

Pupil premium strategy statement – –St Bernadette's Catholic Primary School

Considering best practice advice for Education Endowment Foundation and DfE, The annual review will consider impact and any concerns arising will be addressed.

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St Bernadette's Catholic Primary School
Proportion (%) of pupil premium eligible pupils	197
Academic year/years that our current pupil premium strategy plan covers	15%
Date this statement was published	December 2023
Date on which it will be reviewed	1 st Dec 2024
Statement authorised by	December and each December after
Pupil premium lead	Alexis Satterthwaite Taken to Governors January 2024 and approved
Governor / Trustee lead	Jo Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,930
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,785
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,715.

Part A: Pupil premium strategy plan

Statement of intent

EEF Research:

Teaching:

Spending on improving teaching might include professional Development, training and support for Early Careers Teaching and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, are the key ingredients to our successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support:

Evidence consistently shows the positive impact targeted academic support can have, including those pupils that are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom teaching assistants can provide targeted academic support, including how to link structured one to one or small work group intervention to classroom teaching, is likely to be a key component of our effective Pupil Premium Strategy.

Wider approaches:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. It is likely that the specific features of the community that we serve will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Higher proportion of children in 2 specific groups
2	Children who are on the SEN register and qualify for PP
3	Targeted availability for individual and small group teaching (especially in KS1)

4	The need to upskill all TA's and some new teachers to support that first quality teaching and targeted academic support
5	Non- academic barriers e.g. attendance, pupil and adult emotional and mental health an family.
6	To continue to secure high quality agency staff to support our children prior to established funding in place.

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
High quality teaching in all year groups is a universal offer for all pupils.	To maintain the OFSTED good rating Statutory outcomes are for the PP children, in line with national all other pupils
Targeted academic support for all identified individuals	Individuals identified at a very early stage and the appropriate teachers and TA's are allocated. The focus of the teaching time has ensured that these children have learned and achieved the intended goal
Ensure non-academic barriers e.g. Attendance, behaviour, social and emotional are identified quickly	Individual children and families are identified quickly and a plan drawn for support. Attendance % is higher. Behaviour incidents are very low and emotional support for individuals and families are recognised as making a difference. The school re particularly working with the LA SEND team to support a high proportion of children with SEMH

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: £17,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional /TA support in Early Years/KS1</i>	Identified SEMH support needed and high number of pupils on SEN register in Key Year groups	1,2 ,3, 5
<i>Additional TA support in KS2</i>	High proportion of PP in particular Year groups and particular SEMH support	1,2,4,5
<i>Additional teaching time in KS2</i>	Teachers CPD, coaching and mentoring as required. Need to pinpoint gaps from assessments. Need to plan specifically for individuals and groups.	1,2,3
<i>Enhanced CPD for all Teachers/Teaching Assistants</i>	Analysis of strengths and gaps of Teachers/TA's to support on going Phonics	1,2,3,4,
<i>Working with the Maths Hub programme – CPD and resources</i>	Requirement of DfE	1,2,3,4
<i>Assessment papers to target gaps in learning</i>	These support pinpointing gaps in knowledge and learning	1,2,3, 4
<i>Licences and subscriptions to support on- line learning</i>	These enhance class and home learning	1,2,3

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

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching time to be allocated to any year group as and when identified</i>	Raise attainment and improve progress	1,2,,5,6,7
<i>Additional Speech and Language Therapy provision – Chatty Words/Nellie Programme</i>	Identified in EY and KS1	5,6,7

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a Pupil Welfare Officer EWO</i>	Impacts positively on pupil attendance.	1,2,5
<i>Breakfast and afterschool club/school outings (Borwick Hall)</i>	Children and families recognise wider benefits of these clubs when required	1,2 ,5
<i>Family Support Worker allocation of time</i>	Key member of staff for Children in Need, Families in Need, Social Service Involvement, Early Help strategy deployed	2, 5
<i>Purchase of for e.g., uniforms, clothes, PE kits</i>	Ensures all pupils are equally equipped	1,2,5
<i>Purchased Therapy dog time to support our most vulnerable children</i>	Ensure all pupils are given the same opportunities to succeed	2.5

Total budgeted cost: £ 51.930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please refer to 'Impact Statement for Pupil Premium' for 2022 – 23 – separate document of the website

Externally provided programmes

Programme	Provider
Chatty words	Chatty Therapy
Lexia	Early speech and language/phonics
On-line Maths tuition – White Rose Maths	White Rose
Spelling Frame	Spelling Frame.co uk