



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	32
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	29 December 2022
Date on which it will be reviewed	4 April 2023
Statement authorised by	M Ewing
Pupil premium lead	M Ewing
Governor / Trustee lead	B Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76175
Recovery premium funding allocation this academic year	£8265
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84440



Part A: Pupil premium strategy plan

Statement of intent

At St Catherine's Catholic Primary School, we target the use of Pupil Premium (PP) funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
 - Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
 - Enable pupils to look after their social and emotional wellbeing and to develop resilience.
 - Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
 - Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
 - Provide opportunities for all pupils to participate in enrichment activities.
 - Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance rate and punctuality of disadvantaged pupils



	Attendance is usually beneath the pre COVID national average of 96%. Persistent absence is higher than national average. Our disadvantaged pupils' attendance is lower than that of our non-disadvantaged pupils.
2	Impact of school closure on pupils academic achievement and SEMH
3	Low levels of vocabulary, language and communication skills on entry to Nursery and Reception Class
4	Narrowing the gap in attainment and progress in Reading, Writing and Mathematics
5	Cognitive overload of working memory which prevents knowledge moving to long term memory

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
1. Achieve and sustain improved attendance for all children in school: particularly disadvantaged pupils.	<ul style="list-style-type: none">• Overall attendance is at or above National Average• Overall Persistent Absence is at or close to National Average• The average rate of disadvantaged pupil attendance is in line with non-disadvantaged pupils. <p>Pupils arrive at school on time so they are ready for the start of the school day and access daily reading and phonics time.</p>
2. Improve early communication and language skills.	<ul style="list-style-type: none">• Pupils develop their attention and listening skills in order to support access to the curriculum• Pupils demonstrate their understanding by responding effectively to what they hear by their actions, comments and questions• Pupils can answer questions and join in small group and whole class discussion using new vocabulary.
3. Pupils experience high quality teaching across the curriculum that enables them to achieve their targets.	<ul style="list-style-type: none">• Pupils make good progress from their starting point Pupils achieve progress towards their FFT target by the end of the academic year.



	<ul style="list-style-type: none">• Pupils achieve in line with their peers in national tests e.g. Early Learning Goals (ELGs), Phonics Screening, KS1 and KS2 SATs and Y4 Multiplication Check• Pupils acquire new knowledge and skills across the curriculum• Pupils are supported to make good progress in learning through the delivery of high quality targeted interventions.• Pupils are ready for the next year of their education.
4. Develop a reading culture in school in order to ensure pupils' ability to read effectively provides access to the curriculum.	<ul style="list-style-type: none">• Pupils are secure in their knowledge and use of phonics to support early reading• Pupils enjoy reading through access to a wide range of texts and acquire new knowledge• Pupils understanding of and use of vocabulary in writing improves• Pupils attainment in Reading is at Age Related Expectations• Pupils develop their reading comprehension skills which develops their understanding of texts and knowledge of other subject areas• Pupils have access to home reading resources and online resources to support progress in reading• Pupils have access to class libraries to support a love of reading.



5. Improve pupils knowledge and understanding of core learning for each year group	<ul style="list-style-type: none"> • Provide staff with CPD to develop an understanding of metacognition • Begin to develop pupils knowledge of how they learn • Lessons will focus on the key learning • Activate pupils prior learning • Scaffold learning using work examples when planning tasks
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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: £45k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closing the gap between PP and the whole school in Reading and Writing through quality first teaching. - Read Write Inc (Phonics) setting across EYFS and KS1 - Subscriptions to online basic skills homework schemes. -	<p>Education Endowment Foundation teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit advocates that the following strands:</p> <p>Small group tuition +4 Oral Language intervention +6 Parental Engagement +4 Homework +5 Metacognition and Self-Regulation Training +7</p>	



CPDF for staff to enhance the teaching and learning across school including Jane Considine (Write Stuff) and NCETM (Maths) .		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring programme to provide tutoring and school led tutoring for pupils whose education was and continues to be impacted by the COVID19 pandemic 55x176.25=£9633.75	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	
Teaching assistants deployed to create capacity to deliver high quality interventions for phonics targeted at pupils who need additional support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 10 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Teaching assistants deployed to create capacity to deliver high quality interventions for reading targeted at pupils who need additional support.	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	
Teaching assistants deployed to create capacity to deliver high quality interventions for handwriting targeted at pupils who need additional support.	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	
Teaching assistants deployed to create capacity to deliver high quality interventions for mathematics targeted at pupils who need additional support.	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	
<i>Teaching assistant deployed to create capacity to deliver high quality using NELI</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	

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

Budgeted cost: £10k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality Embedding principles of good practice set out in the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence School attendance: guidance for schools - GOV.UK (www.gov.uk)	



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Deploy Parent Support adviser to follow-up pastoral concerns around attendance <i>Attendance</i>		
Access support for pupils experiencing anxiety, trauma or adverse childhood experiences using a Counselling service <i>R/SE</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF SEL materials	
Support disadvantages pupils to experience curriculum enrichment through the experience outdoor activities and learning		
Contingency fund for acute issues.	Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified.	

Total budgeted cost: £85000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, a high percentage of our allocated Pupil Premium money was spent on staffing. In order to adhere to school's risk assessments, staff were allocated to individual bubbles rather than having flexible roles across school. The school continued to employ a Parent Support adviser who works closely with vulnerable families. The majority of the budget was therefore assigned to ensure that we had adequate support to ensure catch up curriculum, implement risk assessments safely and cover staff absences. The remainder of the Pupil Premium budget was allocated to supporting and nurturing our vulnerable families within school. Breakfast club provision was made available to several Pupil premium children, as well as 30-hour provision for those children in Nursery. Enrichment opportunities and after school clubs were used this year as a way of nurturing children who were affected by the pandemic and for those who could benefit from the return to the routine of full school life.

Given the difficulties created by disruption to education during the 2 previous academic years the Department of Education is not publishing assessment information for schools currently.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	ttrackstars.com
Lexia	Lexia Learning
Now Press Play	nowpressplay.co.uk
The Write Stuff	Jane Considine
Star Assessment	renlearn.co.uk (Renaissance)



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