

St Bernadette's Catholic Primary School Pupil premium Strategy Statement 2022-2023

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 Bernadette's
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	42% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sinead Jones
Pupil premium lead	Tom Lambert
Governor / Trustee lead	Jacky Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Pupil premium funding carried forward from previous years	£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	£1,390,969

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

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

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through experienced teachers or TAs and external agencies such as SALT and LSS.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Speech, communication and language needs (oracy)
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Retention of taught skills and knowledge (Metacognition)
4	Wellbeing and Mental Health
5	Attendance and Punctuality

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Improved oracy and vocabulary
Metacognition	Pupils to retain and remember to ensure that sustained progress is made
Attendance	Persistent absence to have 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 £50,344.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced teacher to work with a group of children within the year 5 cohort to support phonics catch up.</i></p> <p>£5,865</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5 cohort and have identified that a group of children require support with gaps in their phonic knowledge.</p>	<p>1, 2</p>

<p><i>Adaptive teaching and precision teaching CPD for all teaching and support staff.</i></p> <p>£384</p>	<p>EEF (potential +5 months gain) Regular, brief sessions, repeated continually throughout the week offering consolidated learning for pupils with additional needs /</p> <p>significant gaps - All staff have received specialist CPD for precision teaching methodology - Precision teaching follows clear plan / structure.</p>	<p>2, 3</p>
<p>EYFS 'Curiosity Approach' toolkit to provide CPD for all Early Years staff to develop engaging provision which will encourage talk and focus on oracy/rich diet of vocabulary.</p> <p>Toolkit- £ 1,796.40 Resources- £500</p>	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>The toolkit is a CPD programme for all EY staff and there are gap tasks to increase subject knowledge following each training session. The EYFS will be assessed for accreditation.</p>	<p>1,2</p>
<p>Makaton CPD for all EYFS and Key Stage 1 staff.</p> <p>£150</p>	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1,2</p>
<p>Tara Loughran Maths CPD on problem solving for teaching staff</p> <p>£400</p>	<p>"Improving quality of teaching [is] almost always supported by high-quality CPD" (EEF GtSSP, p14)</p>	<p>2</p>
<p>Employment of teacher with TLR to work as a Speech, Communication and Language Champion in the EY and Key Stage 1 to help improve outcomes.</p> <p>£41,249</p>	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progres</p>	<p>1,2</p>

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

Budgeted cost: £82,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Speech and Language Therapist 2 days per week to ensure pupils requiring support are identified swiftly so that intervention can take place.</i></p> <p>£21,351</p>	<p>EEF (+6)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Speech Therapist works with children across EYFS, Key Stage 1 and 2 ensuring that a SALT programme is put in place when needs are identified.</p>	<p>1, 2</p>
<p><i>Employment of a teaching assistant to deliver a structured speech, communication and language intervention in Reception and Key Stage 1(Language Link)</i></p> <p>£6535</p> <p>Language Link Resource £850</p>	<p>EEF (+6)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Teaching Assistant employed to deliver Speech and Language follow up work and Language Link intervention to children in EY/Key Stage 1. Intervention screening and programme in place to ensure early identification of SLCN to reduce impact on wider curriculum.</p>	<p>1, 2</p>
<p><i>School Led Tutoring Grant. Small group catch up tuition for English and Maths.</i></p> <p>£12,774</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure</p>	<p>1, 2</p>

	<p>effective progress, or to teach challenging topics or skills.</p> <p>Post Covid we have identified that there are pupils requiring catch up support for Maths and English across the school. We are using the school led tutoring grant to employ a returning tutor for 1.5 days per week.</p>	
<p>Employment of two EYFS Teaching Assistants to provide support for SEND children who need intensive 1:1 support. Including midday supervision.</p> <p>£41,182</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2

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

Budgeted cost: £9,464.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance officer appointed to work with vulnerable families and improve parental engagement.</i></p> <p><i>Attendance Officer appointed to analyse attendance and contact low attenders.</i></p> <p><i>Attendance officer to</i></p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills • general approaches which encourage parents to support 	5

<p><i>complete First Day Call and support families to raise attendance / punctuality and to support wellbeing of pupils.</i></p> <p>£21,758.80 Attendance Incentives £500</p>	<p>their children with, for example reading or homework;</p> <ul style="list-style-type: none"> • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	
<p><i>Wellbeing TA to deliver ELSA for pupils requiring wellbeing support-1.5 hours per week.</i></p> <p>£1,073</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	4
<p><i>Wellbeing gardening group- 2 hours per week</i></p> <p>£1,307</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	4
<p><i>Breakfast Club and snack for our LAC children.</i></p> <p>£1,520</p>	<p>Children are arriving at school more alert and awake to start the school day. Enables the carer of the children to get to work and supports family wellbeing.</p>	4
<p><i>School Trips for LAC children.</i></p> <p>£200</p>	<p>Enables LAC children to attend educational visits and trips to enhance the curriculum.</p>	1,2,4
<p><i>Wellbeing school trip transport cost.</i></p> <p>£120</p>	<p>Enables school to take our most disadvantaged pupils to educational visits to support their wellbeing.</p>	1,2,4

<p><i>Yoga sessions delivered to children with physical, social and emotional needs.</i></p> <p>£546</p>	<p>EEF (+2)</p> <p>Support physical development (motor skills) and allows a quiet, calm time for the children involved.</p>	4
<p><i>Afterschool Fitness and Wellbeing Club</i></p> <p>£504</p>	<p>EEF (+2)</p> <p>Support physical development (motor skills)</p>	4
<p>TA employed to provide medical support for a child in Reception.</p> <p>£880</p>	<p>Child in Reception requires 1:1 support for tube feeding daily. This support enables the child to be supported and back into the classroom quickly for learning.</p>	4
<p>Magic Man to deliver wellbeing magic lessons to increase confidence of a group of Key Stage 2 children.</p> <p>£1,634</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	4
<p>Music wellbeing sessions for individual pupils in Key Stage 2.</p> <p>£1,680</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	4

Total budgeted cost: £142,500,40 (overspend of £38,625,40)

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.

The challenges faced in the year 2021-2022 still remain the key challenges that we face as a school. The challenges identified will continue into the 2022-2023 Pupil Premium Strategy. Below is an overview of some of the attainment headlines for disadvantaged children at St Bernadette's. The impact of COVID and the disruption that occurred is still prevalent and is evident in children's wellbeing and mental health as well as academic gaps in learning. Leaders and teachers are aware of these gaps and challenges and these have formed the School Development Plan and are a focus at pupil progress meetings.

A report on the impact of attendance for 2021-22 is available on request.

Early Years Foundation Stage

- Communication and Language % of disadvantaged achieving the ELG nationally was 69% and school disadvantaged was 55.6% (just over 10% difference).
- Understanding the World % of disadvantaged achieving the ELG nationally was 68% and school disadvantaged was 66.7% (less than 2% difference).
- Literacy % of disadvantaged achieving the ELG at LA was 47.2% and school disadvantaged was 33.3% (just over 13% difference).
- Maths % of disadvantaged achieving the ELG at LA was 59.1% and school disadvantaged was 44.4% (just under 15% difference).

Year 1 Phonics Check

- 88.9% disadvantaged passed the screening check, 67.7% disadvantaged nationally passed the screening check. (+21.2% above national disadvantaged)
- Higher than LA disadvantaged (59.5%) +29.4% above LA disadvantaged.

Key Stage 1

- **Reading-** 51.8% EXP disadvantaged nationally and 41.7% EXP disadvantaged school (just over 10% difference)

- **Writing-** 41.4% EXP disadvantaged nationally and 25% EXP disadvantaged school (just over 16% difference)
- **Maths-** 52.2% EXP disadvantaged nationally and 50% EXP disadvantaged school (just over 2% difference). Disadvantaged GDS was 8.3% which is above national disadvantaged 6.9%.

Key Stage 2

- **Reading-** 62.5% EXP disadvantaged nationally and 30.8% EXP disadvantaged school
- **Writing-** 55.7% EXP disadvantaged nationally and 30.8% EXP disadvantaged school
- **Maths-**56.6% EXP disadvantaged nationally and 38.5% EXP disadvantaged school. 15.4% of disadvantaged achieved higher standard in Maths compared to 11.8% national disadvantaged higher standard.
- **GPS-**58.9% EXP disadvantaged nationally and 46.2% EXP disadvantaged school (just under 13% difference)