

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)	2022/23 2023/24 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£66,480
Recovery premium funding allocation this academic year	£6,960
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	£73,440

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.
- ✓ For all disadvantaged pupils to leave our school achieving ARE in reading, writing and maths as a minimum expectation.
- ✓ 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: **£25,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head non-class based to allow her to focus on support for two ECTs. Deputy Head's role is to ensure all teaching across the school is at least good. One day of DH wage for the year.	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: **£25,755**

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. Also, purchase Reading Plus for Y3 and Y4.	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. Y6 SATs results in 2021-22 reading showed huge progress and incredible attainment with 60% of pupils achieving greater depth.	1, 3 and 6
1:1 and 1:3 tutoring using the school-led tutoring programme. School to	Ensure support for middle and higher attainers too. Increase percentage of children reaching greater depth.	1, 5 and 6

<p>subsidise alongside government funding.</p>	<p>EEF – “disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.”</p> <p>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.”</p>	
<p>Speech and language therapist to screen all children on entry and bespoke programmes are put in place.</p>	<p>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.</p>	<p>1 and 2</p>
<p>WELLCOMM used across all of EYFS</p>	<p>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 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>1, 2 and 3</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>‘Catch up’ HLTA to be allocated to Key Stage One to work 1:1 and with small groups of children during the school day on two days per week.</p>	<p>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.”</p>	<p>1, 2 and 6</p>

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

Budgeted cost: **£22,500**

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. Level 3 TA for 3 full-time days per week.</p>	<p>EEF (+4) 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 targeted at students with particular social or emotional needs. Public Health England – “Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.”</p>	5
<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 before school extra-curricular clubs 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. Our school data shows that children overall school attendance is 97.0% compared with below 96% nationally. PA for school is 2.7% of which the vast majority of these children are PP. 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.” Giving free access to these clubs for PP pupils has increased attendance of this group by 45%.</p>	4 and 5

<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. 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>	<p>5</p>
<p>Inspirational visitors into school and educational visits to inspire children to want to learn more. This will help children to know more and remember more.</p>	<p>The EEF research identifies wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>4, 5 and 6</p>
<p>Vocational work with children to raise their aspirations. Inspirational people to come into school to work with children and encourage them to aim high with their future career goals.</p>	<p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p>	<p>5 and 6</p>

Total budgeted cost: £73,440

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.

<u>Targets from 2021/22 Pupil Premium Report</u>		
Intended outcome	Success criteria	Outcome
Progress and attainment in Reading	Achieve above national average progress and attainment scores in KS2 Reading	Progress 3.2. Average scaled score 109. 87% expected and 60% greater depth.
Progress and attainment in Writing	Achieve above national average progress and attainment scores in KS2 Writing	Progress 0.0. 80% expected and 13% greater depth.
Progress and attainment in Mathematics	Achieve above national average progress and attainment scores in KS2 Maths	Progress 3.8. Average scaled score 109. 87% expected and 57% greater depth.
Phonics	Achieve above national average expected standard in phonics screening check	97% Y1 pass
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average.	66% achieved GLD
Other	Ensure attendance of disadvantaged pupils is above 96%	Attendance 96%

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 Plus