# Pupil Premium Strategy Statement for St Ignatius Primary School

## 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

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| Detail | Data |
| School name | St Ignatius Primary |
| Number of pupils in school  | 337 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | C J Bonner, Head teacher |
| Pupil premium lead | C J Bonner, Head teacher |
| Governor / Trustee lead | Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £130,465 |
| Recovery premium funding allocation this academic year | £ 12,180 |
| 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 | £142,615 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| The aim of our plan is to effectively close the attainment gap between disadvantaged pupils and other pupils. This will be addressed by identifying any barriers to their learning and implementing appropriate actions to support both individuals and groups of pupils. These actions will be evaluated and revised at regular intervals. Decisions will be underpinned by considering a range of evidence, research and guidance. Regular analysis of progress data will be an important factor in identifying priorities but other considerations which relate specifically to individual pupils will be tackled (such as providing access to essential learning resources at home and before and after school clubs). High achieving disadvantaged pupils will also be supported by implementing steps to enrich their learning experiences. As the plan is implemented and reviewed other barriers to learning may emerge and require specific actions-therefore it is a working document that can evolve with feedback and new input from staff and families involved in its implementation.Some of the key intentions of our strategy are:A clearly recognisable whole school shared ethos committed to achieving the best possible outcomes for our disadvantaged pupils. The provision of high quality ‘First Wave’ learning for all our learners which has the capacity to address specific barriers to learning. An ambitious approach to individual pupils’ outcomes (throughout the school and in their readiness for future learning). The flexible deployment and recruitment of skilled staff to support both individual and groups of disadvantaged pupils. The constructive sharing of progress data and other key information related individual to ensure all gaps in learning are addressed. These steps will be implemented to complement the National Tutoring Programme and other recovery related measures that have been adopted.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Internal assessments indicate that some disadvantaged pupils are not working at age related expectations and have gaps in their **literacy skills** which impact upon learning. |
| 2 | Internal assessments indicate that **Maths** attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils.  |
| 3 | Assessments and observations have identified a significant number of pupils in need of additional support to address their **social and emotional needs.** |
| 4 | Due to school closure a number of pupils, including disadvantaged pupils, need support to develop their ‘**behaviour for learning’** skills. |
| 5 | While there are no significant discrepancies between overall **Attendance** of all pupils and disadvantaged,there are discrepancies in terms of **punctuality and persistent absentee** percentages for these pupils |
| 6 | For some disadvantaged pupils, there are many **practical issues** impacting on their ability to thrive and learn - such as not having IT equipment at home, lack of basic resources in the home, poor access to other good quality necessities, uniform, shoes, food, travel cards, variety of reading material / toys/ games etc.  |

## 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.

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| Intended outcome | Success criteria |
| To improve literacy skills:To ensure that pupils will have a love of reading. Reading regularly including age related ‘Spine books’. To improve oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved literacy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.Improved oral language skills evidenced. Staff participation in specific CPD (Talk for Writing, Little Wandle) to facilitate improved progress. |
| To improve maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2021- 2022 for disadvantaged pupils is in-line with the expected standard for all pupils. |
| To improve levels of wellbeing for our disadvantaged pupils. | Sustained high levels of wellbeing in 2021- 2022 demonstrated by:* survey outcomes- pupil voice and parent voice
* improved pupil engagement and outcomes
 |
| To ensure pupils consistently demonstrate positive learning characteristics | Establishment of a ‘Growth Mindset’ amongst pupils (the ‘Power of Yet’) Pupils will adopt independent learning strategies.Positive learning behaviours will be celebrated and shared at school and at home.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged persistent absentee pupils and pupils with poor punctuality | Sustained high attendance in 2021- 2022 demonstrated by achievement of 95.5% attendance for all pupils, including disadvantaged pupils.The overall absence rate for all pupils, including disadvantaged pupils, being no more than **1%,** and the persistent absenteeism gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. |
| To remove some of the barriers that are disadvantaging pupils in terms of making progress academically and socially | Establishment of a system where the barriers ( practical issues) that are contributing to disadvantaging pupils are identified and removed/ reduced in impact  |

##  Activity in this academic year 2021 - 2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£52,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments. (NFER, Salford Reading Test, Little Wandle)Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| CPD for all staff working with disadvantaged pupils | Evidence to support view that when staff are trained effectively, with a clear understanding of the issue (e.g. the existing imbalance I outcomes for disadvantaged pupils) and strategies to address this (specific effective initiatives) the outcomes are consistent and positive  | 1 2 3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of resources (Talk for Writing) and fund ongoing teacher training and release time.  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.(Little Wandle Scheme) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 |

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| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.Funding of teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 2 |
| Employment of additional support staff to provide enhanced support in Wave 1 teaching and Wave 2 interventions for targeted disadvantaged pupils  | Evidence to demonstrate the effectiveness of additional adults to close the gap for underachieving pupils [Making Best Use of Teaching Assistants EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) |  1 2 3 |
| Improvement in quality of social and emotional (SEL) learning. Deployment of Mental Health practitioner and counsellor/ play therapist (Trailblazers and Hope in Tottenham)Embed SEL approaches into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):[EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3 |
| Enhancement in ‘Behaviours for Learning’ skills of disadvantaged pupils through CPD and PSHE training  | Evidence of effective practices to promote improved learning [EEF Blog:](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) What are effective Learning Behaviours?  | 4 |
| Improvement in practices to identify and analyse attendance and punctuality issues impacting on disadvantaged pupils  | Evidence of the effective use of Pupil Premium funding ( Jan 2022)[www.gov.uk:](http://www.gov.uk:) Improving school attendance for schools and local authorities  | 5 |

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

Budgeted cost: **£62,300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 |
| Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) |  1 2  |
| Provision of 1:1 drop in sessions and small group well-being workshops targeted at disadvantaged pupils  | Extensive evidence to support the effectiveness of intervention through pre and post assessmentswww.gov.uk : The link between pupil health and well-being and attainment | 3 |

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

Budgeted cost: **£28,615**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on ‘behaviour for learning ‘strategies with the aim of developing our school ethos and improving practices across school. | Both targeted interventions and universal approaches can have positive overall effects:[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and appointing Attendance /Support officers to target attendance and punctuality of disadvantage pupils  | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 5 |
| Support fund for addressing practical issues that will alleviate some of the barriers faced by disadvantaged pupils | Evidence that providing these funds removes barriers for pupils to function more effectively across a range of areas  | 6All |

**Total budgeted cost: £142,615**

#  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 - 2021 academic year.

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| Our internal assessments during 2020 /21 suggested that the performance of disadvantaged pupils was in line with that of 2019 /20 and lower than that in 2018/19 (end of Key stage 2).Pupil wellbeing and mental health were placed under strain during the course of 2020/21 last year, however interventions and additional provision (including family outreach and Recovery Curriculum) were effective in countering these pressures for many disadvantaged children. This was evidenced by internal assessments and feedback from pupils, parents and adults working with the children. These steps will be further developed as ongoing provision over the lifespan of this plan and modified to meet the changing needs of pupils. Other contingencies such as bespoke remote provision for individual pupils have been formulated and resourced so that any negative impact of any future closure on disadvantaged pupils would be minimised. Some pupil premium funded initiatives (particularly enrichment / cultural capital focussed activities) were significantly disrupted and will therefore be relaunched.  |

## Externally provided programmes

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| Programme | Provider |
| Tutoring | Fleet Tutors |
| Counselling / Play therapy | Hope In Tottenham |
| Tutoring  | NIA Academy |
| Mental Health and Wellbeing Interventions | Trailblazers |