

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 John's Catholic Primary School
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	FGB
Pupil premium lead	Gemma Welsh
Governor / Trustee lead	Nicholas Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 415
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20 415

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teacher providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional & mental health support
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths
2	Attainment gap in children achieving greater depth
3	Frequent behaviour difficulties within a core group of children
4	Ensuring attendance is in line with school averages
5	Social, Emotional and Mental well-being needs within a core group of children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing

Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth	Raise % of children achieving greater depth at the end of KS2
Other	Ensure that children are retaining 'sticky knowledge' in foundation subjects
Improved attitudes to learning	An improvement in confidence and self-esteem Improvement in attendance

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: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG Training	Targeted training to ensure understanding of PPG grants and funding	1-5

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

Budgeted cost: £ 14, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for interventions and support 2 sessions per week.	Targeted, focused small group support can address gaps in understanding.	1, 3

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

Budgeted cost: £ 5 615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spaces available in breakfast and after school clubs and Extra-curricular activities	Inclusive approach for all children and families to benefit from access to a full range of activities. Opportunities to engage in quality extracurricular activities such as trips, clubs etc	4 and 5
Pastoral support sessions	Positive outlet for discussing social and emotional needs.	5

Total budgeted cost: £ 20 415