

Pupil premium strategy statement – St Swithun’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jenny Verhiest
Pupil premium leads	Matthew Dunn and Sarah Haynes
Governor / Trustee lead	Kate Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105600
Recovery premium funding allocation this academic year	£15799
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£121399

Part A: Pupil premium strategy plan

Statement of intent

At St Swithun's, we have high ambition of achievement for all pupils, irrespective of their backgrounds. We aim to use evidence-based approaches to target the needs of both disadvantaged and non-disadvantaged pupils. We know that if we provide high quality teaching, all groups of pupils including those that are disadvantaged will be successful.

Our key priorities at St Swithun's are to ensure that effective teaching is consistent in the drive to improve our outcomes. Our aim is to use our funding, following a three-tier approach to firstly ensuring high quality teaching is consistently delivered, secondly to target academic support through small group and additional interventions and lastly by making use of wider strategies to support our pupils including attendance, behaviour and social and emotional support.

Our ultimate objective is to ensure all pupils achieve at least expected progress in line with national standards at St Swithun's Catholic Primary School. We want to close the gap between our disadvantaged and non-disadvantaged pupils and ensure all of our pupils are happy, healthy and thriving learners.

Our current pupil premium plan focuses on the areas of need identified by many of our disadvantaged learners: closing the gap of those children who are more than 2 years behind, attendance and lateness rates, reduced parental support and engagement at home, limited life experiences and the development of positive relationships.

Challenges

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

Challenge number	Detail of challenge
1	Internal monitoring and assessments show that some of our disadvantaged pupils have large gaps in their knowledge and are falling behind age related expectations, particularly in writing.
2	Ongoing discussions with pupils and their families show that an increasing number of families require additional pastoral intervention, including social, emotional and financial and mental health support.
3	Attendance and lateness of a group of disadvantaged pupils is having a negative impact on progress and attainment.
4	Observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged and EAL pupils.
5	Through observations and conversations with pupils and their families, we are finding that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Observations of pupils indicate that not all children are able to regulate their emotions and their responses to peers. This is having a social and emotional impact on their lives.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage.	100% of PP children will make expected progress in all areas based on their starting points. School's tracking system and pupil's books show that the attainment gap is narrowed year on year.
To ensure children who have fallen behind in their learning to receive targeted high-quality interventions.	100% of PP children will make expected progress in all areas based on their starting points. School's tracking system and pupil's books show that the attainment gap is narrowed year on year.
Children to participate fully in school life both in and out of the classroom.	Attendance of PP children improves to be in line with all pupils at 96% or above. Children's emotional needs are met enabling them to focus on their learning which leads to children making good progress.
Gaps between those pupils eligible for PP and those not eligible for PP to be diminished (including those pupils who achieve the higher standard).	High quality and consistent teaching leads to effective learning.
Targeted academic support improves communication and language skills (including Speech and Language Support)	Targeted S&L intervention ensures children have the right support to develop the vocabulary needed for good oracy. Planning adapted to meet the individual needs of pupils ensures personalised provision and accelerated progress.
Increased attendance rates for pupils eligible for pupil premium	The attendance of vulnerable families improves due to targeted support from the family liaison officer. Persistent absentees are reduced by careful tracking and monitoring of the attendance officer.
Maintained parental engagement	The school newsletter, our website, and social media are used to communicate regularly with parents so that parents are kept up to date and informed. Termly parents' evenings are used to communicate effectively enabling a strong rapport between parents, teachers and children. Half termly showcase afternoons in place to share learning with parents. Subject leaders deliver information on core and foundation subjects, so parents are equipped with the skills and knowledge necessary to help their children at home. Implement family learning opportunities for all year groups strengthen our parental engagement and support their own academic learning.

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: £ 47000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback – misconceptions and pupil conferencing	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. Feedback EEF (educationendowmentfoundation.org.uk)	1,3
CPD to ensure effective teaching	'Great professional development leads to great pedagogy and therefore great outcomes,' National College for School Leadership, 2012. Pupils' learning needs should directly influence what teachers need to teach. Detailed analysis of pupil data that leads to the identification of potential areas for further development in teachers' knowledge, skills and understanding drives many examples of effective professional development. By identifying the needs of our disadvantaged pupils, we can ensure our teachers are equipped with the skills needed to close gaps within their own understanding.	1
Development of Teacher subject knowledge	CPD around development of subject knowledge in writing will ensure teachers are more able to accurately diagnose gaps and next steps in writing.	1
Purchase of standardised diagnostic assessments in reading	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or classes and year groups Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Termly pupil progress meetings will ensure that teachers address gaps in learning and adaptations, or additional provisions are put in place.	EEF Tiered model of approaches recommends developing high quality teaching followed by targeted academic support. High Quality Inclusive Teaching is the key driver and these meetings allow for considering the varying needs of cohorts/classes/ individuals. Where additional intervention is required, including those with EHCPs, this is planned, delivered and evaluated in order to judge impact and ensure progress. Teachers also bring forward areas of concern of a pastoral nature	1,3
Whole school training on creating effective learning journeys and in writing	Training can benefit all pupils. In addition, this training can support targeted group work.	1

ECT Support and mentoring	The education endowment foundation welcomes the DFE's early career framework to support and develop early career teachers. It is a 2-year structure that ensures high-quality professional development for early career teachers. This development program will help tailor specific support for our early career teachers to ensure all pupils benefit from quality first teaching. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3,4
Subject leader development	By investing in our subject leaders through internal and external support and training, we can equip our teachers with the skills needed to close gaps and ensure that learning and teaching is of the highest possible quality.	1
Improving, embedding and developing reading	Continue to invest in RWI in EYFS and KS1. We know our pupils eligible for pupil premium begin school with fewer words, poorer phonic awareness and communication skills so we needed a high-quality intervention that is regularly assessed to ensure accelerated progress. Destination Reader for KS2. By developing a deeper understanding of what is being read, Destination Reader actively engenders a love of reading to help build fluency and enable comprehension and understanding, Hackney 2021.	1

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

Budgeted cost: £26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in place to close learning gaps as identified within pupil progress meetings	Pupils are identified during these meetings to identify those children who require targeted academic support. These sessions take place weekly and focus on elements of reading and maths explicitly linked with normal lessons (EEF). Small group tuition EEF (educationendowmentfoundation.org.uk)	1
Provide targeted support, delivered by trained teacher, in key skills of English and maths to support pupils to catch up and achieve in line with peers.	Research shows that targeted support can support pupils to make additional 4 months progress Planned intervention by known adult can ensure key concepts are over learnt and embedded. Small group tuition EEF (educationendowmentfoundation.org.uk)	1
SILSA speech and language	The EEF research (2020) shows that overall, studies of oral language interventions consistently show positive impact on learning, including on oral	1

	<p>language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
My Maths	<p>Targeted additional support in key learning areas to raise attainment and close the gaps. Quality planned and structured interventions by Learning Support can enable pupils to make up to 4 months additional progress.</p>	1

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

Budgeted cost: £48000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Relational Practice	<p>To develop behaviour and attitudes by building better relationships. To ensure that creating and strengthening bonds is a key priority Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
Children attend a set of structured sessions with the ELSA to provide social and emotional support to ensure a readiness to learn	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF. Interventions that target social and emotional learning seek to improve pupil's interaction with other's and self-management of emotions which are linked to positive outcomes later in life. Pupils are identified who would benefit from bespoke emotional support from our school ELSA. ELSA will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
Families can have support provided to them by the Family Liaison Officer	<p>Based on parental self-referral and/or Children's Services requests, our Family Support Adviser guides and advises parents to support their children from home. This might include support with challenging behaviour at home, routines at home, debt management and mental health and wellbeing, creation of family support plans.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
Weekly lateness meetings and monthly attendance meetings allow us to internally monitor the attendance of all children. Support	<p>Pupils are identified whose attendance and punctuality needs to improve. The team meets regularly to evaluate the impact of actions as a result of these meetings in order to eliminate weak attendance. As a group, pupils who</p>	3, 4

<p>can then be offered to our families to encourage better attendance.</p>	<p>attract the pupil premium grant often attend less well and are late more regularly. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Extra-curricular activities are an important part of education, and we offer financial support to our families</p>	<p>Support with such experiences we know build confidence and cultural capital. Additionally, the current energy and cost of living crisis and reflects the additional financial strain some of our families are under.</p>	<p>5</p>

Total budgeted cost: £121000

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Intended outcome	Success criteria	As of July 2023
Raised attainment in Reading, Writing, Maths and Phonics	Difference is diminished within school and levels are in line with national outcomes for disadvantaged.	<p>Our internal assessments during 2022/23 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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. Children's attainment in other subjects will improve.	RWI has had a very positive impact on reading and fluency. Phonics continues to be a strength across the school with 85% (64% PP) of children passing and 64% of the Y2 retakes (75% PP).
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.	Our internal assessments during 2022/23 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.
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.	<p>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.</p> <p>PSHE leader completed the senior mental health lead course 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. We will continue to provide these in future years.</p> <p>The Pupil Premium Lead and Leadership Team monitored the progress, engagement and wellbeing of disadvantaged pupils during throughout 2021-2022.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils