

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 John Bosco Catholic Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs M Grubham
Pupil premium lead	Mrs M Grubham
Governor / Trustee lead	Dr G Gomez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63215
Recovery premium funding allocation this academic year	£6815
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	£70030

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged pupils to reach their full potential and leave our school as well-rounded, independent and confident individuals.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, 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.

Achieving these objectives:

The range of provision for this group includes and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is strong.
- To allocate a ‘Catch Up’ Teaching Assistant to each Key Stage - providing small group work focussed on overcoming gaps in learning.
- 1-1 support.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.

- Support payment for activities, educational visits and residential trips thus ensuring children have first-hand experiences to enhance their learning.
- Behavioural and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Poor parental engagement.
4	Attendance and Punctuality issues.
5	Low self-esteem and confidence issues.
6	Increased attainment gap to peers as a result of COVID-19 crisis

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
Progress and attainment in Reading	Achieve above national average progress and attainment scores in KS2 Reading
Progress and attainment in Writing	Achieve above national average progress and attainment scores in KS2 Writing
Progress and attainment in Mathematics	Achieve above national average progress and attainment scores in KS2 Maths
Phonics	Achieve above national average expected standard in phonics screening check
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average.
Other	Ensure attendance of disadvantaged pupils is above 96%

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head non-class based to allow her to focus on support for three ECTs. Deputy Head's role is to ensure all teaching across the school is at least good.	EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."	6
Relevant CPD purchased for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, RWI courses and Anthony Reddy training. Also strong partnerships, collaborative opportunities and CPD across the MAC, learning community and Local Authority.	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William and Timperley et al 2016) thus having the potential to improve the life chances of all students.	6

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

Budgeted cost: £35030

Activity	Evidence that supports this approach	Challenge number(s) addressed								
Continue to use Reading Plus for Y5 and Y6 which can be accessed both at home and in school. Continue to use Reading Planet in KS1	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. 2020/21 Y5 Reading Plus data shown below. Summary (Y5 gains) <table border="1"> <tbody> <tr> <td>4.19</td> <td>Average Level Gain (where +1 level gain in Reading Plus = +1 Year in text readability)</td> </tr> <tr> <td>150.38</td> <td>Average Total Reading Lessons (SR) (We advise pupils should read between 40-60 lessons per term)</td> </tr> <tr> <td>190.97</td> <td>Average Reading Speed (wpm) Target Reading Speed in Y5 = 175</td> </tr> <tr> <td>38.75</td> <td>Average Usage. Target usage per term is 10-12 hours (36 hours per year minimum)</td> </tr> </tbody> </table>	4.19	Average Level Gain (where +1 level gain in Reading Plus = +1 Year in text readability)	150.38	Average Total Reading Lessons (SR) (We advise pupils should read between 40-60 lessons per term)	190.97	Average Reading Speed (wpm) Target Reading Speed in Y5 = 175	38.75	Average Usage. Target usage per term is 10-12 hours (36 hours per year minimum)	1, 3 and 6
4.19	Average Level Gain (where +1 level gain in Reading Plus = +1 Year in text readability)									
150.38	Average Total Reading Lessons (SR) (We advise pupils should read between 40-60 lessons per term)									
190.97	Average Reading Speed (wpm) Target Reading Speed in Y5 = 175									
38.75	Average Usage. Target usage per term is 10-12 hours (36 hours per year minimum)									

to encourage children to read at home.	Reading Planet allows pupils to read books online at home and answer questions to check understanding. This encourages reluctant readers and helps to engage parents.	
Purchase more reading books for the school library and offer rewards for children who complete their reading records showing that they have read at home every day.	Currently, 11% of pupils do not read regularly at home and have stated that they do not enjoy reading. Of these, 80% are PP pupils. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).	1, 3 and 6
'Catch up' assistant to be allocated to each Key Stage to work 1:1 and with small groups of children during the school day.	EEF "Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."	1, 2 and 6
1:1 and 1:3 tutoring using the school-led tutoring programme. School to subsidise 25% of £18 for 420 hours of tutoring.	Ensure support for middle and higher attainers too. Increase percentage of children reaching greater depth. EEF – "disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE." EEF "Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."	1, 5 and 6
Speech and language therapist to screen all children on entry and bespoke programmes are put in place.	Weak Language and Communication skills. Many children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, some children struggle to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – 80% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist. SALT also trains TAs to ensure long-term benefit.	1 and 2
WELLCOMM used across all of EYFS	EEF – "...there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children	1, 2 and 3

	<p>receive is likely to be more important than the quantity.”</p> <p>WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It also provides the opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention.</p>	
<p>NELI – EYFS staff fully trained. Regular interventions to support acquisition and development of language in the EYFS</p>	<p>EEF – “The programme is designed to improve the language skills of reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner. The independent evaluation of this project in 193 schools found positive impacts on children’s language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in reception.”</p>	<p>1 and 2</p>
<p>Early Years resources purchased to fully meet the needs of the new EY curriculum</p>	<p>The EYFS learning environment is inextricably linked to how and what children learn. As well as encouraging children’s independence and nurturing a wide range of learning behaviours, a well-planned and carefully resourced environment supports the acquisition, development and progression of skills and competencies. Each resource needs to be chosen to not only connect with children’s interests and their natural curiosity to investigate but also with its purpose in mind.</p> <p>With this in mind, it is essential to continually refresh and improve the learning environment, even more so this year due to the introduction of the new EYFS curriculum.</p>	<p>2</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH mentor to support children who are lacking self-esteem, having problems at home or just need emotional support.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are</p>	<p>5</p>

	<p>targeted at students with particular social or emotional needs.</p> <p>Public Health England – “Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.”</p>	
<p>Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to support the family to improve attendance. Examples include free admission to breakfast club and to Fun Friday to encourage children to get to school early.</p>	<p>NCCP’s national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status.</p> <p>Our school data shows that children overall school attendance is 97.2% compared with 96% nationally. PA for school is 2.7% of which all of these children are PP.</p> <p>Pupil surveys show children enjoy Fun Friday which encourages them to come to school. In parent meetings, some stated organisation at home including sorting breakfast caused lateness and sometimes even absence. Offer of free breakfast club has supported a number of families.</p>	4
<p>Free access to extra-curricular clubs to support with physical, mental and emotional well-being of all PP pupils.</p>	<p>Public Health England – “positive association exists between academic attainment and physical activity levels of pupils.”</p> <p>Giving free access to these clubs for PP pupils has increased attendance of this group by 45%.</p>	4 and 5
<p>New sign-in system that will act as a deterrent for parents to be late dropping children off.</p>	<p>Evidence shows negative effect on children arriving late to school. Pupil interview feedback shows children feel embarrassed coming into school late. Also, those who are regularly late miss morning activities and 1:1 reading.</p> <p>Parents will not want to complete sign-in system to get a late ticket for each of their children so thereby it will act as a deterrent.</p>	4
<p>Residential costs – financial support to ensure all pupil premium children can access residential visits.</p>	<p>Average attendance on residential visits is 90% across the school but 100% for PP pupils due to costs being covered.</p> <p>As well as the physical health benefits, school residential trips have been proven to have a positive effect on children’s self- esteem and confidence levels, thereby improving their emotional health and well-being.</p>	5

Total budgeted cost: £70,030

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.

Targets from 2020/21 Pupil Premium Report

Aim	Target	Analysis
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0) for PP pupils.	No SATs tests. Progress for all PP pupils based on teacher assessment was expected. 88% of PP pupils at ARE and 13% GD.
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0) for PP pupils.	No SATs tests. Progress for all PP pupils based on teacher assessment was at least expected. 13% made better than expected progress. 75% of PP pupils at ARE and 13% GD.
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics (0) for PP pupils.	No SATs tests. Progress for all PP pupils based on teacher assessment was at least expected. 13% made better than expected progress. 88% of PP pupils at ARE and 13% GD.
Phonics	Achieve at least 90% pass rate in phonics test.	Expected results for phonics screening test was 90%. 10% of the cohort have EHCPs. 5 out of 6 PP pupils expected to pass.
Other	Improve attendance of disadvantaged pupils to above LA average 97%	Attendance for PP pupils was 96.8%.

Internal school data

PP Maths			
	Below	At	Above
Rec	0%	100%	0%
Y1	60%	20%	20%
Y2	57%	43%	0%
Y3	50%	38%	13%
Y4	17%	50%	33%
Y5	40%	40%	20%
Y6	13%	75%	13%
Average	34%	52%	14%

Non PP Maths			
	Below	At	Above
Rec	26%	67%	7%
Y1	25%	50%	25%
Y2	35%	48%	17%
Y3	36%	55%	9%
Y4	25%	67%	8%
Y5	25%	50%	25%
Y6	7%	55%	37%
Average	26%	56%	18%

PP Reading			
	Below	At	Above
Rec	25%	75%	0%
Y1	60%	20%	20%
Y2	43%	57%	0%
Y3	63%	38%	0%
Y4	17%	67%	17%
Y5	40%	60%	0%
Y6	13%	75%	13%
Average	37%	56%	7%

Non PP Reading			
	Below	At	Above
Rec	22%	70%	7%
Y1	25%	50%	25%
Y2	32%	55%	14%
Y3	32%	55%	14%
Y4	17%	67%	17%
Y5	30%	55%	15%
Y6	10%	57%	33%
Average	24%	58%	18%

PP Writing			
	Below	At	Above
Rec	50%	50%	0%
Y1	60%	20%	20%
Y2	57%	43%	0%
Y3	75%	25%	0%
Y4	17%	67%	17%
Y5	50%	20%	30%
Y6	25%	68%	13%
Average	48%	42%	11%

Non PP Writing			
	Below	At	Above
Rec	37%	59%	4%
Y1	33%	42%	25%
Y2	43%	48%	9%
Y3	14%	59%	27%
Y4	25%	58%	17%
Y5	45%	50%	5%
Y6	13%	64%	23%
Average	30%	54%	16%

Engagement with Remote Learning (Spring 2021 Lockdown)

Low or none engagement with remote learning led to children falling behind with their learning which was highlighted in summer assessment results shown above. Those who had high levels of engagement made good academic progress across the year.

	Overall Average			
	High	Med	Low	None
Reception	50%	27%	7%	17%
Y1	53%	23%	20%	3%
Y2	83%	3%	10%	3%
Y3	87%	7%	7%	0%
Y4	90%	7%	3%	0%
Y5	68%	23%	10%	0%
Y6	87%	13%	0%	0%
OVERALL	74%	15%	8%	3%
	Overall			
	High or Medium		89%	
	Low or None		11%	
	Some Engagement		97%	
	No Engagement		3%	

Of the 3% who did not engage, 83% were pupil premium pupils (5 children).

Engagement for PP children

High or Medium = 76%

Low = 13%

None = 11%

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
Times Tables Rock Stars	TT RockStars
Phonics	Read Write Inc
Online learning	Purple Mash
Reading	Reading Planet
Reading	Reading Plus