

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	194
Proportion (%) of pupil premium eligible pupils	10% (19)
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	FGB
Pupil premium lead	Gemma Welsh
Governor / Trustee lead	Peter Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 875
Recovery premium funding allocation this academic year	£580
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	£26, 455

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, local and national 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG Training	Targeted staff training to ensure understanding of PPG grants and funding	1-5
CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including: <ul style="list-style-type: none"> • Live marking • Feedback • Jolly Phonics • Language skills • Quality interactions EYFS • Behaviour 	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)	

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

Budgeted cost: £12, 905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher/ TAs for interventions and support 2 sessions per week per child.</p> <p>Targeted Interventions led by member of SLT in Year 6.</p>	<p>Targeted, focused small group support can address gaps in understanding in KS1 and KS2</p> <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	1, 2, 3
<p>Forest School sessions led by qualified Forest School teacher</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Confidence/social skills/communication, language development/motivation/physical skills/knowledge and understanding</p>	1, 3

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

Budgeted cost: £ 10,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Spaces available in breakfast and after school clubs.</p>	<p>Inclusive approach for all children and families to benefit from access to a full range of activities. This should encourage attendance in school with a positive start to the day.</p>	4 and 5

Pastoral support sessions	Positive outlet for discussing social and emotional needs.	5
Budget allocated for children to attend educational visits through school	Inclusive approach for all children and families to ensure that disadvantaged children have the opportunities to engage in quality extracurricular activities such as trips, clubs etc.	5
<p>Social and Emotional/Pastoral Support</p> <ul style="list-style-type: none"> • Pastoral Lead • Lego Therapy • SEMH Team <ul style="list-style-type: none"> • Senior mental health training • EHCP meetings <p>Further embed the use of Lego therapy to enhance social and emotional development; increasing confidence, expression and good mental health for targeted pupils so they are ready to learn in the classroom.</p> <p>Embed SALT intervention work in EYFS/KS1.</p>	<p>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. (EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p>	3, 4
<p>Enrichment/Extra-curricular provision</p> <ul style="list-style-type: none"> • After school clubs • Drop in • Sports events <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	3, 4, 5
Parental Engagement (particularly in EYFS)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to	4

<ul style="list-style-type: none"> • Phonics and reading CPD • Stay and play • Workshops/CPD • Social Media • Events <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Tapestry, Marvellous Me, Twitter, newsletters and the school website</p>	<p>consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement)</p>	
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Total budgeted cost: £26, 455

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.

Progress in Reading: 33.3% of disadvantaged children achieved the expected standard by the end of KS1. This is 38.4% lower than the National Non-Disadvantaged Cohort. 0% of disadvantaged children achieved the expected standard by the end of KS2. This is 79.5% lower than the National Non-Disadvantaged Cohort.

Progress in Writing: 0% of disadvantaged children achieved the expected standard by the end of KS1. This 62.7% lower than the National Non-Disadvantaged Cohort. 0% of disadvantaged children achieved the expected standard by the end of KS2. This is 75.2% lower than the National Non-Disadvantaged Cohort.

Progress in Maths: 33.3% of disadvantaged children achieved the expected standard by the end of KS1. This is 39.3% lower than the National Non-Disadvantaged Cohort. 100% of disadvantaged children achieved the expected standard by the end of KS2. This is 22.5% higher than the National Non-Disadvantaged Cohort.

Greater Depth: 0% of disadvantaged children achieved Greater Depth in Reading (20.9% lower than National Non-Disadvantaged Cohort), in Writing (9.4% lower than National Non-Disadvantaged Cohort) and Maths (17.6% lower than National Non-Disadvantaged Cohort) at the end of KS1.

0% of disadvantaged children achieved Greater Depth in Reading (32.1% lower than National Non-Disadvantaged Cohort), in Writing (15.4% lower than National Non-Disadvantaged Cohort) and Maths (26.8% lower than National Non-Disadvantaged Cohort) at the end of KS2.

Attendance: overall absence of our schools disadvantaged cohort is 7.8% this is 2.5% higher than the National Non-Disadvantaged Cohort. 33.3% of our schools disadvantaged children were persistently absent during the academic year 2021-2022, this is 5 out of 15 pupils and 15.3% higher than the National Non-Disadvantaged Cohort.

Bespoke interventions and planning for PP pupils. Interventions were more targeted, effective & consistent. This target will be kept to continue to develop the children's knowledge and confidence and to support children in recovering the learning time lost during the pandemic.

Support and improve children's attendance, punctuality and access to learning – there had been some improvement in this with the offer of breakfast club to ensure a positive start to the day. This will continue to be monitored and will remain a target for the upcoming academic year.

Summary: the intervention strategies have been partially successful across the school overall as there has been an overall increase in confidence and attainment noted through teacher assessment.
All targets and intended outcomes will remain the same for the upcoming academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	