St Nicholas Catholic Primary School
Pupil Premium Strategy Statement 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 Nicholas catholic Primary School.**
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Kelli Reynolds
Governor / Trustee lead	Charlotte Target

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,705
Recovery premium funding allocation this academic year	£ 7,105
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	£ 62,810

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 during the pandemic. This is particularly evident in our KS1 outcomes at the end of last year. 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 compared to _ 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 reading outcomes for disadvantaged children in KS1	Disadvantaged children without SEND pass phonics screening at the end of year one. Disadvantaged children retaking phonics screening at the end of year 2 pass.
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: ● 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: £ 27,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read write INC CPD Phonics lead to coach phonics teachers weekly	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling.	1,2
Successful Implementation of Power maths as a teaching tool 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 (EH, HoS, Maths Leader)	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: £13,155

Activity	Evidence that supports this approach	Challenge number(s) addressed

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: £ 21,955

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 well being.	4
Pastoral support provided for children and families by a family support worker for well being and ensuring basic needs are met.	EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all (£2,000)

Total budgeted cost: £ 62,810

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.

Improved writing attainment among disadvantaged pupils
Improved maths attainment among disadvantaged pupils

KS1 Outcomes:
All: Reading: 52% Writing: 43% Maths: 54%
PP: Reading: 55% Writing: 44% Maths: 54%
Non PP: Reading: 50% Writing: 41% Maths: 50%

Phonics Screening outcomes:
All: 78%
PP: 67%
Non PP: 80%

While children's KS1 outcomes (with pp) are broadly in line with the outcomes of children with no pp, the attainment is low for all groups in all subjects. There were a number of contributing factors in this. Attention needs to be paid to securing outcomes and ensuring accelerated progress for children in these groups. Incremental coaching for teaching staff alongside senior leaders will ensure quality first teaching is developed.

Read write Inc CPD was successful in ensuring quality phonics was delivered. Intervention now needs to take place for the children who did not pass their phonics screening to ensure they catch up this year.

KS2
All: Reading: 78% Writing: 74% GPS: 68% Maths: 71%
PP: Reading: 60% Writing: 80% GPS: 60% Maths: 40%
Non PP: Reading: 81% Writing: 73% GPS: 68% Maths: 73%

The recruitment and deployment of an experienced HLTA to reduce class sizes for year 5/6 sessions for maths and to support intervention groups has positively impacted on children's outcomes in KS2. Attainment for children with PP in writing was above non-pp. However, maths attainment for children with PP remains low.

Improved progress for disadvantaged children in areas of need who are also recognised as having SEND.

Children's pupil passports demonstrate small steady steps of progress for children with PP and SEND. Further evidence can be seen in the children's books.

To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.

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

To achieve and sustain improved attendance for all pupils particularly our disadvantaged.

Overall attendance for 2021-22 was 94.45% which is in line with national attendance data (95.6%). However, for PP pupils attendance was 91.3 % compared to 95.1% for non PP. Regular monitoring of attendance with the Education welfare officer and actions to support

families with attendance have ensured that school attendance remains good. Further work with the EWO needs to take place to identify the barriers to attendance for some children with PP.

Mid year Review: March 2023

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.

Pupils with a pupil premium and SEND are making expected or better than expected progress access the school (year 1- year 6). For this group, there are 9% of children where we have no baseline data for as they have joined mid year.

% of children with pupil premium and SEND (years 1-6) making better than or expected progress:

Reading: 87% (9% no baseline)

Writing: 74% (9% no baseline)

Maths: 87% (9% no baseline)

Pupil passports are embedded and SENCO support is ensuring children make progress from their individual starting points.

Improved reading outcomes for disadvantaged children in KS1

Disadvantaged children without SEND pass phonics screening at the end of year one. Disadvantaged children retaking phonics screening at the end of year 2 pass.

Currently, in year one, 17% of children with pupil premium and no SEND are on track to pass the phonics screening at the end of the year. Further targeted intervention on a 1:1 basis for the remaining children is in place. 100% of children with a pupil premium and no SEND in year 2 who did not pass their phonics screening in year one are on track to pass this year. Targeted delivery of high quality phonics teaching has ensured progress.

Improved writing attainment among disadvantaged pupils

KS2 writing outcomes for disadvantaged pupils without SEND are inline with national expectations.

40% of children with a pupil premium and no SEND across KS2 are on track to achieve ARE in writing at the end of the academic year. However, 20% of the pupils who are not on track joined the school mid year this academic year. However, 73% of this group of pupils have made expected or better than expected progress over the year. Pupils with a pupil premium continue to have termly targets with a focus on writing- these are regularly monitored to track progress. The tutoring element of pupil premium funding is being used to deliver a block of writing tutoring to improve pupil outcomes in this area.

Improved maths attainment among disadvantaged pupils

KS2 maths outcomes for disadvantaged pupils without SEND are inline with national expectations.

50% of pupils across KS2 with pupil premium and no SEND are working at ARE or above. 20% of the pupils not achieving ARE joined the school mid year this year. 64% of pupils with a pupil premium without SEND have made expected progress in maths. 18% of children with no SEND and a pupil premium have joined the school this year so there is no baseline. The implementation of power maths continues to be embedded across the school.

To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.

High levels of well being demonstrated by:

- *through student/parent voice*
- *increase in enrichment activities, particularly amongst disadvantaged pupils.*

Changes in staff within the academic year has meant that the school has had to pause THRIVE interventions due to no longer having THRIVE trained staff. A member of staff has been recruited to deliver interventions and will undertake the Trauma informed school UK diploma.

To achieve and sustain improved attendance for all pupils particularly our disadvantaged.

The attendance gap between disadvantaged and their non-disadvantaged peers is reduced.

Attendance for pupils with pupil premium is monitored with support in place from the EWO and the FSW. There still remains a a attendance gap between pupils with pupil premium and pupils without:

Year 1: 95% vs 87%- gap of 8%

Year 2: 96%vs 95% - gap of 1%

Year 3: 96% vs 92% - gap of 4%

Year 4: 97% vs 89% - gap of 8%

Year 5: 95% vs 89% - gap of 6 %

Year 6: 95% vs 82% - gap of 13%

Whole school: 95% vs 89%- gap of 6%

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	
Read, Write Inc	