

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. Vincent's Catholic Primary
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022/Annually
Statement authorised by	Anita Harrop (Headteacher)
Pupil premium lead	Sharon Tiernan
Governor / Trustee lead	Alice Kilburn (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,945
Recovery premium funding allocation this academic year	£4204
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	£49,149

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium (PP) funding at St. Vincent's Catholic Primary School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between Pupil premium and non-Pupil Premium pupils.

We take the responsibility for the provision of our disadvantaged pupils extremely seriously. Although the percentage of pupils in receipt of pupil premium is small, we strive to ensure that each pupil is given the support they need to thrive as they develop academically and emotionally.

When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust.

We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2021-2024 will be on achieving the best outcomes for our pupils and supporting their wellbeing.

Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of an outstanding curriculum enhanced by enrichment opportunities, made available to all. Our mission that pupils will 'let their light shine' inspires us to look carefully at any barriers for our disadvantaged pupils and to provide the means for all pupils to do this.

Pupils will be supported in their academic and emotional development to reach the highest standards. Those pupils who require support to reach the expected standard will receive targeted support and those pupils already achieving the expected standard or above will be supported and challenged so that they have the same opportunities as non-disadvantaged pupils.

Provision is carefully planned and targets are set for disadvantaged pupils. Teachers work with the Pupil Premium Lead and Pupil Premium Teacher to ensure that targets are challenging but achievable. Attainment and progress is discussed regularly and during termly pupil progress meetings. Small group additional teaching is focused on supporting children to reach at least the expected outcomes in their year group and in statutory assessments.

The recovery funding premium allows weekly extra-curricular 1 hour, 1:1 maths tutoring sessions through a National Tutoring Programme tuition partner (Third Space Learning), enable gaps in learning to be identified and personalised learning to take place in addition to daily maths lessons. These regular opportunities to talk through their maths in a one to one environment with their dedicated tutors helps to develop pupils' verbal fluency, reasoning and problem-solving skills

Mental Health and wellbeing is prioritised and pupils and parents are supported in order that pupils build resilience, self-esteem and achieve a good sense of wellbeing. We believe that this is vital in supporting our pupils' learning.

Challenges

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

Challenge number	Detail of challenge
1	National and school data shows a widening of the attainment and progress gaps between PP and non PP pupils, particularly following the impact of Covid 19
2	Analysis shows few pupils in receipt of pupil premium access extra-curricular clubs
3	There is a growing need for focused support with social, emotional and mental health needs or pastoral concerns for disadvantaged and non-disadvantaged pupils (ie behaviour, attendance and punctuality) particularly following the pandemic
4	Early reading, oracy and numeracy is key to developing skills across the curriculum. Baseline data shows a focus is needed on the development of reading, language and numeracy
5	Home learning includes a number of online programs. Some pupils do not have access to a device to support this.
6	Increased % of pupils with less than 95% attendance; focus on behaviour of pupils following return to school
7	Following the pandemic, the effects of online home learning have impacted on pupils' verbal fluency skills in Maths.

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
<p>To improve the progress and attainment of pupils in receipt of pupil premium in English and Maths, with a focus on diminishing the difference</p> <p>To ensure that pupils in receipt of pupil premium reach at least the expected standard in statutory assessments, with a focus on increasing percentages attaining greater depth</p> <p>To support the development of phonics in Reception and Year 1 and reading development across the school</p> <p>To accelerate the progress and attainment of pupils in receipt of pupil premium in Maths by recovering lost learning through personalised 1:1 teaching and learning.</p>	<p>Data indicates improved attainment of disadvantaged pupils. This is evident when results are analysed, discussed at pupil progress meetings and through observations and work scrutiny.</p> <p>KS2 reading, writing and maths outcomes in 2024/25 show that most disadvantaged pupils meet the expected standard.</p> <p>Disadvantaged pupils achieve mostly in line with other pupils in reading and phonics. Where there are additional barriers eg SEND, plans are combined to maximise progress</p> <p>To seek to achieve 90% pupils achieve at least ARE.</p>
<p>To develop pupils' verbal fluency, reasoning and problem-solving skills through regular opportunities to talk through maths reasoning with a 1 1 teacher.</p>	
<p>To provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>High levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ✓ qualitative data from student voice, student and parent surveys and teacher observations ✓ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To improve pupils' oracy skills	Significantly improved oral language among disadvantaged pupils as a result of early identification, use of high quality interventions and regular tracking and analysis
To remove barriers to accessing online home learning/homework in order to support improved outcomes	A significant increase in the access of online learning as opposed to a paper based alternative
To achieve improved attendance and behaviour for all pupils, particularly our disadvantaged pupils	Improved attendance following analysis of pupils below 95% attendance Improved behaviour following analysis of class charts information

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training in phonics and the purchase of a phonics scheme (including training) from the DFE validated list	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £ 23,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted teaching (PP Lead Teacher; Better Reading Support Programme)	Small group targeted teaching and booster groups used in school have made a considerable impact on results in KS1 and KS2 (statutory assessments)	1
Focus on early reading and oracy in EYFS and KS1 (using NELI and Wellcomm programs)	There is a strong evidence to suggest that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Implementation of new DFE validated	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	1

phonics scheme (Little Wandle)	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
To remove barriers to accessing online home learning/homework in order to support improved outcomes by providing access to devices	All pupils are able to access online home learning/homework	5
15 hours x 30 KS2 pupils 1:1 personalised Maths tutoring sessions Engaging with the National Tutoring Programme tuition partner (Third Space Learning) to provide a blend of Maths tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. By engaging with a tuition partner, 70% of the cost of the sessions is subsidised by the government. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number (s)
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		address ed
To provide counselling, nurturing, 1:1 tuition in order to support children's SEMH; Support for wellbeing at lunchtime (play leader)	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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
To provide workshops and sessions for parents on supporting their child's emotional wellbeing	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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
To ensure that pupils in receipt of pupil premium are given priority with enrichment opportunities	EEF states that 'enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'. They also argue that enrichment approaches can directly improve pupils' attainment https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The gap in attendance and punctuality rates between PP and non PP pupils nationally. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 49,149

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.

Review: last year's aims and outcomes

Aim	Outcome
<p>Curriculum – COVID Recovery</p> <p>Overview: assess pupils' starting points; addressing the gaps in knowledge and skills, making effective use of regular formative assessment</p> <p>Resources: Post- Covid recovery plans; PP action plan; PP lead teacher</p> <p>Overview: To use the PASS (Pupil Attitudes to School and Self) survey to determine a baseline on return to education for PP eligible pupils</p> <p>To deliver PASS interventions following analysis of individual pupil results from the survey</p> <p>Resources: GL PASS survey; PASS interventions</p> <p>Overview: Determine what needs to be done to close attainment gap for pupils in receipt of pupil premium with a focus on achieving at least ARE in statutory assessments</p> <p>Resources: Teacher 2 x days</p>	<p>Baseline/entry assessment administered for all year groups in October to determine level of attainment and any losses.</p> <p>Covid recovery interventions took place and robust recovery plans implemented</p> <p>PASS assessment used to determine attitudes to self and school in readiness for learning.</p> <p>Pupil Premium teacher delivered sessions following PASS analysis</p> <p>Results July 2021 Y1-Y6</p> <p>Expected standard: Maths 68%; Reading 67%; Writing 65%</p> <p>Higher standard: Maths 26%; Reading 38%; Writing 19%</p>
<p>Curriculum – Access to the curriculum for all</p> <p>Overview: Develop remote education so that it is integrated into school curriculum planning in the case of a local lockdown.</p>	<p>Devices loaned and pupils in receipt of pupil premium prioritised for loan of devices. Parents supported via phone calls and teams/zoom calls and tutorials to access home learning.</p> <p>Pupils prioritised for places in keyworker/vulnerable pupil provision.</p>
<p>Curriculum</p> <p>Overview: to provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life</p> <p>Resources: visiting speakers; trips, resources – We are Adventurers forest</p>	<p>Forest School activities delivered throughout the year linked to curriculum areas.</p> <p>Z Arts Partnership refunded as it could not go ahead due to restrictions.</p> <p>Cookery Club to run from September 21 due to bubbles and restrictions previously.</p>

school sessions; Z Arts Partnership; cookery club with TA	Children in receipt of PP prioritised for after school clubs.
<p>SEMH COVID Recovery Support pupils' wellbeing and emotional and mental health; focus on peer support, stress, fear and trauma and bereavement. Behaviour focus and training linked to trauma and times of stress</p> <p>Overview: To provide access to workshops and sessions for parents on supporting their child's emotional wellbeing following lockdown Signpost parents to links to 'Just Psychology' online sessions</p>	<p>Pastoral Team continued to deliver parents workshops and fortnightly drop-ins Behaviour Training for whole school staff led by Nicola S Morgan Behaviour module purchased and training for SLT SENDCos attended training for Wellbeing for Return to Education Continued to signpost parents to Just Psychology sessions</p>
<p>Extra-Curricular Clubs Overview: Monies available to support children in their choice of after school sports clubs and other clubs; music tuition; trips</p>	Support given where possible and priority given to children in receipt of PP.
<p>Overview: Ensure ongoing excellent attainment and progress of pupils</p>	Attainment has remained high with continued monitoring of progress of pupils in receipt of PP

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (TA)	Maths 88%; Reading 100%; Writing 100%
Achieving high standard at KS2 (TA)	Maths 38%; Reading 63%; Writing 0%

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
n/a	

Further information (optional)

We have supported families with food parcels and donations of toys at Christmas. This support included families that are not in receipt of pupil premium but who needed the support. This was as part of our charity work leading up to Christmas.

In addition to this we were successful in applications we made to Caritas for financial support for individual families and had a grant approved by Trafford Housing Trust for our project 'Shiny Happy Pupils'. This is a project focused on providing food and curriculum support for families in our school community. Funds from the programme meant that we could create 'Going Home Bags' offering curriculum support in numeracy for families of our youngest pupils.