.

The social and emotional needs of PP children are met so that they can thrive in the playground; in the classroom and make the transition to the next stage of their education successfully.	PP children interacting well within social groups. PP children becoming more independent, resilient and confident over time. PP children able to share feelings and emotions with school staff.
Increased opportunities and aspirations for PP children	Increasing range and take up of opportunities offered. Increase in self-esteem/self-belief of identified PP children.

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop metacognition in the classroom.</i>	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4,6
<i>To purchase standardised tests in the class room</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,4,6
Improve the quality of social and emotional (SEL) learning of pupils.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,5
EYFS & KS1 – To develop a language rich environment and include enhancements to develop opportunities for speaking and listening.	There is a strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,6

Quality first teaching and assessment of reading and maths	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3,4,6
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Targeted academic support

Budgeted cost: £ 6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 tuition and group tuition in reading, maths and spelling</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 6

Wider strategies

Budgeted cost: £ 4930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the cultural capital of our disadvantaged children. Provide funded opportunities in a variety of areas: <ul style="list-style-type: none"> • Music 	The average impact of arts participation on other areas of academic learning is positive but moderate (+3 months) https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and	2,3,5

<ul style="list-style-type: none"> • Sport • Drama • Science • Residential trips • Trips and visitors • After school club and breakfast club • Uniform support & access to extended school activities and trips. 	<p>teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £ 25030

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 2020 to 2021 academic year.

Our internal assessments in Summer 2021 showed that the issues below both across the school and affecting disadvantaged children in our school were:-

- In Year 2 (current Year 3) there was a significant dip across r/w/m after the return to school in March. Additional TA hours were allocated to ensure interventions in reading, writing and mathematics happened daily. In addition, TA support was also allocated specifically for phonics, reading and mathematics. This support was delivered by the most able and experienced TAs. As a result all children made progress from their starting points and included our most disadvantaged children.
- In Year 6 the majority of children were on track for age-related or above in reading, writing and Mathematics. For those who needed additional support in these areas interventions and booster groups were put in place to ensure they were ready for the transition to high school, disadvantaged pupils in that cohort benefitted from these boosters/intervention groups.
- Disadvantaged children benefitted from targeted support and intervention to close the gaps between themselves and their peers.

The impact of the pupil premium strategy fund for Jan 2021 – August 2021 was effectively deployed. It was used to provide the necessary hardware, software and internet access (data) during periods of online learning. All disadvantaged children made progress from their starting points and our disadvantaged Year six made successful transitions to high school. Our internal data also shows that these children end of Key Stage 2 data was in line with previous years.