

Approved:	September 2024
Review Date:	September 2025

# Pupil Premium

ST JOHN BOSCO CATHOLIC PRIMARY SCHOOL



# Pupil premium strategy statement:

## St John Bosco 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	214
Proportion (%) of pupil premium eligible pupils (October 2023 census)	23% (50 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 2023/24 2024/25
Date this statement was published	26 July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mandy Grubham (Executive Principal)
Pupil premium lead	Shane Ginder (Assistant Principal)
Governor / Trustee lead	Dr Gerry Gomez

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

## 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

- Investing in the ‘RADY approach’
- 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.
- 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.
7	Increased SEND needs amongst PP pupils

## 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 funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £27,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Head of School non-class based. Role is to ensure all teaching across the school is at least good and often outstanding. One day of Head of School salary 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
Significant investment in relevant CPD for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, RWI courses and leadership formation programmes. Also strong partnerships, collaborative opportunities and CPD across the MAC, learning community and Local Authority. Multitude of SEND-specific courses for staff.	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 and 7

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use Reading Plus for all KS2 pupils which can be accessed both at home and in school.	<p>Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Y6 SATs results in 2021-22 reading showed huge progress and incredible attainment with 60% of pupils achieving greater depth. 2022-23 yielded progress score of 4.4 which is significantly above national average. 23/24 41% GD and APS of 108.</p>	1, 3 and 6
School-led tutoring. School to fully fund.	<p>Ensure support for middle and higher attainers too. Increase percentage of children reaching greater depth.</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>	1, 5 and 6
WELLCOMM screening takes place for all of EYFS and interventions take place for all children identified as having a need.	<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>EYFS staff screen all children to determine whether language interventions are needed and whether children need referring to speech and language for personalised speech and language programmes.</p>	1, 2 and 3
Speech and language therapist to work with all children who have been identified through the WELLCOMM screening tool and bespoke programmes are put in place. Therapist employed for 10 whole days across the academic year (approx. one morning every 2 weeks).	<p>Weak Language and Communication skills. Many children are working below ARE 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>	1 and 2
Targeted interventions for all pupils who need additional support to reach ARE or other	<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</p>	1, 2 and 6

significant milestones (e.g. pass phonics test in Y1).	classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	
Additional baseline assessments for all EYFS pupils including specific EAL assessments.	Taking a snapshot of a pupil’s current abilities, skills, and knowledge before starting teaching new material in order to maximise progress.	1 and 2
Question level analysis following termly assessments to identify exact support needed.	Highlight areas of individual and class misunderstanding so as to help teachers to identify exactly what they need to clarify for their pupils. Also to identify gaps in understanding of pupils that can be tackled through specific interventions.	2, 6 and 7
All staff adaptive teaching training	being responsive to information about learning, then adjusting teaching to better match pupil need. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants.	6
Quality ARP for highest need pupils.	Designed to provide specialist and targeted support for children with long term special educational needs (SEN). -teaching staff with additional knowledge, skills and expertise in a particular area of SEN -specialist environment which support the learning needs of each pupil -systems to track small step progress and wider outcomes -lessons in mainstream classes, but with additional specialist resources and teaching -to actively involve parents/carers in the review and delivery of the provision -strategies for achieving successful outcomes	7

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

Budgeted cost: £22,000

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>Level 3 TA for 3 full-time days per week.</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 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>	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.</p> <p>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>Forensic approach to attendance data analysis. Adaption of timetables to target lower attended days.</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>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>Appointment of attendance link governor. Executive Principal responsible for attendance.</p> <p>Attendance of all children tracked every month – letters issued both positive and raising concerns.</p> <p>Incentives for class with best attendance each week. High focus on attendance in all forums</p>	<p>The higher a pupil’s attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.</p> <p>DFE research from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</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>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. Focus on future career choices and the children 'aiming high' Inspirational people to come into school to work with children and encourage them to aim high with their future career goals. Focus on Catholic Social Teaching, ensuring that children understand their responsibilities and why it's important to be a 'good person'.</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: £74,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Comments
Progress and attainment in Reading	Achieve above national average progress and attainment scores in KS2 Reading	94% ARE and 41% GD. 108 APS.
Progress and attainment in Writing	Achieve above national average progress and attainment scores in KS2 Writing	81% ARE and 25% GD.
Progress and attainment in Mathematics	Achieve above national average progress and attainment scores in KS2 Maths	97% ARE and 44% GD. 108 APS.
Phonics	Achieve above national average expected standard in phonics screening check	97% PSC Y1 and 100% PSC Y2 (children new to the school)
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average.	60% with exceptionally high need SEND cohort (27% of cohort going through EHCP process).
Other	Ensure attendance of disadvantaged pupils is above 96%	PP attendance 93.44% for 23/24. Attendance for ALL pupils nationally is 92.9%.

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