

St Nicholas Catholic Primary School



Pupil premium strategy statement 2021-22

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 Nicholas catholic Primary School. |
| Number of pupils in school | 316 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | |
| Pupil premium lead | Kelli Reynolds |
| Governor / Trustee lead | Denise Sparkes |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £48 612 |
| Recovery premium funding allocation this academic year | £ 9850 |
| 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 | £ 58 462 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support where class teachers are enabled and supported to give targeted support to those children who have been most impacted by the pandemic, including the disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- effectively support those disadvantaged pupils who also have SEND
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | 50% of all disadvantaged children also have SEND which further impacts on progress and attainment. |
| 2 | Our assessments and observations indicate that the education and well being of our disadvantaged pupils have been impacted by the partial school closures. This has resulted in significant knowledge gaps with children falling further behind, particularly in writing and maths. |
| 3 | Our observations, assessments and discussions with children and families have identified social and emotional issues for many children. These challenges have impacted particularly on disadvantaged children, including well being and attainment. |
| 4 | Our observations and discussion with children and families identified that meeting the pastoral and basic needs of some of our disadvantaged children is challenging for some families. This impacts on ability to engage in learning and impacts on the interactions with peers. |
| 5 | Attendance data for the academic year indicates that attendance among disadvantaged pupils was 94% compared to 97% for non disadvantaged pupils. |

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 |
|---|--|
| Improved progress for disadvantaged children in areas of need who are also recognised as having SEND. | Pupil progress is evident through a range of measures including ongoing formative assessments, reviews of personalised pupil passports and book scrutinies. |
| Improved writing attainment among disadvantaged pupils | KS2 writing outcomes for disadvantaged pupils without SEND are inline with national expectations. |
| Improved maths attainment among disadvantaged pupils | KS2 maths outcomes for disadvantaged pupils without SEND are inline with national expectations |
| To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils. | High levels of well being demonstrated by: <ul style="list-style-type: none"> • through student/parent voice • increase in enrichment activities, particularly amongst disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils particularly our disadvantaged. | The attendance gap between disadvantaged and their non-disadvantaged peers is reduced. |

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: £17,386

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| HLTA employed to reduce the class sizes within the 3 mixed year 5/6 classes maths lessons. | EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress | 1,3 |
| Read write INC CPD | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling. | 1,2 |
| Implementation of Power maths consistently across the school. | EEF Mastery teaching demonstrates a significant impact on outcomes. | 1,3 |
| Coaching and mentoring by Leaders for teachers to secure good progress for children (Maths & Literacy Leaders) | Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit. | 1,2,3 |
| SENDCo support for teachers to secure high impact targets matched to individual needs | EEF toolkit has a number of educational research projects that demonstrate the high impact of individualised programmes and targets. | 1,2,3 |

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

Budgeted cost: £25,955

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| HLTA employed to release teachers from year 1-6 to enable them | Teachers know their children best and can have the most impact on progress. The support of a teaching assistant can release the teacher to work with those | 1,2,3 |

| | | |
|---|--|-----|
| to deliver 1:1 or group interventions | children who need to make the most progress. | |
| Accelerated reader purchased | A love of reading, with access to high quality texts enables vocabulary and language development which impacts on writing. | 1 |
| Teaching Assistants used as part of the phonics RWI delivery for all EYFS & KS1 children. This enables more targeted groups to secure better progress | EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress. | 1,2 |

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

Budgeted cost: £ 15121

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Thrive interventions for disadvantaged children identified as having SEMH needs | EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support. | 1,4 |
| Educational Welfare SLA to support the school in raising the attendance of disadvantaged children. | Attendance at school ensures children have access to the full curriculum offer and learning support of trained staff. | 1,4,5 |
| Financial support for our disadvantaged pupils - 75% reduction for trips and clubs | The opportunity to develop cultural capital without financial barriers, can support personal development and wellbeing. | 4 |
| Pastoral support provided for children and families for wellbeing and ensuring basic needs are met. | EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support. | 4 |

Total budgeted cost: £ 58, 462

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.

Improve maths outcomes at KS1 and KS2 by working with the Trust and Maths Hub to implement Power Maths across the school. To include new resources and staff training.

Powermaths was successfully rolled out across the school. Teachers received a significant amount of high quality cpd and support to enable them to use this as an effective teaching tool. During lockdown periods, powermaths was used by teachers to provide home learning. On return to school in March, teachers evaluated the curriculum for maths using the NCTEM priorities and adapted the powermaths units to teach content that had been missed.

Although the disruption over the course of the year meant that the introduction was not as smooth as it could have been, disadvantaged pupils with no SEND needs achieved broadly in line with their peers.

Continue to embed the use of Accelerated Reader to increase reading for pleasure and accuracy.

Accelerated reader is embedded within the school and despite COVID 19, systems were put in place that enabled children to have consistent access to the library and AR systems throughout the second partial school closure. For the majority of children AR is making an impact on their progress and ensuring that they continue to make good progress. Children who are not ready for AR are accessing quality first teaching pitched at the correct level in a KS2 RWInc group.

KS1 Reading Outcomes:

All children: 66% ARE

PP children: 40% ARE

KS1 Writing outcomes:

All children: 54% ARE

PP children: 20% ARE

KS2 Reading Outcomes:

All children: 67% ARE

PP children: 40% ARE

KS2 Writing outcomes:

All children: 58% ARE

PP children: 40% ARE

Additional intervention for phonics, early literacy and maths.

Y1 Phonics Screener results:

All children: 71% passed

PP children: 71% passed

Y2 Phonics Screener retake results:

All children: 50% passed

PP children: 60% passed

Maths KS1 outcomes:

Maths KS2 outcomes:

Thrive Practitioner to support social and emotional development

100% of disadvantaged children receiving THRIVE intervention made progress measured through THRIVE assessments.

Encouraging wider reading opportunities to improve engagement and experiences.

While many wider experiences were unable to take place last year due to COVID restrictions, the 75% discount for trips was of benefit for our year 6 disadvantaged pupils who were able to go attend the year 6 residential. 71% of the year 6 disadvantaged pupils were able to access the trip due to the discount. Access to wider experiences is also provided to some of our disadvantaged families through breakfast and after school clubs where the school funds this provision.

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 |
|--------------------|----------|
| Accelerated Reader | |
| Power Maths | |