

# St Patrick's Catholic Primary School Pupil Premium Strategy Statement 2021/22

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 Patrick's Catholic Primary, Dipton
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	17.07%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021~2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jill Burgess
Pupil premium lead	Louise Gardner
Governor lead	Tom Lawrence

## Funding overview

Detail	Amount (21-22)
Pupil premium funding allocation this academic year	£ 37,660
Recovery premium funding allocation this academic year	£ 4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 46,032</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Patrick's we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Promoting high rates of attendance and punctuality
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

## Challenges

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

Challenge number	Detail of challenge
1	Over a third of our Pupil Premium children experience difficulties with reading and are below age-related expectations. The challenges present in different aspects generally relating to phonics or comprehension.
2	Internal baselines previously highlighted that communication and language was an area of difficulty for our children entering EYFS. The new EYFS framework places a large emphasis on learning new vocabulary and using it. Therefore, communication and language remains a priority regardless.
3	Pupil Premium pupils are not always meeting age related expectations in maths.
4	Low attendance and punctuality rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
5	Pupils experience difficulties in the classroom due to emotional issues. This has an impact academically as well as with friendship groups. Children need to develop resilience and independence.
6	Due to high quality teaching and additional interventions, sometimes after school, pupils have achieved a good standard of phonics at the end of Y1 measured by the pass rate. This needs to be maintained.

7	Less engagement by parents/carers in supporting children to read at home and complete homework tasks.
8	A number of our LAC/Post LAC/Special Guardianship children experience particular emotional challenges. This can have a wider impact within the family.

## 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
Ensure that school has a robust and consistent use of the approach to reading and phonics in light of the new DfE guidelines. Pupils eligible for Pupil Premium in Y1-Y6 make rapid progress in reading.	A higher proportion of Pupil Premium pupils achieve age related expectations in reading.
Pupils eligible for pupil premium in EYFS make rapid progress in all areas to meet national expectations.	A high proportion of pupil premium children meet a good level of development.
Pupils eligible for pupil premium in Y1-Y6 make good progress in maths.	A higher proportion of pupil premium pupils achieve age related expectations in maths.
Pupil premium pupils attending school sessions in line with our school target.	Pupils do not need to be part of catch up sessions as they are attending the main lesson.
Provide children with regular opportunities to speak with a counsellor/teacher during 1:1 sessions.	Pupils are engaged and ready to work. Positive relationships formed with peers.
High % of pupil premium children meeting the expected standard in phonics is maintained.	Pupils achieve well in Y1 phonics test. Monitoring shows increased reading at home which in turn will have a positive impact on pupil progress.
Increase engagement with parents to support home learning especially with reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.

<p>Provide a nurture family group for parents/carers of LAC/Post LAC/ Special Guardianship children.</p>	<p>Parents/carers feel supported in a confidential environment.</p>
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## 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: £ 32,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement new DfE guidelines in relation to reading. A consistent approach to reading and phonics across the school. Staff sessions to be led by English co-ordinator.</p> <p>2x reading comprehension lessons each week of high-quality teaching</p> <p>TA's access Project X training x 5 hours</p> <p>Teacher training x 2 hours</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>EEF Toolkit: Phonics-additional 4-month progress.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>EEF Toolkit Reading-additional 6 months.</p>	<p>1, 6, 7</p>
<p>Implement Nuffield Early Language Intervention with all EYFS children across the year assisted by TA in class</p> <p>TA and Teacher trained in NELI</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p>	<p>2</p>

	<b>EEF toolkit: Communication and language approaches - additional 6 months progress</b> <b>NELI - additional 6 months progress.</b>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to deliver daily catch up reading sessions.	In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three- and six-months additional progress <b>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</b>	1
A teacher familiar to our school will be tasked to provide tuition for 2 days per week.  (School Led Tutoring Grant to pay 75% of costs)  Monitoring by DHT of Pupil premium children accessing intervention groups as well as monitoring of pupil premium children experiencing whole class teaching	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. <b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b>	3
Targeted parental engagement by DHT of those not engaging in	There is some evidence that personalised messages can increase parental engagement in their child's learning. Parental engagement strategies are typically more effective in younger	7

home reading/homework	children. Consideration has to be given how to maintain flexible parental communication as they get older. EET Toolkit-Parental engagement additional 4 months progress.	
Nurture family parents/carers group (LAC/Post LAC/Special Guardianship) to be set up with regular meetings	EET Toolkit-Parental engagement additional 4 months progress.	7,8

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

Budgeted cost: £825

Activity	Evidence that supports this approach	Challenge number(s) addressed
One of our teachers to be employed as a 1-1 emotional wellbeing support To complete mental health first aid training	Interactions that tend to focus on improving social interaction tend to be more successful (+6 months) than those focusing on academic achievements  <b>EEF Teaching and Learning Toolkit: Social and Emotional Learning - additional 6 months progress</b>	5, 8
Continue to employ an attendance officer to support the school secretary to monitor and implement strategies to improve attendance.	Attendance officer has had a positive impact on maintaining school's attendance target. Parental engagement has a positive impact on average of 4 months' additional progress. <b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b>	4

**Total budgeted cost: £ 46,032**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

#### **A Attainment and progress**

Emotional wellbeing

Counselling sessions have taken place with one of our teachers. She saw 5 pupils, 3 of whom are Pupil Premium. Positive strategies have been taught to one pupil who has had behavioural difficulties. Class teacher has reported these being used effectively in class situations.

Staff counsellor shares information with parents from sessions as appropriate.

Pupils have shared information regarding their past as well as difficulties they were having with home relationships. Parents and pupils have both benefitted from this opportunity to talk and, as a result of our member of staff liaising between home and school, positive results have been evident with children's behaviour improving in school.

Pupils make good progress from starting points in terms of % achieving a good level of development.

4 out of 6 PP children achieved GLD at the end of Reception.

Lots of intervention put in place during school as well as liaising with parents regarding issues needed to address. Specific packs were sent home for parents to work with their child.

Out of the 2 children who did not achieve GLD 1 child has specific Special Educational Needs.

Positive progress evident in reading and writing as Talk 4 Writing strategies become more firmly embedded in the planning, delivery and monitoring of writing throughout school

3 pupils in Y1 received daily Reading Recovery interventions. 2 of these children are pupil premium.

Both children achieved high scores of 110+ in the summer PIRA reading test.

**PIRA reading assessment update:**

Results for PP pupils who scored in line with year group expectations (taking a standard score range of 95-110):

Y1-100% (4/4)

Y2-86% (6/7)

Y3-66% (2/3)

Y4-60% (3/5)

Y5-0 (0/3)

Y6-60% (3/5)

Maths-using yearly learning objectives monitor progress for PP pupils from starting points of previous data as well as expected attainment

Monitor to check children are on a positive trajectory and put interventions in place as appropriate

**PUMA maths assessment update:**

Those PP pupils who scored in line with year group expectations (taking a standard score range of 95-110):

Y1-50% (2/4)

Y2-71% (5/7)

Y3-33% (2/3)

Y4-20% (1/5)

Y5- (0/3)

Y6-60% (3/5)

**B. Increased parental engagement for all PP children**

Ensure focus on reading and core skills;

Meet the teacher meetings held virtually for all parents to attend with the opportunity to speak directly to the teacher and ask questions;

Where concerns were raised regarding individual pupils arriving late to school phone calls were made home and advice shared with parents;

Recording of reading continued through Purple Mash;

Parents contacted via text message where children were not reading 3x per week at home;

Reading raffle continued via Teams to encourage regular reading.

**C. Continue to give highest priority to attendance - overall target - 97%**

32% of pupil premium pupils have attended school during the January-March lockdown.

*From 8<sup>th</sup> March-Attendance*

	<i>Non PP</i>	<i>PP</i>
<i>R</i>	<i>97.8</i>	<i>95.2</i>
<i>Y1</i>	<i>99.2</i>	<i>97.6</i>
<i>Y2</i>	<i>99</i>	<i>98.9</i>
<i>Y3</i>	<i>99.5</i>	<i>97.6</i>
<i>Y4</i>	<i>98.8</i>	<i>96.7</i>
<i>Y5</i>	<i>96.2</i>	<i>87.5*</i>
<i>Y6</i>	<i>97.1</i>	<i>98.9</i>

*\*One child has moved which has impacted on this figure.*

## 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*

<b>Programme</b>	<b>Provider</b>

## Further information

Pupil premium lead will meet termly with governors to evaluate the strategy and evaluate established progress towards desired outcomes.