# 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 2022-2023 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 Bernadette’s Catholic Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 16.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022- 2025 |
| Date this statement was published | 1st Dec 2022 |
| Date on which it will be reviewed | September 2023 and each September after |
| Statement authorised by | Alexis Satterthwaite  Taken to Governors January 2023 and approved |
| Pupil premium lead | Alexis Satterthwaite |
| Governor Lead | Jo Farrell |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 45,705 |
| Recovery premium funding allocation this academic year | £ 4,785 |
| 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 | **£50,490** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **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.

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| Challenge number | Detail of challenge |
| 1 | The higher proportion of PP in two specific Year groups |
| 2 | Children who are on the SEN register and qualify for the PP |
| 3 | Targeted availability for individual and small group teaching |
| 4 | The need to upskill all TA’s to support that first quality teaching and targeted academic support |
| 5 | 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**, (2025) and how we will measure whether they have been achieved.

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| 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. |

## Activity in this academic year 2022 -2023

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: £ **17,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Additional Teacher/TA support in Early Years/KS1* | Identified SMH support needed and high number of pupils on SEN register in Key Year groups | 1,2 ,3, 5 |
| *Additional TA support in KS2* | High proportion of PP in particular Year groups and particular SMH support | 1,2,4,5 |
| *Additional teaching time in KS2* | Teachers CPD, coaching and mentoring as required. Need to pinpoint gaps from assessments. Need to plan specifically for individuals and groups. | 1,2,3 |
| *CPD for supporting SENCO/KS1 Moderator ie. SENCO qualification and support from the SENCO LA team* | Changes to SENd approach within the LA. Ensure the pre key standards and Engagement Model is applied to Year 2 | 1,2,3, |
| *Enhanced CPD for all Teachers/Teaching Assistants* | Analysis of strengths and gaps of Teachers/TA’s to support the new Phonics Resources | 1,2,3,4, |
| *New phonics programme – CPD and resources* | Requirement of DfE | 1,2,3,4 |
| *Assessment papers to target gaps in learning* | These support pinpointing gaps in knowledge and learning | 1,2,3, 4 |
| *Licences and subscriptions to support on- line learning* | These enhance class and home learning | 1,2,3 |

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

Budgeted cost: £**19,490**

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

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

Budgeted cost: **£ 14,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Purchase of a Pupil Welfare Officer EWO* | Impacts positively on pupil attendance. | 1,2,5 |
| *Breakfast and afterschool club/school outings* | Children and families recognise wider benefits of these clubs when required | 1,2 ,5 |
| *Family Support Worker allocation of time* | Key member of staff for Children in Need, Families in Need, Social Service Involvement, Early Help strategy deployed | 2, 5 |
| *Purchase of for e.g., uniforms, clothes, PE kits* | Ensures all pupils are equally equipped | 1,2,5 |

**Total budgeted cost: £50,490**

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

**Please refer to ‘Impact Statement for Pupil Premium 2021-22- separate document on website.**

## Pupil premium strategy outcomes

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

## 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*

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| Programme | Provider |
| Chatty Words | Chatty |Therapy |
| online Maths tuition White Rose | White Rose |