



**St Elizabeth's Catholic Primary School**

**Pupil Premium**

**Strategy Plan 2022-23**

## 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 Elizabeth's Catholic Primary School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	175 eligible pupils 45.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022– 2023 as part 2 of a 3 year strategic plan
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 July 2023
Statement authorised by	Mr L Daniels
Pupil premium lead	Mr L Daniels
Governor / Trustee lead	Mrs McDonald-Hollis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,375
Recovery premium funding allocation this academic year	£25,085
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	£267,460

This strategic plan should be read in conjunction with the PE/Sports Premium Plan 2022-23, school CPD/Staff Training plan and Thinking Schools planning documents

## **MISSION STATEMENT**

**Live, Love, Learn**

Our central mission is to mitigate the impact of high deprivation in our catchment area and too ensure all our children have the very best start to their education journey.

## Statement of intent

- ***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 role in the Pupil Premium strategy**

## Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p> <p><b>This is evidenced by assessment on entry and staff discussion</b></p> <p>Without effectively developed language skills pupils will struggle to access the full curriculum</p>
2	<p>The number of disadvantaged pupils meeting age related literacy levels is lower than their peers <a href="#">as evidenced by NFER assessments</a>.</p> <p>A gap analysis following lockdown indicated delays in early reading acquisition and writing skills across all years</p> <p>There is also a need to focus on higher level disadvantaged children to ensure they achieve in line with their potential.</p> <p>In addition we shall focus on Maths progress in line with FFT and school analysis of Maths attainment information</p>
3	<p>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 .</p> <p><a href="#">This is evidenced by internal pupil questionnaire and teacher review.</a></p>
4	<p>Evidence of attendance for disadvantaged pupils continues to be lower than those not eligible</p> <p><a href="#">This is identified by attendance data analysis</a></p>
5	<p>During 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 remains a central aspect of our strategic plan</p> <p><a href="#">This challenge has been identified by conversations with pupils and families as part of our ongoing recovery curriculum.</a></p>

## 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>1. From Early Years upwards, children will receive age-appropriate support, for both home and school, to further develop speech and language skills.</p> <p>We will measure this through the introduction of Wellcomm screening and analysis of termly NFER teacher administered standardised assessments</p>	<p>There will be a year on year reduction in number of pupils below age appropriate standards for language.</p> <p>Wellcomm toolkit used as a screening tool that will identify children needing support. And ensure that support is effectively targeted</p> <p>Wellcomm assessments will show impact and progress for each individual child.</p>
<p>2. 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.</p> <p>The focus will be on core skills of literacy and numeracy to ensure access to a full curriculum</p> <p>NFER Data will be used to assess progress and level of challenge</p>	<p>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.</p> <p>Maths will focus on identifying concept gaps and building on renewed prior learning.</p> <p>There will be clear improvements in the quality of writing for all pupils.</p>
<p>3. 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.</p> <p>We will measure this through the introduction and analysis of PASS data, attendance and behaviour records.</p>	<p>Pass data will show impact - positive shift in social and emotional well-being.</p> <p>Where appropriate Boxall Profiling will be used to identify and meet specific needs</p> <p>NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation</p> <p>Appropriate external support will be sought where required</p> <p>Success criteria will include improved attendance and a reduction in any low level behaviour issues.</p>
<p>4. 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</p>	<p>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.</p>

<p>harder to reach home situations to ensure children attend school on time</p> <p>We will measure the impact through attendance data and punctuality information</p>	
<p>5. Children will continue to 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.</p> <p>Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.</p> <p>We will measure the impact through PASS, Attendance at events, Pupil and Parent Surveys.</p> <p>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</p> <p>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</p>	<p>Cultural Capital opportunities to be given to children</p> <ul style="list-style-type: none"> <li>- Prioritising school trips</li> <li>- After School Clubs for Physical Activities and the arts</li> <li>- Sports Premium funding used to develop access to sports and sporting facilities</li> </ul> <p>Positive responses from pupils and parents will be gathered.</p>

## 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The ongoing development of the Thinking Schools approach -building a consistent pedagogy and ensuring a high level of teaching and learning for all.</p> <p>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</p> <p>Additional staffing to ensure staff have full access to ongoing CPD and research.</p> <p>Membership of Thinking Matters CPD programme.</p>	<p>EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation</p> <p>University of Exeter research on the impact of the Thinking Schools approaches</p> <p>Ofsted's research into the implementation of a sequenced and challenging curriculum</p>	1,2,3,4,5
<p>Staff training in core areas of literacy improvement -phonics for all</p> <p>CPD in the use of Wellcomm screening-</p>	<p>EEF Teacher Toolkit on effective strategies for EYFS, Reading comprehension and improving the progress of children with Special Needs</p>	1,2
<p>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.</p>	<p>EEF Teacher Toolkit</p> <p>Recommendation of Sir Kevan Collins and the DFE on the use of standardised assessments</p>	1,2
<p>CPD for subject leaders on developing the whole school Curriculum approach to ensure accessibility for the most vulnerable children</p>	<p>DFE – Education Recovery guidance.</p> <p>EEF Teacher Toolkit.</p>	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
<p>Training on how to use methods of assessing pupil dispositions and self-regulation</p> <p><b>PASS</b> (Wellbeing) Yrs 1 – 6</p> <p><b>Wellcomm</b> (speech and language) Nursery to Year 6</p> <p><b>Boxall</b></p> <p><b>Lucid Rapid</b></p> <p>Purchase of the above to enable full staff access</p>	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: £115,000

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

Budgeted cost: £47,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips to library, museums, art galleries, religious buildings, etc. <b>(Questionnaire of experiences)</b>	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
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**Total budgeted cost: £ £267,460–** *small amount of funding retained in each target area 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.

Our central focus for 21-22 has been to mitigate the impact of the Covid Lockdown and ongoing restrictions. It is clear that nationally the impact has been greatest on the most disadvantaged.

Central to our strategy has been the use of standardised assessments to identify learning gaps and ensure that these are addressed by consistent high-quality teaching and targeted interventions.

A robust home learning structure was established in 2020-21 with all pupils provided with remote access and a full curriculum programme, in the past school year these strong home links have been further deepened with a strong focus on ensuring children did not suffer from loss of motivation or confidence as a result of the lockdown.

The EEF Guide to planning for 22-23 reflects the school's 3 key areas of focus – to identify learning and skills gaps and ensure there is consistent high-quality teaching, supported by the Thinking Schools training for staff, with particular reference to metacognition, self-regulation, the science of learning, making thinking visible, establishing learning routines and deploying visual learning tools such as Thinking Frames.

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 each 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.

The aim to introduce Wellcomm screening has been delayed until 2022-23 to enable staff to further research best practice and ensure it is introduced in a timely manner to emphasise its effectiveness.

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. This shall continue with a sharp focus on identifying those children most in need of additional support.

As our pupils come from an area of high disadvantage the school ensures that all practical support is provided in terms of food, safeguarding and all relevant support services.

**In terms of intended actions for 21-22 the following information is available:**

1 Ongoing systems of language analysis were deployed to identify issues around language development and targeted interventions implemented. Wellcomm will be introduced in September 2022

2 NFER data analysis was used too inform gap analysis and drive forward targeted teaching --- evidence from the use of confidence bands indicates a good level of progress by disadvantaged pupils and also good levels of attainment.

3 In order to ensure an appropriate level of wellbeing support for staff the school made use of pupil questionnaires and teacher observations to identify and support any pupils who required additional support in terms of attendance and pastoral interventions.

The aim will be to add to this by the use of Pass analysis in the Spring Term of 2023.

4 As noted above a particular focus was made on ensuring attendance – the impact of this is evidenced by attendance data.

5 The development of sporting and cultural opportunities as historically been a strength of the school and this was quickly re-established with a comprehensive programme of enrichment and sports – the latter in line with the school's PE and Sports Premium planning. The school was seen publicly as a centre of excellence for sports with visits from local media including tv.

A comprehensive list of activities is available on request.

Impact is reflected in attendance and pupil questionnaires and through the positive atmosphere experienced in our school.

## 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

## Service pupil premium funding (optional)

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

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)

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.

We believe significant progress has been made as evidenced by Key Stage 1 and 2 outcomes, supported by internal standardised assessment data.