

# St Bernadette's Catholic Primary School

## Pupil premium strategy statement



This statement details our school's three year plan for the use of pupil premium and recovery premium funding for the period September 2021 until the end of the academic year July 2024 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy; this is 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	204
Proportion (%) of pupil premium eligible pupils	9.31% (19)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 – 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs. D Shoulder - Headteacher
Pupil premium lead	Mrs. D Shoulder - Headteacher
Governor lead	Mr. P Wyre – Chair of Standards and Effectiveness Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,175.00
Recovery premium funding allocation this academic year	£2610.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£32785.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Bernadette's, our intention is to ensure that all 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, 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 applied to 44% of our pupil premium children in the academic year 2021 -22 and 30% in the academic year 22-23 and 42% this academic year which remains 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, parental mental health, financial and employment difficulties are impacting on our children.
3.	Lack of aspirations and expectations - it is evident from pupil, parent and teacher discussions that there is a lack of aspiration for self and in the engagement in learning from parents of children who are eligible.
4.	Poor language skills - internal assessment processes suggest that disadvantaged pupils have weaker language skills and do less well in reading comprehension.
5	Limited access to extra curricular 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 or they have fallen behind their peers due to Coronavirus disruptions. At the start of the 2021 -22 academic year, 50% of our pupil premium eligible children were identified as falling behind in either R/W/M or a combination of both. For the current academic year internal data shows that this is reduced to 15.78% as a result of targeted support.

## 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 <b>all</b> 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: £ 19026.75

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). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3,4,6
<i>To purchase standardised tests in the classroom</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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,5
EYFS & KS1 – To develop a language rich environment and include enhancements to develop opportunities for speaking and listening.	There is 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,6
Quality first teaching and assessment of reading, writing and mathematics.	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. <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>	3,4,6
Additional TA support in each class to ensure access for PP children to quality first teaching.	There is strong evidence to enable the best use of teaching assistants to support and enhance what the teacher provides in class and to deliver high quality interventions where connections are made between everyday learning in class and the interventions provided by the TA. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</a>	3,4,6

## Targeted academic support

Budgeted cost: £ 12158.25

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
-----------------	---	--------------------------------------

In school interventions through reading partners and Numberstacks maths interventions	Individual or small group teaching 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 6

## Wider strategies

Budgeted cost: £ 1600

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"> <li>• Music</li> </ul>	The average impact of arts participation on other areas of academic learning is positive but moderate (+3 months) <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> 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"> <li>• Sport</li> <li>• Arts &amp; Crafts</li> <li>• Science</li> <li>• Residential trips</li> <li>• Trips and visitors</li> <li>• After school club and breakfast club</li> <li>• Uniform support &amp; access to extended school activities and trips.</li> </ul>	<p>teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
---	--	--

**Total budgeted cost: £ 29,260**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

#### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- *End of key stage 2 data for disadvantaged pupils shows that they made significant progress from end of key stage one to the end of key stage two in reading (+3.5), writing (+5.7) and mathematics (+2.3)*
- *The gap between disadvantaged and non-disadvantaged pupils has narrowed in reading, writing and maths .*
- *100% of PP eligible children requiring support with their emotional & mental health and wellbeing accessed support through our counsellor. This was 44% at the beginning of the strategy (2021) and was reduced to 30%in (2022). In 23/24 more children are eligible for PP support and require additional emotional wellbeing support. This support will remain ongoing.*
- *All pupil premium eligible children were able to and encouraged to access extracurricular clubs, including music lessons, residential and enrichment trips.*
- *Standardised tests in Reading and Mathematics and the gaps analysis tool have provided inciteful data which has contributed to reduced gaps in learning for all pupils. Internal data shows that at the end of the academic year % of PP children*

were on track for age related in reading and 6% in mathematics. On analysis of 'learning gaps' in these areas, all gaps are closing

- End of KS2 data for 2022 -23 shows that 75% of PP eligible pupils achieved age related standards in reading, maths and GPS compared to 66.7% in 21/22. 100% of PP eligible pupils achieving the age-related standards in writing maintaining the 100% in 21/22 (moderated year). That 25% of PP eligible children achieved GDS in reading, maths and GPS. There were 4 pupils in total eligible.
- There were 2 PP eligible children undertaking the phonics screening in 22-23. 50% of pupils met the expected standard in phonics. Of the 2 pupils 1 joined St Bernadette's in the Summer term.
- There were 2 PP eligible pupils in Year 2. At the end of KS1, 100% of pupils met the expected standard in reading, writing and maths compared with 66.7% in 21/22.

## 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

Programme	Provider
Toe by Toe	Keda Cowling, Harry Cowling
Word Wasp	Harry Cowling, Marie Cowling
Number Stacks	James Aylott
Reading Partners	LCC

## Further information (optional)

- In 21/22 £6500 was allocated the CPD budget to improve teaching and learning in writing. This is to improve outcomes for all children and mitigate the impact that Covid 19 has had on children's writing skills and stamina.
- In 21/22 £4000 was invested in the teaching and learning of Phonics. This is to update RWI training across the school to ensure quality teaching and learning for all pupils.