



# 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 Bridget’s Catholic Primary School |
| Number of pupils in school   | 170                                  |
| Proportion (%) of pupil premium eligible pupils  | 28%                                  |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024                            |
| Date this statement was published  | October 2021                         |
| Date on which it will be reviewed  | October 2022                         |
| Statement authorised by  | Suzanne Smith                        |
| Pupil premium lead   | Suzanne Smith                        |
| Governor / Trustee lead  | Paul Farran                          |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £64,560 |
| Recovery premium funding allocation this academic year   | £13,520 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | £0      |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £78,080 |

## Part A: Pupil premium strategy plan

### Statement of intent

At St Bridget's Catholic Primary School we have high expectations of all our pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a bespoke approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Funding is allocated to ensure all pupils receive quality first teaching in all subjects, but with a specific focus on the core subjects of maths, reading, phonics and writing. Embedded into our practice is the importance of wider learning opportunities, immersing our children in a broad and balanced curriculum, enhancing their life and learning experiences ('Cultural Capital') and ensuring barriers to learning are removed through differentiated emotional and pastoral support taking into account the needs of every child and their family.

Our approaches to teaching and learning, children's progress and their emotional well-being are all supported by evidence based recommendations outlined by The Education Endowment Foundation and The Sutton Trust.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Raising attainment and diminishing the attainment gap between disadvantaged and non-disadvantaged pupils.  |
| 2                | Children typically enter our school with levels of literacy and oracy skills below national average. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.  |
| 3                | Many of our pupil premium families have limited access to life experiences other than what's available to them in their locality, creating a cultural capital disadvantage. All extra-curricular activities and life experiences were significantly impacted during the pandemic reducing pupil opportunities to encounter new activities and experiences. |
| 4                | Attendance of disadvantaged and vulnerable children is below other children and below national average.  |
| 5                | Parental engagement, particularly during Covid has been significantly impacted. We have had reduced opportunities to allow parents into our school to engage with their children's learning.   |

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|---|--|
| 6 | Some pupils in receipt of Pupil Premium (or deemed to be vulnerable) are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to their anxieties and difficulties at home. |
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## 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 make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.                   | PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.  |
| Develop oracy skills through the use of Talk Boost, Talk 4 Writing and RWI provision in EYFS and KS1.  | Ongoing staff CPD continues to support the delivery of RWI phonics. Disadvantaged pupils perform in line with non-disadvantaged pupils in RWI phonics assessments and end of Reception results. |
| Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.  | Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.  |
| All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.   | The attendance of PP children rises across the school. Punctuality rises and is more in line with non PP children   |
| To further improve the engagement of parents of disadvantaged pupils in their child's education through attendance at parent workshops, regular communication and other relevant opportunities provided. | Regular attendance and engagement to show participation is at least in line with non-disadvantaged pupils.  |
| Children are supported to deal with issues which may affect their ability to work to their fullest potential.  | Children are better able to behave appropriately at all times ensuring learning isn't disrupted. Behaviour incidents recorded have reduced by the end of the year.                              |

## 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: £32,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> <li>- Continuing CPD for RWI phonics for all staff engaged in the delivery.</li> <li>- Maintain a robust and consistent approach to phonics in EY, KS1 and LKS2</li> <li>- To establish a love of reading throughout the school.</li> <li>- White Rose Maths planning and recap lessons used consistently across the school in all year groups with WRMs embedded in EYFS.</li> <li>-</li> </ul> | <p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>   | <p>1, 2</p>                   |
| <ul style="list-style-type: none"> <li>- Quality First Teaching for all</li> <li>- High levels of support and mentoring for teachers and staff new to the school.</li> <li>- Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/close gaps</li> <li>- Rigorous monitoring of pupil progress half termly</li> </ul>                                       | <ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>• Training and supporting highly qualified teachers deliver targeted support.</li> </ul> | <p>1, 2</p>                   |

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

Budgeted cost: £27,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>- To strengthen language and vocabulary development</li> <li>- High quality interactions with adults</li> <li>- Communication interventions - Talk Boost, RWI 1:1s</li> <li>- Up skilling staff to be more effective language role models</li> <li>- Speech and language therapist support and advice, particularly in EYFS</li> <li>- Talk for writing in KS1</li> </ul>  | <p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’:</p> <p>Early Literacy Approaches = +4 months</p> <p>Communication and Language Approaches = +6 months</p> | 2                             |
| <ul style="list-style-type: none"> <li>- Targeted English and Maths teaching for pupils who are below age related expectations</li> <li>- Creating additional teaching and learning opportunities</li> <li>- Extra support and intervention groups for targeted pupils, including:               <ul style="list-style-type: none"> <li>- IDL Literacy</li> <li>- RWI 1:1s</li> <li>- Maths Whizz</li> <li>- Numbots</li> <li>- TTRockstars</li> </ul> </li> <li>- Use of VIPERS through Literacy Shed Plus</li> <li>- Flashback 4 (WRM)</li> <li>- Weekly CLic Challenge and Learn Its</li> <li>- Strive for 5 reading initiative</li> <li>- Use of online Maths Whizz to determine gaps in children’s knowledge and support their learning through bespoke</li> </ul> | <p>Evidence from Education Endowment Foundation ‘Teaching and Learning Toolkit’:</p> <p>Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Teaching Assistant Interventions = +4 month</p>       | 1, 2                          |

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| activities according to their ability and pace. |  |  |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,080

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>- Focus on mental wellbeing for disadvantaged pupils</li> <li>- Ensure classroom environment is conducive to learning</li> <li>- To ensure children are 'ready to learn' at key transition points.</li> <li>- Use of ELSA trained member of the SLT and STA to provide emotional literacy, play therapy and time to talk for targeted children</li> <li>- Counselling</li> <li>- Additional Lunchtime Supervision to support those who find unstructured times a challenge.</li> </ul>   | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:<br/>Behaviour Interventions = +4 months<br/>Social and Emotional Learning = +4 months</p> | 6                             |
| <ul style="list-style-type: none"> <li>- SLT to analyse attendance and contact low attenders.</li> <li>- Office staff to complete First Day Call and support families to raise attendance / punctuality.</li> <li>- Reinforcing the importance of good attendance</li> <li>- Home visit children where necessary.</li> <li>- Clear procedures are shared with all staff and parents through the weekly newsletter</li> <li>- Attendance meetings are held where necessary.</li> <li>- Termly and yearly celebrations for highest attending children and class</li> <li>- Parental support offered to enable good attendance particularly those with anxiety and SEND</li> </ul> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:<br/>Parental Engagement = + 4 Months. 5</p>  | 4, 5                          |

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|---|--|---|
| <ul style="list-style-type: none"> <li>- Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.</li> <li>- Cultural capital experiences promoted in the curriculum.</li> <li>- Sports events promoted to PP are encouraged to attend</li> <li>- Outdoor learning encouraged</li> </ul> | <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.<br/>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> | 3 |
| <ul style="list-style-type: none"> <li>- Delivery of parent workshops to support their children in their learning and emotional development</li> </ul>  | <p>Previous engagement of parents and parent surveys to support this.</p>  | 5 |

Total budgeted cost: £78,080

## 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.

| Outcome                                     | Impact   |
|---|--|
| Development of positive learning behaviours | Wellbeing is impacted through restorative behaviour practises, highly effective pastoral care learning support mentor involvement to help reduce pupil anxiety. Minimal class based incidents and need for consequences. Learning walks and pupil voice showed engagement and enjoyment in learning. PP attendance - irrelevant due to covid 19  |
| Progress in R, W, Maths and Phonics         | Data was impacted by lost learning during covid lockdowns. As a result, quality first teaching and specific interventions will be put in place to accelerate progress. Same day interventions prioritised.   |
| Identified gaps in learning to be met       | Data was impacted by lost learning during covid lockdowns. Impact of keeping staff in bubbles meant fewer interventions could take place. Quality first teaching was prioritised. Moderation and sharing of good practice continue.  |
| Parental engagement                         | Class Dojo communication had a positive impact on home-school engagement. There was excellent uptake and engagement from most parents. Those pupil premium families were supported with technology and coaching on use of the app, allowing for better engagement. Parents evening meetings via phone calls all year and positive attendance. Follow up phone calls made for non-attendance. During school closures regular phone calls were made to our most vulnerable families. |
| Attendance                                  | Difficult to measure due to covid so ensure targeted focus on attendance from September 2021.  |