

# Pupil premium strategy statement –St Bernadette’s Catholic Primary School

Considering best practice advice for Education Endowment Foundation and DfE, St Bernadette’s now publishes a longer term Pupil Premium Statutory Statement which will be reviewed each September for the next 3 years. The annual review will consider impact and any concerns arising will be addressed. The impact of socio- economic issues and addition the COVID 19 Pandemic will need to be addressed in the longer term.

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 Bernadette’s Catholic Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	September 2022 and each September after
Statement authorised by	Alexis Satterthwaite Taken to Governors 22 <sup>nd</sup> September 2021 and approved
Pupil premium lead	Alexis Satterthwaite
Governor Lead	Jo Farrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,695
Recovery premium funding allocation this academic year	£ 4,495

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£47,200</b>

# 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	The higher proportion of PP in one specific Year group
2	Children who are on the SEN register and qualify for the PP
3	Loss of classroom experience during COVID 19
4	Lack of home support for Remote Learning including hardware

5	Targeted availability for individual and small group teaching
6	The need to upskill all TA's to support that first quality teaching and targeted academic support
7	Non- academic barriers e.g. attendance, pupil and adult emotional and mental health, family incidences of disruption

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, (2024)** 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.	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 and 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.

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

Budgeted cost: £ 18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support in KS2</i>	More KS2 pupils on PP compared with KS1. More on SEN register with substantial needs. More teaching of key concepts missed through Covid. Current quota of TA's more thinly spread.	1,2,5, 6
<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.	1,2,5,6
<i>CPD for supporting SENCO ie. SENCO qualification and support from the SENCO LA team</i>	Changes to SENd approach within the LA. Introduction of revised pre key standards and Engagement Model.	2,5
<i>Additional allowance for the leader for Remote Learning Hardware to support families</i>	Requirement of DfE .Skill development of staff, pupils and parents identified as a need. Hardware purchases for families.	3,4
<i>Enhanced CPD for all Teaching Assistants</i>	Analysis of strengths and gaps of TA's. introduction of revised EYFS, Phonics and new approach to 1-1 and small group targeted approach.	5,6
<i>Revised phonics programme – CPD and resources</i>	Requirement of DfE	1,2,4,6
<i>Assessment papers to target gaps in learning</i>	These support pinpointing gaps in knowledge and learning	1,2,5,
<i>Licences and subscriptions to support on- line learning</i>	These enhance class and home learning	4

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

Budgeted cost: **£15,000**

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>	pending	1,2,3,5
<i>Additional Speech and Language Therapy provision</i>	Identified in EY and KS1	5,6

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

Budgeted cost: **£ 14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a Pupil Welfare Officer EWO</i>	Impacts positively on pupil attendance.	3,4,7
<i>Breakfast and afterschool club/school outings</i>	Children and families recognise wider benefits of these clubs when required	3,4,7
<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	3,4,7
<i>Purchase of for e.g., uniforms, clothes, PE kits</i>	Ensures all pupils are equally equipped	3,4,7

**Total budgeted cost: £47,200**

## Part B: Review of outcomes in the previous academic year

Please refer to 'Impact Statement for Pupil Premium 2020- 2021- separate document on website.

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

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

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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*