

Pupil premium strategy statement

This statement details our school's use of pupil premium and catch up/ 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. Bernard's Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021-2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Governing Body
Pupil premium lead	Mia Barlow
Governor / Trustee lead	Rebecca Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£3214
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	£46,254

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to narrow and ultimately remove the gap between disadvantaged pupils and their non-disadvantaged peers as they progress through school. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Our Priorities Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring all children receive quality first teaching each lesson
- Providing targeted academic support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills
2	Punctuality/attendance issues
3	Aspirations /expectations
4	Behaviour /attitude to learning

5	Social and emotional difficulties
6	Complex home circumstances
7	Gaps in 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
Good progress made by all pupils eligible for pupil premium including in the development of language skills	All PP children make good or better progress
Narrow the gap between pupils eligible for PP and other children	% of PP children reaching expecting standard is closer to the % of other children reaching standard
Meet social and emotional needs of PP children so that they can thrive in the playground and in the classroom.	PP children interacting well within social groups PP children less frequently on report PP children becoming more independent over time from nurture staff PP children able to share feelings and emotions with school staff
Increased opportunities and aspirations for PP children	Increasing take up of opportunities offered Increase in self-esteem/self-belief of identified PP children
Developed vocabulary in PP children particularly in the EYFS	Wider vocabulary used by PP children
Punctuality/attendance issues improved	Decrease in the number of PP children who arrive late for school
Individual behaviour plans have a positive impact. Behaviour supports learning	Less children needing behaviour support plans in time. Improved access to learning for children with behavioural difficulties.

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: £110,279.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support in each class to ensure access for PP children to quality first teaching</i>	Previous impact supported by data evidence in school.	1, 3, 4, and 7
<i>Sequential and cyclical teaching including CPD</i>	Professional discussions, Formative and summative assessment. Ofsted	1, 3, 4 and 7
<i>Whole school CPD behavioural – Team Teach</i>	Research, practice, impact in school	4

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

Budgeted cost: £93,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support after school Y5 + Y6 pupils</i>	Accelerated progress evidenced by teacher assessment and SATS EEF research	1, 3, 4, 7
<i>In school interventions One to one /small group A wide variety of interventions</i>	Accelerated progress evidenced by teacher assessment and SATS EEF research	1, 3, 4, 7
<i>NELI language programme EYFS</i>	Progress made in 2020-2021 EEF and Nuffield research	1

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

Budgeted cost: £18,564.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture staff support small groups</i>	Nurture Group research evidence Previous success	2,3,4 ,5, 6
<i>Play therapy (CANW) One to one</i>	Play therapy International Previous success in school	3,4,5,6
<i>Family Support Workers</i>	Reduced CAFS, CIN and CP	2,3,4,5,6

Total budgeted cost: £222,013

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.

Year 6

100% of Pupil premium children achieved expected standards in reading at the end of year 6

80% of our Pupil premium achieved expected standards in reading. .

The gap between PP and non PP was reversed in reading in 2021

Year 5 the gap in both reading and writing narrowed to just 2.5. The gap in maths also narrowed from 15.6 to 12.8.

Year 4 the reading gap was reversed with 80% of PP children reaching expected standards compared with 63.6% non PP children

End of key stage 1 (year 2) The number of children in receipt of Pupil premium in this cohort is very low.

Maths PP children 66.7%, non PP children 57%

Reading and writing, 66% of PP children moved from working below standard to working towards standards.

During this academic year with school closures and additional pressure on families, through our Pastoral provision we were able to provide support to many of our families particularly some of our more vulnerable families.

Externally provided programmes

Intervention programmes used in 2020/21

Programme	Provider
Toe by Toe	Keda Cowling, Harry Cowling
Word Wasp	Harry Cowling, Marie Cowling
NELI	Nuffield

Accelerad/accelewrite	Clifford & Miles
Bear Necessities	Sound Foundations
Project X	Oxford University Press
White Rose	White Rose Maths

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Attainment 2018-19 (latest national data available due to COVID)			
	Pupils eligible for pupil premium (school) 2018	Pupils not eligible (school) 2018	(National average all pupils 2018
% achieving expected standard in reading at the end of key stage 2	66.7%	87%	73%
Progress score in reading	3.4	2.7	
% achieving expected standard in writing at the end of key stage 2	55%	91%	78%
Progress score in writing	0.3	1.4	
% achieving expected standard in maths at the end of key stage 2	78%	95%	79%
Progress	1.7	1.4	