

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 Swithun's Catholic Primary School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	83 children – 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Jennifer Verhiest
Pupil premium lead	Matthew Dunn
Governor / Trustee lead	Kate Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,870
Recovery premium funding allocation this academic year	£9425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£111295

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, regardless of background have access to an excellent education and bespoke pastoral care to ensure that they leave St Swithun's having achieved their full potential.

Our ultimate objectives for disadvantaged pupils are:

- To deliver good or better learning for all pupils
- To eradicate the attainment gap between the school's disadvantaged pupils and others nationally
- To ensure disadvantaged children have access to a broad and balanced curriculum and develop their own cultural capital that all children should experience
- To ensure our disadvantaged children receive the pastoral and emotional support they require so they become happy, resilient and confident

Challenges

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

Challenge number	Detail of challenge
1	<i>To ensure the school responds positively to the negative impact of COVID and partial lockdown of schools on the children's levels for Reading, Writing and Maths.</i> Covid-19 meant that gaps in knowledge have formed and these continue to have impact in certain year groups, and increased level of knowledge retention is required; there is also variance in effective completion of home learning.
2	<i>To improve children's engagement and enjoyment of reading.</i> Many disadvantaged children lack the reading experiences and levels of enjoyment to help them achieve Greater Depth Standard (GDS) in Writing. Children's fluency in Reading is poor due to lack of reading materials at home and low parental support in this area.
3	<i>To develop greater levels of self-esteem and confidence.</i> Poor self-esteem can lead to behaviour issues and low-level disruption as well as a poor attitude towards their learning.

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
Raised attainment in Reading, Writing, Maths and Phonics	Difference is diminished within school and levels are in line with national outcomes for disadvantaged.
Ensure children are building their fluency in Reading so that they have a good understanding of the texts they read, allowing them to access information more easily in other areas of the curriculum.	Children's fluency will improve (as evidenced in teacher fluency assessment). Children's attainment in other subjects will improve.
Ensure children are provided with challenging texts, which provide them with rich vocabulary and high quality examples, which they can use in their own writing.	The percentage of disadvantaged children achieving GDS in writing improves.
Increased levels of self-esteem, confidence and improvement in Learning Behaviours is seen.	For the vast majority of disadvantaged pupils these levels are increased during the school year and this is noted by teachers and visible in their work.

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: £33, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by: <ul style="list-style-type: none"> Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. Staff development and quality CPD 	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.	1, 2, 3
Feedback given to children will be high quality and acted upon by learners: <ul style="list-style-type: none"> Training for teachers in use of feedback Updated feedback policy Understanding next steps in learning DIRT time provided to address errors and close the feedback cycle 	Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3
<ul style="list-style-type: none"> New data management system in place which will ensure PP pupils are effectively tracked and monitored 	The school has changed its assessment system to Sonar which will enable closer tracking of attainment and progress. This will also enable us to target interventions more thoroughly based on high quality assessment.	

Implementation of Destination Reader course. <ul style="list-style-type: none"> • Implementation of action plan • Training school staff • Development of resources 	EEF toolkit shows Reading comprehension strategies are high impact on average (+6 months).	2
High quality texts in class used in guided reading, across the curriculum and in our library. Redesign library so is more accessible for children	The Centre for Literacy in Primary Education states that ‘the use of high-quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’	2
To develop the PSHE offer to ensure children have an improved and carefully structured curriculum	Teaching and Learning Toolkit – Metacognition Teaching and Learning Toolkit - Social and Emotional Learning Implement Jigsaw (or similar) PSHE programme across the school	1, 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group and individual tuition led by class teachers and focussed on individual/group needs	Teaching and Learning Toolkit EEF Small Group Tuition	1, 2, 3
TA interventions to take place focusing on misconceptions in lessons. These are either Pre-Teaching or Mopping up sessions.	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.	1, 2, 3
Pupil Conferencing with focus children to ensure clear next steps and targets as well as celebrating success	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition	1
Pupil Progress: <ul style="list-style-type: none"> • Termly meetings with HT • Teachers are more aware of who their PP pupils are and can target accordingly through questioning or additional intervention. • Weekly RAG sheets for children at risk • Half termly meetings with HLTA Inclusion to monitor RAG pupils • Termly reviews of outcome plans and RAG sheets 	EEF Guidance Report: Special Educational Needs in mainstream schools Click here Making best use of Teaching Assistants Click here	1

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop Growth Mindset culture to improve motivation and attitude towards learning.	EEF Guidance Report: Metacognition and self-regulated learning - Click here	1, 3
To provide emotional, pastoral and positive well-being support. ELSA support for individuals and groups as identified by class teachers as well as opportunity for self-referral by children.	Social and emotional interventions have a positive impact on average of 4 months progress over an academic year – according to the EEF Elsa Supervision	3
To be able to subsidise trips, clubs, uniform and other necessities.	Based on school experience, there is a need to set aside funding to support children in a crisis or at short notice with necessary uniform, equipment or trip costs to avoid them missing out or feeling different.	3
To develop a strong wellbeing curriculum and culture of positive mental wellbeing	Teaching and Learning Toolkit - Social and Emotional Learning. Implement My Happy Mind programme	3

Total budgeted cost: £ 111,000

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils is lower than expected in key areas of the curriculum and therefore our aims for these pupils were not fully realised. In Early Years, 80% of PP pupils achieved GLD compared to 84% non-PP. In phonics, 69% of pupils achieved the required level compared with 71% non-PP.

The gap is still visible and our continued assessment of the reasons for these outcomes are primarily due to the impact of COVID and the disruption this caused to their education, this has been a pattern that has been reflected across the country. This continued impact has been particularly noticed within year 2 (current year 3) and a long-term plan has begun to address this. Teacher focus groups proved to be a success and did help close the attainment gap for some pupils and pupil conferencing will continue next academic year.

The Happy Mind programme was trialled in all year groups and proved to be successful. As a result, this will continue next year as part of our MHWB work.

The Pupil Premium Lead and Leadership Team monitored the progress, engagement and wellbeing of disadvantaged pupils during throughout 2021-2022. This will continue to be a focus next academic year and the implementation of a new data system will support this and enable the gap to be closed and the pupils to be given more opportunities as required.

Elsa continues to be a vital role within the school and as such has evolved into Family Support. Children and families are offered help and support as needed. Uniform and trips were subsidised as required and as a result of identification through our ELSA work.

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

Service pupil premium funding (optional)

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?	ELSA time was made available to service children
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Ongoing Pupil Premium Strategies employed by the school:

Strategy	Intended Outcome	How this will address barriers to learning	How the school will measure the impact
Senior leader as Pupil Premium Lead	The gap between pupil premium children and others will close	By tracking progress and attainment and ensuring early intervention when needed. By understanding, the needs of every child to better address them.	Data Pupil progress meeting Pupil conferencing
Extra-curricular activities	All pupil premium children will benefit from extra-curricular activities for enjoyment and whole child development	Nurturing a sense of achievement, self motivation, and setting challenges.	Club attendance data Pupil conferencing Staff feedback
Additional specialist interventions	All pupil premium children are able to fully access the curriculum and make all needs are met	Address specific learning barriers to close gaps Develop positive relationships with adults in school Understand the importance of setting targets to achieve	Data from interventions Pupil conferencing