# 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

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| Detail | Data |
| School name | St Elizabeth’s Catholic Primary School |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 162 eligible pupils  43.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022 as part 1 of 3 year strategic plan |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | March 2022  July 2022 |
| Statement authorised by | Liam Daniels |
| Pupil premium lead | Liam Daniels |
| Governor / Trustee lead | Cathie Hollis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £217,890 |
| Recovery premium funding allocation this academic year | £23,490 |
| 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 | £241,380 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * ***What are our ultimate objectives for our disadvantaged pupils?***   To year on year reduce the attainment gap and focus on equity and ensure that this is a key part of whole school planning.  To ensure that disadvantaged pupils have full access to wider curriculum experiences and opportunities  To ensure all disadvantaged pupils make good levels of progress from their starting points   * ***How does our current pupil premium strategy plan work towards achieving those objectives?***   By a detailed analysis of what has and hasn’t worked in the past.  By establishing clear and robustly evidenced starting points.  By ensuring all actions will be evidenced based.  By reference to EEF and DFE Guidance.  By establishing robust methods to regularly check for impact and adjust strategies where there is a need  By ensuring a relentless focus on sustaining high quality teaching, learning and support for all our pupils in line with our school values and mission   * ***What are the key principles of our strategy plan?***   To ensure there are clear links to all other planning strands  To sustain relentless focus on further improving high-quality curriculum ,teaching and learning.  To build a clear and consistent pedagogy based on Ofsted and EEF research.  To ensure that all staff are fully aware of the strategy and the roles they play in it.  To ensure the best use of all staffing through high quality training.  To establish regular monitoring and review processes. |
| To ensure governors are fully aware of their tole in the Pupil Premium strategy |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A central need of the school and our disadvantaged children is to further develop early language skills, especially post COVID where speech and language skills may of been delayed due to lack of social engagement.  **This is evidenced by Wellcomm screening.**  Without effectively developed language skills pupils will struggle to access the full curriculum |
| 2 | The number of disadvantaged pupils meeting age related literacy levels is significantly lower than their peers **as evidenced by NFER assessments**.  A gap analysis following lockdown indicated delays in early reading acquisition and writing skills across all years  There is also a need to focus on higher level disadvantaged children to ensure they achieve in line with their potential. |
| 3 | Post Covid an increasing number of eligible pupils have indicated signs of concern around self -regulation and socialising skills. Having missed established routines or not had access to the full early years provision some pupils have shown evidence of lower self- esteem and engagement **This is evidenced by our PASS data and teacher review.** |
| 4 | Evidence of attendance for disadvantaged pupils prior to lockdown was lower than those not eligible. This has been exacerbated by the impact of the Covid lockdown and is therefore a key challenge **This will be measurable by attendance data analysis and punctuality records.** |
| 5 | Post lockdown children have had limited access to wider activities and enrichment – particularly in relation to sporting activities which is a core strength of our school’s work in the local community. As we are located in an area of high deprivation the school has provided the majority of wider enriching opportunities experienced by our pupils. The resumption of these experiences (Covid Restrictions allowing) is a central aspect of our strategic plan  **This challenge has been identified by conversations with pupils and families as part of our recovery curriculum post lockdown** |

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## 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.**

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| Intended outcome | Success criteria |
| 1. From Early Years upwards, children will receive age-appropriate support, for both home and school, to further develop speech and language skills.   We will measure this through regular Wellcomm screening and analysis of termly NFER teacher administered standardised assessments | There will be a year on year reduction in number of pupils below age appropriate standards for language.  Wellcomm toolkit used as a screening tool that will identify children needing support. And ensure that support is effectively targeted  Wellcomm assessments will show impact and progress for each individual child. |
| 1. Children will gain fluency in the core aspects of literacy ensuring age-appropriate reading and writing standards.   Through the use of confidence bands and plotting of progress there will be a focus on sustaining attainment for high ability disadvantaged pupils  NFER Data will be used to assess progress and level of challenge | Reading – significant shift towards all pupil achieving towards age-appropriate standards in reading as shown through NFER scores and the use of confidence bands to ensure that all pupils are challenged appropriately.  There will be clear improvements in the quality of writing for all pupils. |
| 1. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions (and) pastoral support. This is intended to overcome barriers to learning. PASS data and teacher recommendations will identify children needing extra support / Interventions.   We will measure this through close analysis of PASS data, attendance and behaviour records. | Pass data will show impact - positive shift in social and emotional well-being.  Where appropriate Boxall Profiling will be used to identify and meet specific needs  NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation  Appropriate external support will be sought where required  Behaviour data, PASS and teacher and pupil views will be used to evidence impact |
| 1. Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged pupils have attendance records in line with non-eligible pupil. This will involve a range of support structures before and after school and the use of specialist staff to liaise with   harder to reach home situations to ensure children attend school on time  We will measure the impact through attendance data and punctuality information | Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent absence so children regularly attend school and gain greater access to a full curriculum. |
| 1. Children will have a greater access to cultural and sporting experiences beyond the classroom as we begin to return to a pre-covid approach to experiential learning.   Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.  We will measure the impact through PASS, Attendance at events, Pupil and Parent Surveys.  We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities  There will be a strong focus on mental wellbeing and ensuring there are no lasting effects following the Covid lockdown and its impact on the most vulnerable children | Cultural Capital opportunities to be given to children   * Prioritising school trips * After School Clubs for Physical Activities and the arts * Sports Premium funding used to develop access to sports and sporting facilities   Positive responses from pupils and parents will be gathered. |

## 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: £95,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The ongoing development of the Thinking Schools approach -building a consistent pedagogy and ensuring a high level of teaching and learning for all.  The focus will be on EEF and Ofsted recommendations around metacognition, self-regulation, cognitive load theory, skilful questioning, effective feedback, building learning and thinking skills, motivation and establishing positive Habits of Mind  Additional staffing to ensure staff have full access to ongoing CPD and research*.*  Membership of Thinking Matters CPD programme. | EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation  University of Exeter research on the impact of the Thinking Schools approaches  Ofsted’s research into the implementation of a sequenced and challenging curriculum | 1,2,3,4,5 |
| Staff training in core areas of literacy improvement -phonics for all  CPD in the use of Wellcomm screening- | EEF Teacher Toolkit on effective strategies for EYFS, Reading comprehension and improving the progress of children with Special Needs | 1,2 |
| Further staff training in the use of teacher administered standardised assessments  NFER and the use of the curve to establish challenge, analyse learning gaps and through confidence bands to assess progress and attainment against National Curriculum expectations. | EEF Teacher Toolkit  Recommendation of Sir Kevan Collins and the DFE on the use of standardised assessments | 1,2 |
| CPD for subject leaders on developing the whole school Curriculum approach to ensure accessibility for the most vulnerable children | DFE – Education Recovery guidance.  EEF Teacher Toolkit. | 1,2,3,4,5 |
| Developing the role of the Teaching Assistant in the classroom through CPD and appraisal. This will include a skills audit. | EEF. Teaching assistants part of MPTA project (maximising the practice of Teaching Assistants) | 1,2,3 |
| Training on how to use methods of assessing pupil dispositions and self-regulation  **PASS** (Wellbeing) Yrs 1 – 6  **Wellcomm** (speech and language) Nursery to Year 6  **Boxall**  **Lucid Rapid**  Purchase of the above to enable full staff access | EEF guidance on wellbeing and the importance of effectively trained staff who will administer targeted interventions | 1,2,3 |

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

Budgeted cost: £110,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff appointment and retention to ensure effective programme of intervention | EEF findings on ensuring effective training for Teaching Assistants | 1,2,3 |
| School Led Tutoring for any identified children  To supplement NTP | Recommended by EEF and Department for Education | 1,2,3,4 |
| Wellcomm Speech and language, from screening to intervention  Additional CPD and staffing time | Developed by Speech and Language Therapists. EEF reports  Supported by GL Assessments | 1,2,3 |
| Appropriate staff time for phonics and language targeted interventions | EEF evidence regarding managing effective interventions  Local school use of intervention monitoring templates | 1,2,3 |

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

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trips to library, museums, art galleries, religious buildings, etc. **(Questionnaire of experiences)** | EEF/Pupil Premium Awards research on the importance of experiential learning  Wider research regarding the importance of building cultural capital  Wellbeing evidence | 4,5 |
| After school sporting clubs to be offered linked to sports premium planning. | Sports Council  Linked to Sports Premium Plan  School knowledge of the importance of sporting experiences in our local community | 3,4,5 |
| Disadvantaged children offered wrap around care to encourage attendance to school with any additional learning mentor support as needed. | DFE, EEF, OFSTED | 3,4 |
| Mindfulness in School Project – all children to have access to ongoing wellbeing programme | DFE  Mental Health Support Teams  In school evidence | 3 |
| Sensory room development | Mental Health Support Teams | 3,4 |
| Additional – Mindfulness and PE sessions. | Sports council  Mental Health Support Teams | 3,4 |

**Total budgeted cost: £** *£235,000 – small amount of funding retained and may be supplemented to meet specific needs identified during the school year.*

# 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.

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| Due to Covid 19 measures significant changes had to be made over the 2020-21 school year in order to meet the specific needs which arose as a result of Covid.  A central focus was sustained on ensuring that all pupils remained safe and supported.  Every effort was made to ensure all vulnerable pupils had continuing access to the curriculum.  A robust home learning structure was established with all. Pupils provided with remote access and a full curriculum programme.  NFER standardised assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps. Staff have been trained in the use of standardised assessments and a programme of termly assessments has been put in place for the current school year.  Additional resources have been deployed in relation to speech and language screening and staff have been trained to ensure appropriate catch-up opportunities are in place to ensure that all children reach age-appropriate levels of speech and language.  A renewed focus has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.  On return to school a planned Recovery Curriculum was implemented with a clear focus on pupil mental wellbeing and staff worked closely with vulnerable pupils to ensure a positive experience and to mitigate the impact of the Covid restrictions.  As our pupils come from an area of high disadvantage the school ensured that all practical support was provided in terms of food, safeguarding and all relevant support services. |

## Externally provided progrmmes

*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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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? |  |

# Further information (optional)

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| The impact of Covid 19 on the progress of pupils and their wellbeing has been well researched and the school has reviewed that research and also undertaken a detailed review of the impact in our own specific context.  We have ensured that pupil premium planning is closely aligned with all other aspects of strategic planning – notably our SEF,SDP, Pupil Premium and CPD. We are undertaking a skills audit of our teaching assistants, implementing new language screening procedures and ensuring all staff are appropriately trained in the use of termly standardised assessments. |