

## **ST CATHERINE'S CATHOLIC PRIMARY SCHOOL**

### **Pupil premium strategy statement**

#### **Expenditure evaluation**

##### **Strategy plan**

**"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

#### **Principles**

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

## 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 Catherine's Catholic Primary School Bridport |
| Number of pupils in school  | 118   |
| Proportion (%) of pupil premium eligible pupils   | 23 pupils (19%)                                 |
| 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   | 30/9/223  |
| Date on which it will be reviewed   | February 24                                     |
| Statement authorised by   | Charlotte Targett                               |
| Pupil premium lead  | Paula Fearn                                     |
| Governor / Trustee lead   | Teresa Sturtivant                               |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 25,560 |
| Recovery premium funding allocation this academic year  | £ 2,755  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £28,315  |

## Part A: Pupil premium strategy plan

### Statement of intent

#### St Catherine's Primary School

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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

**Long term objectives in the implementation of the school PP Strategy**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected rates in attendance (95%) in order to reach Age Related Expectation at the end of Year 6.
- To provide an enriched curricula experience to all PP pupils ensuring that PP attend all trips and residential by supporting 50% of payment.
- To ensure that the impact of partial school closures which have been found to have impacted disadvantaged pupils the most are mitigated.

**The school has the following objectives in the implementation of the current strategy plan 2023-24.**

- PP pupils in EYFS and Year 1 to make better than expected progress in reading and writing.
- PP pupils in KS1 and PP pupils in KS 2 secure good phonic skills reaching the required phonic standard.
- PP pupils to achieve the expected standard at least in line with non PP pupils in reading, writing and maths. (Combined Score.)
- PP pupils to achieve the expected standard at least in line with non PP pupils in writing
- Attendance for PP pupils will be in line or better than the national with the whole school average of 95%

**This will be achieved through:**

- Quality teaching for all : The Write Stuff, Plymouth Oracy project, Read Write Inc teaching, Guided reading, Staff CPD in teaching and learning
- Targeted Support: Handwriting skills, NELI Language Intervention, Daily Streamed phonics, Fresh Start phonic intervention, Breakfast Club for target pupils, Reading Catch-up, Pupil teacher conferencing in writing.
- Wider Strategies : Forest Schools lunchtime and after school club, parental engagement teaching reading and phonics,, peer to peer coaching for teachers to improve teaching and learning and outcomes for PP pupils in writing. School funding 50% of school residentials from Year 3 to Year 6.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts speaking, listening, reading and writing attainment.   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3                | Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (8/19 pupils not on track.)  |
| 4                | Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (7/19 PP pupils not on track)  |
| 5                | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.<br>5/16-31% of disadvantaged pupils have been 'persistently absent' compared to 11/16 68% of their Non-PP peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. (16/118 Persistent absentee pupil numbers 13%)   |
| 6                | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to increased levels of anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. (PP pupils identified by self, staff or family as experiencing anxiety 14/19)<br>Teacher referrals for support have markedly increased (14 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 of whom are disadvantaged) receiving small group interventions. |

## 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 oral language skills and vocabulary among disadvantaged pupils.<br><br>(whole school project Yr 2 of 2 – CAST Oracy programme) | Assessments and observations indicate significantly im-proved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

|  |   |
|--|---|
| Improved reading attainment among disadvantaged pupils.  | KS1 outcomes in 2022/23 show that 1/3 33% reached ARE in reading.<br>KS2 reading outcomes in 2022/23 show that 40% 2/5 reached are  |
| Improved phonic attainment among disadvantaged pupils.   | KS1 phonics saw 100% pass rate 2/2 children   |
| Improved writing attainment among disadvantaged pupils.  | KS1 writing outcomes in 2022/23 saw 33% working at GDS and 2 children working towards ARE 66%   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.          | Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022-2023** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,600

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i>   | 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:<br>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF | 1.2.3,4                       |
| <i>Teaching and learning Staff coaching and mentoring programme-Foci in adaptive and inclusive practise, questioning, quality of instruction in all lessons</i>   | Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.<br><br>Conferencing and Metacognition interventions show good to moderate impact on pupil outcomes (EEF +4-7mths progress)  | 1,2,3,4                       |
| <b>RWINC INTERVENTION</b><br>- Staff training on Fresh Start led by RWinc Coach<br>- Daily for all KS 1 pupils and keep up for 6 KS1 PP<br>- PHONICS Intervention Fresh Start for Yr2 and KS 2 pupils and PP pupils. Daily.<br>- RWINC support and monitoring resources from expert lead. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics   Toolkit Strand   Education Endowment Foundation   EEF                                     | 2, 3, 4                       |

|   |  |                |
|---|--|----------------|
| <p>Purchase of standardized diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>CPD from specialist teachers for use of diagnostic assessment tools to deliver improved targeted teaching.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>1,2,3,4</p> |
|---|--|----------------|

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

Budgeted cost: £ 10,800

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <p><b>INTERVENTIONS</b></p> <p><i>Phonics RWinC</i></p> <p><i>Phonics Fresh Start</i></p> <p><i>Reading Catch up</i></p> <p><i>TA support to deliver interventions.</i></p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> | <p>2,3,4</p>                         |
| <p><i>Conferencing sessions with PP pupils weekly in writing and then across the curriculum.</i></p>  | <p>Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.</p> <p>Conferencing and Metacognition interventions show good to moderate impact on pupil outcomes (EEF +4-7mths progress)</p>  | <p>1,2,3,4</p>                       |
| <p><i>1:1 teacher led tutoring</i></p>  | <p>EEF evidence shows high impact of 5+mths for moderate cost</p> <p>EEF teaching and learning toolkit one to one tuition.</p>   | <p>1,2,3,4,5,6</p>                   |



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

Budgeted cost: £ 8055

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Targeted PP and disadvantaged pupils invited to Breakfast club to support attendance, punctuality and emotional well-being.</i>  | <i>EEF is still evaluating all evidence upon the impact of Breakfast Clubs, however the revised EEF reports positive impact upon KS 1 pupil attainment. The full impact of Breakfast Club on SEMH outcomes.</i> | 5,6                           |
| <i>Provision for all PP pupils to attend all school and enrichment trips and residential provision from EYFS to Yr6 supported by school funding 50% and parents contributing 50% where possible</i> | EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.   | 5,6                           |
| <i>Lunchtime and after school Forest school club priority will be given to PP pupils with good levels of attendance.</i>  | EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.   | 5, 6                          |
| <i>Parent learning workshops to develop parental confidence I supporting reading and phonics</i>  | Parental engagement shows moderate impact of +4 mths for very low cost.<br><br>EEF Teaching tool kit parental engagement.   | 2,3,4,5,6                     |
| <i>Implementation of peer to peer coaching model to improve teaching and learning and pace in lessons<br/><br/>Focus upon outcomes for PP pupils in coaching planning.</i>                          | Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.   | 3, 4                          |

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### **Review: 2020-2021**

*Due to COVID-19, performance measures have not been published for 2020 to 2021. School evaluations indicate that during this period of review PP and disadvantaged pupil made average progress in reading and maths. 13/19 PP pupils achieved ARE in reading with no PP pupil achieving GD. In maths 12/19 PP pupil achieved ARE in maths with no PP pupil achieving GD. PP writing attainment and progress was 7/19 PP pupils achieving ARE, indicating that PP pupils writing performance was below that of non-PP peers. This concern for writing performance informed strategy decisions for the next PP strategy.*

*Other strategy outcomes to improve attendance in this period were impacted by Lockdown and COVID absence. Attendance for this vulnerable group did not improve with 7/19 of the PP pupils attendance below 90%.*

#### **Review: 2021-2022**

*In this period of review attainment in Reading for PP pupils improved with 13/19 reaching ARE and 16% GD. This indicates the impact of the whole school strategies to improve reading attainment. Progress also improved with 3 pupils with multiple vulnerabilities including EHCP complex needs and attendance issues moved from being well below in reading to below. In writing PP pupils also improved with 11/19 pupils achieving ARE, indicating the positive impact of whole school writing improvements and the specific focus upon PP pupils in writing using the peer coaching method. In maths 13/19 PP pupils achieved ARE which indicates sustained improvement for PP pupils and improvements for a further 3 pupils with multiple vulnerabilities progressing from well below to below in maths.*

*Strategy outcomes for improving attendance also had impact, despite continued challenges presented by COVID and pupil absence. 5/19 pupils have attendance below 90%. This is an improving picture but continues to be a focus for the PP strategy.*

#### **Review: 2022 – 23**

**During this Academic year we saw 68% pupils in receipt of PP achieve ARE with an increase to 20% GDS. This shows further improvements in the strategies used to support pupils in reading and phonics (100%) passed the screening in June 2023.**

**Writing 44 % children in receipt of PP achieved ARE with 12% achieving GDS.**

**Next steps are to ensure additional for pupils with SEMH and SEND needs to ensure they reach age related expectations.**

Attendance for the whole school was 94.6% with 92.6%. 23-24 we will work to support individual families to improve attendance at school through TAF meetings and liaising with the Dorset attendance team.

## 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                  |
|------------------------|---------------------------|
| Forest School          | Outdoor Primary Education |
| The Write Stuff        | Jane Considine.           |
| Read Write Inc Phonics | Read Write Inc.           |

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |