

Pupil premium strategy statement 2021-2022

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statements>

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 Bede's Catholic Primary School |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 11.5% |
| Academic year/years that our current pupil premium strategy plan covers (<i>3 yr plans are recommended</i>) | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | L Conlon |
| Pupil premium lead | N Reed |
| Governor lead | J Waters |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £38590 |
| Recovery premium funding allocation this academic year | £1885 |
| Tutor Led funding | £1771 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £42246 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We 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. The intended outcomes are 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 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. 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 Outcomes | <p>Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>There are underdeveloped oral skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2</p> <p>The knowledge gaps have resulted in pupils falling further behind age-related expectations, especially in reading, writing, maths and phonics.</p> |
| 2 Pastoral | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 21 pupils (12 of whom are disadvantaged) currently require additional support with social and</p> |

| | |
|-----------------|---|
| | emotional needs, with 12 (6 of whom are disadvantaged) receiving small group interventions. |
| 3 Attendance | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 94% - 95.5% which is 1.0 – 1.5% lower than for non-disadvantaged pupils. 13% of 'persistently absent' pupils are disadvantaged. Our assessments and observations indicate that absenteeism and lateness negatively impacts disadvantaged pupils' progress. |
| 4 SEND | Some pupils who qualify for Pupil Premium funding also have specific SEND needs and increasing number of children require SALT intervention. |

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 |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils, evident when triangulated with other sources of evidence: engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment and progress among disadvantaged pupils. | KS2 reading outcomes in 2023/24 show that more than 75% (sig) of disadvantaged pupils met the expected standard. |
| Improved writing attainment and progress among disadvantaged pupils. | KS2 reading outcomes in 2023/24 show that more than 75% (sig) of disadvantaged pupils met the expected standard. |
| Improved maths attainment and progress for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2023/24 show that more than 75% (sig) of disadvantaged pupils met the expected standard. |
| Improved phonic attainment and progress for disadvantaged pupils at the end of Y1. | Y1 phonic outcomes in 2022 and 2023 show that more than national average of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys; teacher observations; ELSA evaluations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils and reduce the proportion identified as Persistent Absentees | Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the close the attendance gap between disadvantaged pupils and their non-disadvantaged peers (currently 1.5%) • reduced number of pupils who are persistently absent. • attendance and punctuality panels have a positive impact and measurable outcomes (reduced lateness=ready for learning) |

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: £ 13500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Whole school training on the fundamental principles supporting SSP</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1,4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life.</p> | 2,3 |
| <p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups.</p> <p>Teaching Assistant timetables deliver pastoral groups, positive play at playtimes, settling child into school in the morning. Teaching Assistants support teaching and learning</p> <p>Deliver FFT reading and phonic sessions to targeted groups of children daily.</p> | <p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> | 1,2,4 |
| <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely</p> | <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their</p> | 1,4 |

| | | |
|---|--|--|
| <p>monitored by SLT and PP Lead.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions</p> | <p>effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p> | |
|---|--|--|

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

Budgeted cost: £ 16885

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Use of pathways reading programme to embed effective comprehension strategies - focus on small group children in receipt of pupil premium funding not making progress in reading (Re-evaluate shared /guided reading approach in KS2)</p> | <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1 |
| <p>Maths Interventions – Success @ Arithmetic (<i>Number and Calculation</i>)</p> | <p>https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/</p> <p>Impact on Achievement Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.</p> <ul style="list-style-type: none"> • average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. • 91% showed more confidence and interest in learning mathematics in class after Success@Arithmetic. | 1,2,4 |
| <p>School Led Tutoring Small group tutoring for vulnerable pupils in UKS2</p> | <p>Tuition is effective at improving pupil outcomes, an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> | 1,2,4 |
| <p><i>NELI</i> Nuffield Early Language Intervention– introduce and establish small group interventions following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the</p> | <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | 1,4 |

| | | |
|---|--|---|
| intervention and SLT member. TA to deliver the intervention 3 times per week | | |
| Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils (Led by SLT) | EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | 4 |

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

Budgeted cost: £ 11861

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>This will involve training and release time for staff to develop and implement new procedures and supporting attendance officers to improve attendance.</p> <p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Attendance to be a key focus item for parent evenings and pupil progress meetings</p> <p>Reintroduction of fines for unauthorised absence.</p> <p>Pastoral support for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | 3 |
| <p>Enrichment activities.</p> <p>Use of learning beyond the classroom to support identified pupils</p> | <p>Education Endowment Foundation, states enriching education has intrinsic benefits for all children, including those from disadvantaged backgrounds All children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment</p> | 1,2,3,4 |

| | | |
|------------------------------------|---|---------|
| | https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1,2,3,4 |

Total budgeted cost: £ 42246

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments.

Attendance: Almost all vulnerable/disadvantaged pupils who were eligible to attend school did so during periods of lockdown. Pupils who worked remotely received regular scheduled contact via TEAMS, or telephone. Parents welcomed the advice, resources, guidance, training that was provided. Attendance for all pupils at the end of 2021- 96.4%. Attendance for PP pupils – 94% (tracking of attendance codes and covid isolation has been identified as reasons for the dip in attendance)

KS2 outcomes: (5 pupils) End of KS teacher assessment for PP pupils in reading, writing and maths was 80%; 60%; 60%. All PP pupils made expected targets towards national expectations although greater depth attainment was not reached in maths. Analysis of data indicated gaps in knowledge due to lockdown learning provision.

Wellbeing: PP/disadvantaged and vulnerable pupils received an increased amount of support during 2020/21 for social and emotion well-being. The school website was regularly updated to provide a wealth of resources and ideas for parent/carers to support them during the challenging times. Resource packs were produced and delivered to isolating families. Pupils who attending school received an increased level of SEL support and regular check-in sessions were scheduled. Behaviour, attendance and engagement was monitored and evaluated for the identified pupils.

Phonics: 1 of 2 PP pupils achieved the screening standard. Interrupted learning has resulted in only 73% of all pupils achieving the standard. This attainment is usually 85-90%. This is a priority focus for 2021/22 introducing the new SSP resources to close the gaps that have occurred as a result of impacted learning

Engagement: Families welcomed the offer of technology and food vouchers. Pupils accessed online learning and attended virtual sessions with their class; group; ELSA session. Home learning was completed and feedback received. Additional attention was given to PP families to ensure learning was completed. For pupils attending school 1;1 and small group support was planned for.

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 |
|--------------------------------|----------------------|
| Pathways to Read; Write; Spell | The Literacy Company |
| Pathways to Progress | The Literacy Company |
| Pathways to Home Learning | The Literacy Company |

Service pupil premium funding (3% of pupils)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | All SPP children had dedicated emotional wellbeing and academic support. We identified gaps in regulating friendships caused by moving between schools which we addressed with targeted support. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. Improvements in SEL enabled pupils to access their learning in school. Assessments demonstrated progress in SEL areas where extra support was identified |