# 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

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| Detail | Data |
| School name | St Kentigern’s Catholic Primary School |
| Number of pupils in school  | 210 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2024 |
| Date this statement was published | 19th December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | HT – F Wygladala |
| Pupil premium lead | DHT – C Murray |
| Governor / Trustee lead | CoG – M Leyland |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £65,095 |
| Recovery premium funding allocation this academic year | £ 8,881 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  £ |
| **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 | £73,976.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Kentigern’s Catholic Primary School, we are committed to providing quality first teaching and learning experiences which benefit all our children. This involves a commitment to staff professional development and training. We want to work closely with all our families to support them and, therefore, our pupils to become life-long learners. We make every effort through our wider strategies to remove barriers to learning and we have high expectations for pupil behaviour. We provide targeted academic support through strategies and interventions as appropriate. We work with relevant agencies to ensure that our pupils and their families can access the support that they need, in a timely manner. We have high expectations for our children and strive to maintain and improve our standards as we move forward together. Our main aims are: ▪ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.▪ For all pupils in school to make or exceed nationally expected progress rates. ▪ To support our children’s health and wellbeing to enable them to access learning at an appropriate level. ▪ To remove barriers to learning so that our children can reach their full potential. We aim to do this through ✓ 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, this includes ensuring that the needs of disadvantaged pupils are addressed ✓ Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential ✓ Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that our school has legitimately identified as being socially disadvantaged. ✓ Recognition that pupils may need support with one area at a time (e.g. reading) and that interventions for many areas at one time may be detrimental to the wellbeing of the child. ✓ Pupil voice – a key indicator of where support is required and of attitudes to learning ✓ Positive communication with parents |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We identify and address barriers to learning faced by individual pupils through:

* Everyday teaching practice and knowledge of how children respond to teaching and learning activities
* Pupil records
* Discussions with pupils
* Parents and agencies involved
* Attendance data and levels of persistent absence;
* Behaviour incidences and exclusions data;
* Information on wellbeing, mental health and safeguarding;
* Rigorous regular tracking of pupil attainment and progress, especially in pupil progress meetings in which all children are discussed in detail with senior leaders. Looking in particular at evaluating and reviewing the effectiveness of strategies to overcome the barriers to learning, and changes made to impact provision .

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| No | Detail of challenge  |
| 1 | **Family circumstances:** Pupils may have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. Socio-economic factors such as poverty and poor housing can impact on diet, wellbeing and opportunities. Safeguarding and welfare issues (which may lead to involvement from Children’s Social Care) can impact on the whole family. Separation of parents may cause conflict; often leading to emotional, behavioural and academic challenges. |
| 2 | **Social & Emotional barriers**: Some children have social and emotional issues resulting in low confidence and self-esteem. This affects learning, friendships, resilience and aspirations for the future. Some parents have their own mental health difficulties, which often brings instability to the family. |
| 3 | **Special Educational Needs & Disabilities**: Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also have learning needs of their own. |
| 4 | **Family support**: Parents may not feel able to support their child’s learning journey. This may be due to lack of knowledge/own education standard or lack of resources and opportunities. Some parents may find it difficult to provide routines, structure and boundaries at home which can affect educational outcomes and behaviour. |
| 5 | **Attendance & Punctuality**: Some children’s attendance is low which will impact on their learning. Some children/families miss vital minutes of learning each week due to punctuality issues. |

## 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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils. | Ensure that all teaching and learning opportunities meet the needs of all the pupils with consideration for the needs of children under Pupil Premium.  Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are addressed  |
| For all pupils in school to make or exceed nationally expected progress rates.  | Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential |
| To support our children’s health and wellbeing to enable them to access learning at an appropriate level. | All children come to school knowing it is a safe and secure environment where they can access any support needed to support with their learning in school |
| To remove barriers to learning so that our children can reach their full potential.  | Children in school are known by all staff so their curriculum and needs can be directed to the needs of that child. |
| For all children to access equal opportunities to enrich social and academic learning | All children to have access to a wide variety of options in the curriculum |
| Rapid progress of PP children identified as low speech and language understanding | Children will make rapid progress to work in line with their peers in all subjects. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022/2023** to address the challenges listed above.

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

Budgeted cost: £3,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *SEMH CPD for all staff* | Staff are more aware of strategies to support SEMH and provide early intervention | 2/3 |
| *Word Aware CPD* | All staff trained to make the whole school word aware to support the needs all children including PP with literacy skills to support all curriculum areas | 3 |
| *Whole school ELKLAN CPD* | Lessons are planned using ELKLAN strategies to support understanding of language and children learning styles to make all learning inclusive | 2/3 |
| *Ongoing safeguarding training for all DSLs and family support worker* | Families say they feel supported in school and are aware and use strategies discussed with DSLs. Early Help practice has supported and prevented many families circumstances escalating. | 1/2 |
| *Keeping children safe in Education CPD*  | In September 2022 all staff had training on and updates given on KCSIE | 1/2 |
| *Early Help training updates for DSLs and family support* | DSLs and Family Support are familiar in latest changed and updates to support PP families  | 1 |

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

Budgeted cost: £ *27,475.80*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *National Tutoring Program 1-1 small group interventions* | Some children still have Gaps in their leanring post Covid, for children to make rapid progress to bridge the Gaps Additional teaching interventions have been allocated for focused teaching in English and Maths Children are monitored to track progress – Evidence in children’s confidence and progress in whole class teaching is showing a clear impact when children are in the whole class enviorment. | 3 |
| *Talk boost interventions* | There is a high PP and EAL children in our EYFS and KS1 classes. Daily support in provided by an additional teaching assistant to raise speech and language. Tracking shows clear progress in communication skills that is impacting on their writing skills, communication and understanding. Next steps to roll out strategies to parents. | 2/3 |
| *Project X (Literacy)* | Yr2 and Yr 3 PP children are included within the Project X intervention programme in KS2 to support comprehension skills which will develop understanding across the whole curriculum. | 2/3 |
| *Third Space Learning* | 10 PP children from Y5 (4) and Y6 (6) have tutored 1-1 support weekly to accelerate their progress maths interventions. Teachers have expressed there is evidence of progress in Autumn 1 data and will be assessed in Spring  | 2/3  |
| *IDL* | IDL is being used both in school targeting children through the school day. Log in details are still shared with parents and the program is encouraged for use at home. Children's most recent spelling ages tested in school show progress. The most recent spelling ages show SEN and Pupil Premium groups who are frequent in school users of IDL are making sustained progress. | 2/3 |
| *Small group interventions* | Additional teaching support is provided for Intensive catch up interventions which are ongoing, plugging the gaps from effects of Covid. PP children from across the school have access to these interventions and class teachers are reporting improvements in their academic ability. The continued implementations of our new English writing scheme for learning will allow a clear focus on progression and interventions required | 2/3 |
| *Nurture Groups x 4* | Children are developing positive social skills taught in the nurture groups which are shared with families to support at home. This groups include enrichment activities. | 1/2/4/5 |
| *Communicate Speech Therapy* | Ongoing half termly assessments inschool by trained therapist for childrenincluding 11 PP children – Whole classobservations and strategies are beingimplemented across school with 1-1 support from speech therapist Weekly training sessions are now inplace for all support staff to embed whole school and class approaches to speech and language allowing S+L to all PP children.96% of children have made accelerated progress from assessments with therapist and SENCO  | 3 |

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

Budgeted cost: £43,500.29

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Providing food and hygiene packs to PP families* | Families contacting school with concerns of cost of living and seeking support and advice from school resulted in supporting these families with basic food and hygiene packs to support families over the weekends | 1/2/4 |
| *Maintain good attendance % for PP children in line with peers* | Familes have support and access to our family support worker and dedicated email to help with any issues in the home. Before and after school clubs are offered to support families. Meetings/ phone calls and school support (mentoring) is offered to children and parents around resilience and rountines | 1/5 |
| *Extra Curricular Sports clubs and directed physical education skills* | PP families raising issues of not being able to support extra sports for children outside of school. BFC and PE co-ord are delivering KS1 and KS2 sports clubs free of charge to families to support children’s mental and physical health and individual talents | 2 |
| *Family Fun days/workshops* | This allows the parents to be actively involved in the child’s learning and making links with school and families. This supports gaps in parents own learning and is a bridge to supporting home learning. | 4 |
| *Family support Interventions* | Every child has access to full school uniform. Weekend packs supplies so families and children are getting a basic meal. Family support email has increased engagement  | 4 |
| *Lunchtime clubs*  | Pupil voice indicates children feel less anxiety levels when attending lunchtime clubs and feel they are learning life skills to pass onto their peers. Friendship groups/Interactions skills with PP children | 2 |
| *Yr 5/6 residential* | Evidence shows limited life experience of some PP children. All PP in Year 5/6 have the opportunity to attend a 3 day residential. Evidence shows this life experience can build resilience to support pupils in future events | 2/4/5 |
| *Healthy Heads* | Promoting positive thinking in KS2 | 1/2/3/4 |
| *Pupil Wellbeing events* | Two days are planned to support children mental health and wellbeing across the school | 1/2/5 |
| *Mini Bus* | School mini bus gives children the opportunity to extras learning experiences outside of the classroom | 2/3/5 |
| *PMHW sessions* | Due to children’s voice from affects of Covid. Primary Mental Health workers are supporting in school implementing intervention groups dealing with stress and worries | 1/2/3/4/5 |
| *School Dog supporting*  | Evidence shows Marley is contributing to SEN/PP support through nurturing and caring skills | 2/3/5 |
| *School Choir /Music* | This has given children opportunities to perform in public at Blackpool Grand Theatre (Thank you for the music). It has promoted confidence and self-esteem in many children and given then the opportunity to consider their talents for the future | 1/2/3/4/5 |
| *Swimming* | Key skills to be taught in line with National expectations and being a coastal tide. | 2/3 |

**Total budgeted cost: £** *[73,976.09]*

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.

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|  | END OF YEAR 2020/2021 |
|  | READ | WRITE |  MATHS |
| EYFS7 chn | 50 % AT50% WT | 50 % AT50% WT | 71 % AT29% WT |
| YR 15 chn | 40 % AT60% WT | 60 % AT40% WT | 100 % AT |
| YR 29 chn |  45% AT 45% WT10% WB | 45 % AT45 % WT10 % WB | 67 % AT23% WT10 % WB |
| YR 35 chn | 60 % AT40% WT | 20 % AT80% WT | 40 % AT60% WT |
| YR 48 chn | 50 % AT50% WT | 38 % AT38% WT25% WB | 88 % AT12% WT |
| YR 54 chn | 75 % AT25% WT | 75% AT25% WT | 75 % AT25% WT  |
| YR 68 chn | 89 % AT13% WT | 100 % AT | 89 % AT13% WT |
| OVREALL PP WHOLE SCHOOL | 59 % AT40% WT 1% WB | 55 % AT39% WT 5% WB | 75% AT23% WT2% WB |

*During 2020/21 most pupil Premium children were either in school or reached by teachers through home learning (online)**School provided academic resources (eg laptops) so ALL children had direct access to teachers and learning.*Assessments at the start of school year show children were showing significant gaps in learning (due to lockdown 1) Interventions to bridge the gaps where put into place. End of year assessments show children where making progress but a higher percentage where behind age related expectations. This has been continuously addressed through ongoing interventions in and out of school.*Interventions programs such as Third Space Learning has shown that most children (due to lockdown) were working below age related to working at age related by the end of academic year.**IDL data showed a decline during A1 and A2 however children did start to make progress at a rapid rate in Sp1 and Summer term**Communicate Speech and language - All PP children requiring speech and language support received online virtual support – new targets were shared with school and parents so the children could continue to make progress. During Lockdown 1 PP data showed a decline in speech and language skills, however during Spring and Summer term new assessments were arranged for all PP children. Reports show that ALL PP children made progress during academic year 20/21 and new targets were sent for children. Teaching staff in school were given training on new targets to help accelerate the children progression.* *Talkboost interventions – Many children during lockdown including PP/EAL children had not had quality access to communication. Talk boost provides 3 x weekly intervention sessions to support PP children. Sessions started in Aut 1 – impact will be showed that at the end of the 10 weeks programme all children made progress**Data (especially in KS1 and EYFS) showed significant progress in comprehension skills and verbal communication.**All PP have made 4 steps progress in Talkboost skills – tracking in 21/22 showed these skills have transferred to other curriculum areas.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| Speech and language | Talkboost |
| Literacy skills | IDL |
| Maths support | TT Rockstars |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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