

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2021 to 2022 academic year 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 John's Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Janice Babb, Headteacher
Pupil premium lead	Emily Phipps, Deputy Headteacher
Governor / Trustee lead	Jane McManus

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,030
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	£108,030

## 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.

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 approach is responsive to common challenges and individual needs, evidenced by diagnostic assessment. 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
- 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	Less experience of pre-school settings resulting in lower attainment on entry – oracy skills, ability to focus and manage emotions
2	Reduced access to books, toys and other resources which support early learning and development as well as devices, wifi, paper, pens, pencils, reading books
3	Gaps in prior learning
4	Able and more able pupils achieving potential
5	Housing challenges which can have very significant negative impact on children, including tiredness, personal hygiene, hunger, fear and anxiety
6	Children may have had less opportunity to travel outside of the immediate area or to access a wide range of opportunities and experiences (lack of cultural capital)
7	Different values in the home where education is not seen as a priority and attendance is impacted as a result

## 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 oracy and language skills and promote vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. ongoing formative assessment particularly for those pupils in EYFS and Y1
Improved phonics acquisition both for segmenting and blending	Phonics outcomes to be 80%+ at end of Year 1 Phonics outcomes to be 90%+ at end of Year 2
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 outcomes in July 2023 in reading to show that 80% of disadvantaged pupils met the expected standard and most able reach national figures
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in July 2023 in writing to show that 80% of disadvantaged pupils met the expected standard and most able reach national figures
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in July 2023 in maths to show that 80% of disadvantaged pupils met the expected standard and most able reach national figures
Planned curriculum experiences include visits to places of interest such as museums, art galleries and exhibitions.	Pupils to experience at least 6 educational visits each year mapped to areas of the curriculum.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for all pupils to be 97%
To ensure all children have access to resources to support 'home' learning.	Participation in enrichment activities including residential school journey and after-school activity clubs are equal to those who are non-disadvantaged

## 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

Budgeted cost: **£48,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher at upper key stage 2 targeting those disadvantaged children to reach ARE+	Previous years' outcomes.	3, 4
Purchase of a validated phonics programme for teaching for all pupils Reception to Year 3.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	3,4

### Targeted academic support

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff to support intervention programmes in speaking and listening	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered following the advice of the local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2,4
Increased provision of learning support staff – with focus on the reading for meaning and extending vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	2,3,4

## Wider strategies

Budgeted cost: **£17,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance scrutiny by administrative staff and robust follow up.	Both targeted interventions and universal approaches can have positive overall effects as found by previous	7
To subsidise the cost of the enrichment activities the school provides: educational visits after-school activity clubs residential school journey	Previous years' outcomes	5,6
Contingency fund for supporting additional resources for home and in-school learning for disadvantaged pupils	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

**Total budgeted cost: £108,300**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year of 2019 when there were last statutory assessments. Internal assessments for 2021/22 evidences a significant return towards 2019 levels.

There remains gaps in learning which have still to be addressed. These remain due to the legacy of Covid-19 disruption. All subjects have been impacted to some extent. As evidenced in schools across the country, even the minimal school disruption with staff absence at St James the Great was most detrimental to our disadvantaged pupils, and they were not able to benefit from all the pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, and wherever possible remain open to families who needed us to remain a constant in their children's lives, particularly those who are living in emergency housing, small flats and apartments.

The outcomes for the disadvantaged children at the end of KS2 is skewed by the fact that three of the thirteen children who were eligible for pupil premium had Educational Health Care Plans and if these children were removed from the data set then 100% of children reached ARE+ in reading and maths and 90% did so in writing.