

# Pupil Premium Strategy Statement

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 Robert Southwell Catholic Primary School
Number of pupils in school	414
Proportion (%) of Pupil Premium eligible pupils	10%
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Honor Beck
Pupil Premium lead	Kara Joseph
Governor / Trustee lead	Michelle Rattigan

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£55,145
Recovery Premium funding allocation this academic year	£5,365
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	£60,510

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

The Pupil Premium Grant is used to provide additional educational support in order to improve the progress and to raise the standard of achievement for eligible pupils. High quality teaching and targeted support are at the heart of our approach to support disadvantaged pupils. The funding issued is used to narrow and close the gap between the achievement of these pupils and their peers. Where necessary, and where the power allows us to, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium funding and others. This will vary, depending on the individual circumstances and needs of the child. We monitor the impact of our strategy by reviewing pupil outcomes at least termly.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning
2	Additional needs – multiple vulnerabilities including SEND, mental health and individual family circumstances
3	Social/emotional needs – increased anxiety
4	Parental engagement
5	Poor attendance

## 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
Closing the gap and the recovery curriculum post school opening after Covid-19 school closure	Literacy & Maths booster groups in place Curriculum adapted to cover concepts that have been assessed as areas that need addressing.  Children will be back on track and attainment will be at least in line with

	national averages at the end of each Key Stage.
Increased reading comprehension attainment	Daily reading intervention Increased library opening hours Children enjoy reading for pleasure Hold parent reading information sessions Children access Reading Eggs regularly
Year 2 phonics attainment in line with national, or above	Phonics intervention groups in place and well attended
Children can quickly recall times tables and number facts	Maths meetings take place in each year group at least twice a week Teachers monitor children's use and progress on Time Tables Rockstars
Children have social and emotional needs met	School counsellor additional day, more available sessions with pastoral support assistant Wizard theatre – drama therapy sessions take place Financial support for trips, residential journeys, before/after school clubs

## 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: £35,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional part-time teachers for maths and English in KS2	EEF Rationale - 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.' EEF key findings 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.'	1, 2 & 3

Staff subscription to National College webinars	EEF key findings 'Professional development can be used to develop a metal model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.'  'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'	2, 3 & 4
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before-school intervention booster groups	EEF Rationale 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'  EEF key findings 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended provision.'	1, 2 & 3
Year 2 phonics intervention	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	1, 2 & 3

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

Budgeted cost: £11,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support/counselling	EEF key findings 'Being able to effectively manage emotions will be beneficial to children and young people	4

	<p>even if it does not translate to reading or maths scores...The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils...'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'</p>	
<p>Breakfast, after-school and curriculum club subsidy</p>	<p>EEF key findings 'Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower and the impact of different interventions can vary a great deal. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.'</p>	<p>4 &amp; 5</p>
<p>Drama therapy</p>	<p>EEF key findings 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary. '</p>	<p>4</p>

**Total budgeted cost: £60,510**

## 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.

#### EYFS

There were three pupils in receipt of the Pupil Premium Grant in Reception 2020-21. All three pupils achieved GLD.

#### KS1

In July 2022 all Year 1 pupils completed a statutory phonics screening check

<b>Phonics-year 1- Summer  (6 PP pupils)</b>	<b>Pupil Premium 2022</b>	<b>School 2022</b>	<b>National All (2022)</b>
<b>Achieved required standard in phonics</b>	83% (5)	81%	76%

In Autumn term 2021, all Year 2 pupils took a statutory phonics check.

<b>Phonics-year 2- Autumn  (8 PP pupils)</b>	<b>Pupil Premium 2021</b>	<b>School 2022</b>	<b>National All (2021)</b>
<b>Achieved required standard in phonics</b>	63% (5)	95%	tbc

Year 2 pupils that did not meet the standard of the check in Autumn 2021, completed another phonics check in July 2022.

<b>Phonics-year 2-Summer (8 PP pupils)</b>	<b>Pupil Premium 2022</b>	<b>School 2022</b>	<b>National All (2022)</b>
<b>Achieved required standard in phonics</b>	88% (7)	98%	tbc

### **End of KS1**

<b>End of KS1 (8 PP pupils) pupils at the expected standard</b>	<b>Pupil Premium 2022</b>	<b>School 2022</b>	<b>National All (2022)</b>
<b>Reading</b>	50% (4)	76%	67%
<b>Writing</b>	38% (3)	71%	58%
<b>Maths</b>	50% (4)	76%	68%
<b>RWM</b>	38% (3)	71%	54%

## End of KS2

End of KS2 (5 PP pupils) pupils at the expected standard	Pupil Premium 2022	School 2022	National All (2022)
Reading	100% (5)	90%	74%
Writing	100% (5)	86%	69%
Maths	100% (5)	95%	71%
RWM	100% (5)	83%	59%

End of KS2 (5 PP pupils) pupils at greater depth standard	Pupil Premium 2022	School 2022	National All (2022)
Reading	80% (4)	47%	28%
Writing	100% (5)	22%	13%
Maths	100% (5)	47%	22%
RWM	80% (4)	15%	7%

Our assessments and observations indicate that pupil's behaviour, well-being and mental health have been impacted due to COVID-19 related issues. We plan to use Pupil Premium funding to support well-being of pupils with additional counselling hours.

## 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
Reading Eggs	Reading Eggs