



## **Pupil premium strategy statement**

### **Expenditure evaluation**

#### **Strategy plan**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

#### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure 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.
- In 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority 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.

## 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
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	31/10/22
Date on which it will be reviewed	5/1/23
Statement authorised by	N Teixeira
Pupil premium lead	N Teixeira
Governor / Trustee lead	S Trezise

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,670

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our key principles are to address the main barriers to learning our children face and through rigorous tracking, precise planning and targeted intervention, provide all children the opportunity to enjoy academic success.

### Challenges

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

Challenge number	Detail of challenge
1	Communication and oracy skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Children's lack of vocabulary development. Children do not always have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Disadvantaged children make progress in their learning but not as rapidly as their peers. This is especially true in writing and maths.
4	Instability at home (eg. homelessness, safeguarding concerns, finance issues) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning.
5	Parents' mental health and their engagement with learning. Their understanding of the links between education and future aspirations.
6	Persistent absence from school, for some PP children, particularly in Years 1 and 3.

## 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
Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.	Pupils can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks.
Maths provision across the school: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10%.	All teachers are confident in their maths provision through the Power Maths scheme. Pupils are growing their knowledge and numeracy skills at a faster pace through modelling, scaffolding and talk for maths. Their fluency in number and calculation is enabling them to be more successful with applying and reasoning maths.
Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.	Children's vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key topic/subject words.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children have a mental health provision map, reviewed and updated regularly.	A named staff member has responsibility for supporting families with issues which are affecting school life. Pupils are able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related expectations.
Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.	School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with 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: £32,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD sessions for teachers, based on the trust's Principles of Teaching: scaffolding modelling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning	Dfe report: Supporting the Attainment of Disadvantaged Pupils  EEF Toolkit: Collaborative learning approaches: +5 months Mastery learning: +5 months	1, 2, 3
Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first.	EEF Toolkit: Feedback: +6 months	3
Continue metacognition CPD sessions for all staff, to enable children to develop their self-regulation skills.	EEF Toolkit: Metacognition and self-regulation: +7 months	2, 3
Refresh whole school learning agreements for expectations in English lessons, including writing for a purpose, writing stamina and explicit teaching of	National Literacy Trust: Building whole school approaches to vocabulary development  The Key: Effective teaching strategies for primary pupils	1, 2, 3

vocabulary, spelling and grammar.		
Ensure all classes have vocabulary-rich environments and daily activities designed to develop vocabulary development.	National Literacy Trust: Building whole school approaches to vocabulary development	1, 2
Launch The Oracy Project across the school, for development of speaking skills and vocabulary development.	EEF Toolkit: Oral language interventions: +6 months	1, 2
Half termly sessions between teachers and SENDCo, to discuss effectiveness of 1:1 and group interventions and future provision.	EEF Toolkit: Individualised instruction: +4 months Small group tuition: +4 months TA interventions: +4 months	1, 2, 3
Continue to supplement the curriculum with specific educational apps (eg. IXL), personalised for individual pupils, to further increase the rate of progress in the core subjects. Continue to purchase additional devices for every classroom.	EEF guidance report: Using digital technology to improve learning	1, 2, 3
Ensure reading, spelling and maths homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Accelerated Reader, Purple Mash, Timetable Rockstars and IXL for setting activities.	EEF Toolkit: Homework: +5 months	1, 2, 3

Refresher training for all support staff in the phonics scheme. Contribution towards the purchasing of updated resources for the scheme.	EEF Toolkit: Phonics: +5 months	1, 2
Training for all teachers in the new Power Maths scheme. Teachers develop their pedagogy for enabling children to achieve a greater depth in knowledge and skills in maths.	EEF Toolkit: Mastery learning: +5 months	3
Training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's positive learning behaviours.	EEF Toolkit: Behaviour interventions: +4 months	3, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of easimaths subscription, for identified children to access personalised maths intervention three times per week. Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.	EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months	3

Identified children to attend funfit intervention three times per week.	EEF Toolkit: TA interventions: +4 months	3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children to attend weekly lego therapy sessions.	EEF Toolkit: Behaviour interventions: +4 months	4
Assign a senior leader as attendance lead and plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance.	EEF Toolkit: Parental engagement: +4 months	5, 6
Purchase additional units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months	1, 2, 3,
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1, 2
Appoint an additional TA for pastoral support for children and their families and	EEF Toolkit: Social and emotional learning: +4 months Parental engagement: +4 months	4, 5



<p>for individual and group TIS sessions. For individual mental wellbeing support and ensuring families can liaise with external agencies. Children living at the refuge will be prioritised for a support plan first.</p>		
<p>Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.</p>	<p>EEF Toolkit: Behaviour interventions: +4 months Social and emotional learning: +4 months</p>	<p>4</p>

**Total budgeted cost: £59,600**

## 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.

**Reception pupils to improve their communication skills, in order to access the full curriculum.**

Target met and above the Cornwall average. 100% disadvantaged pupils achieved the ELG for Speaking and Listening, Attention and Understanding. 67% achieved a GLD, compared to 47% Cornwall average.

**Year 1 pupils have the speaking and language skills to access the reading curriculum.**

Target met. 100% of PP pupils achieved ARE in reading, compared to 69% non-PP. Phonics target met - 100% of PP pupils passed the phonics screening, compared to 63% for non-PP.

**All pupils build their knowledge of vocabulary and apply this to their writing.**

A school average of 64% of PP pupils achieved at least ARE in writing, compared to 77% for non-PP pupils. Target for end of KS2 met - 90% PP achieved ARE in writing, compared to 90% for non-PP.

**All pupils arrive in the classroom ready to learn, with their mental health and wellbeing needs met.**

The school secured Dfe funding to train a named Senior Mental Health Lead. All staff also completed TIS training. The strategies put in place and an increase in staff knowledge and skills has led to no low level disruption in classrooms. A restructuring of support staff enabled more pupils to be supported with their needs and therefore, were able to engage fully with school routines and learning. The school is still looking to recruit a pastoral support worker.

**Pupils identified as persistent absentees attend school more regularly.**

Target met - persistent absence rates for PP pupils remained above their peers, but the difference between PP and non-PP decreased to within 10%.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
IXL	RM
TTRS	Maths Circle