



Pupil premium strategy statement



St Bridget's Catholic Primary School

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2022 to 2023 academic year 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	166
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£701,635
Recovery premium funding allocation this academic year	£7,395
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	£78,030

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	Due to the impact of COVID-19, the gap has widened between pupil premium children non-disadvantaged pupils. On average, PP children have lower attainment and make slower progress than their peers.
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.
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.

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"> - Continuing CPD for RWI phonics for all staff engaged in the delivery. - Maintain a robust and consistent approach to phonics in EY, KS1 and LKS2 - To establish a love of reading throughout the school. - White Rose Maths planning and recap lessons used consistently across the school in all year groups with WRMs embedded in EYFS. - 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) 	<p>1, 2</p>
<ul style="list-style-type: none"> - Quality First Teaching for all - High levels of support and mentoring for teachers and staff new to the school. - Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/close gaps - Rigorous monitoring of pupil progress half termly 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	<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"> - To strengthen language and vocabulary development - High quality interactions with adults - Communication interventions - NELI, RWI 1:1s - Up skilling staff to be more effective language role models - Speech and language therapist support and advice, particularly in EYFS - Talk for writing in KS1 	<p>EEF – oral language interventions consistently show positive impact on learning. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</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"> - Targeted English and Maths teaching for pupils who are below age related expectations - Creating additional teaching and learning opportunities - Extra support and intervention groups for targeted pupils, including: <ul style="list-style-type: none"> - IDL Spelling - RWI 1:1s - Maths Whizz - Numbots - TTRockstars 	<p>Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit':</p> <p>Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months Small group tuition = +4 months Teaching Assistant Interventions = +4 month</p>	1, 2

<ul style="list-style-type: none"> - Use of VIPERS through Literacy Shed Plus - Flashback 4 (WRM) - Weekly CLic Challenge and Learn Its - Strive for 5 reading initiative - Use of online Maths Whizz to determine gaps in children's knowledge and support their learning through bespoke activities according to their ability and pace. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Focus on mental wellbeing for disadvantaged pupils - Ensure classroom environment is conducive to learning - To ensure children are 'ready to learn' at key transition points. - Use of ELSA trained member of the SLT and STA to provide emotional literacy, play therapy and time to talk for targeted children - Counselling - Additional Lunchtime Supervision to support those who find unstructured times a challenge. 	<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:</p> <p>Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	6
<ul style="list-style-type: none"> - SLT to analyse attendance and contact low attenders. - Office staff to complete First Day Call and support families to raise attendance / punctuality. - Reinforcing the importance of good attendance 	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment</p>	4, 5

<ul style="list-style-type: none"> - Home visit children where necessary. - Clear procedures are shared with all staff and parents through the weekly newsletter - Attendance meetings are held where necessary. - Termly and yearly celebrations for highest attending children and class - Parental support offered to enable good attendance particularly those with anxiety and SEND 	<p>Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. 5</p>	
<ul style="list-style-type: none"> - Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc. - Cultural capital experiences promoted in the curriculum. - Sports events promoted to PP are encouraged to attend - Outdoor learning encouraged 	<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. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	3
<ul style="list-style-type: none"> - Delivery of parent workshops to support their children in their learning and emotional development 	<p>Previous engagement of parents and parent surveys to support this.</p>	5

Total budgeted cost: £78,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcome	Impact
<p>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.</p>	<p>Results of PP children across the school:</p> <p>Year 6:</p> <ul style="list-style-type: none"> - Reading = 71% - Writing = 71% - Maths = 71% <p>Year 2:</p> <ul style="list-style-type: none"> - Reading = 66% - Writing = 33% - Maths = 66% <p>Reception:</p> <ul style="list-style-type: none"> - Reading = 67% - Writing = 67% - Maths = 67% <p>Year 1 Phonics Screening Check = 90% (9/10)</p>
<p>Develop oracy skills through the use of Talk Boost, Talk 4 Writing and RWI provision in EYFS and KS1.</p>	<p>Children accessing oral language and communication interventions have made at least expected progress.</p> <p>Language development continues to be a priority.</p>
<p>Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.</p>	<p>Children experienced a broad range of trips, visits, visitors, fieldwork and Y6 went on residential in the last academic year.</p> <p>We are extending the offer for children this year ensuring meaningful links with the curriculum.</p>
<p>All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</p>	<p>PP children who were PA (Persistently Absent) = 45.5%</p> <p>Non PP PA = 52.27%</p> <p>PP attendance = 87.66%</p>

	<p>Non PP attendance = 87.48%</p> <p>Non PP children had worse attendance than PP children last year.</p> <p>Attendance is a huge focus for our school this academic year with lots of strategies in place to support children and families. We have several children who have school-based avoidance linked to mental health and are supported by outside agencies, as well as school, with this.</p>
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.	We were able to welcome out parents back into school last year and they attended workshops, Christmas nativities, Carol Service (in Church), Christmas and Easter fairs, end of year junior show, summer fair, parents' evenings, leavers' assembly.
Children are supported to deal with issues which may affect their ability to work to their fullest potential.	70% of PP children have accessed the ELSA programme or pastoral support. As a result, we have had an increase in attendance for some children, better resilience and regulation of emotions and emotional literacy.

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
Maths Whizz	Whizz Education
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Read Write Inc.	Ruth Miskin Training