

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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

Detail	Data
School name	The Blessed Sacrament Catholic Primary School
Number of pupils in school	393 (including nursery)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	April 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Kelly Hannah
Pupil premium lead	Nichola Bonsor
Governor / Trustee lead	Lee Clark

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,920
Recovery premium funding allocation this academic year	£19,720
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	£205,640

## Part A: Pupil premium strategy plan

### Statement of intent

At The Blessed Sacrament Catholic Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make expected progress across all subject areas. We aim to ensure that the children meet their own personalised targets based on the gaps analysis.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by the vulnerable pupils, such as those who have a social worker and those with difficult life scenarios. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High- quality teaching and targeting is at the heart of our approach, with a focus on areas in which disadvantaged pupil require the most support. This has been shown to have the greatest impact in closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	To improve the language skills of children across the school so that they can more fully access the curriculum
2	To narrow the gap in attainment between PP and non PP children at KS2
3	To close the gap for individual pupils who have fallen behind due to COVID closures
4	To improve the attendance and punctuality of PP pupils
5	To identify the global needs of children and supporting families to overcome these
6	To offer pupils breadth of experiences, activities and extracurricular opportunities at a reduced cost

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)
Phonics	Achieve national average expected standard in PSC
Other	Improve attendance of disadvantaged pupils (95%)

## 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: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist weekly support from Speech and Language therapist to help pupils who have specific needs and to support staff in overcoming these barriers	<p>A significant number of children have communication and interaction difficulties. Weekly specialist support will provide tailored support plans for those identified children and high quality staff training to support them.</p> <p>Evaluation – Bridge Speech therapist has provided support and training across all year groups in school. Since starting in September 2021, she has seen 34 children, providing initial assessments, targeted plans, specialist therapy and updates. These have also helped with EHCP submissions.</p>	1
CPD for all staff and supply cover to support these areas	<p>We require consistent, well-trained teaching staff to support the learning of our children and close the attainment gap.</p> <p>Ongoing training provided for staff – Autism training,</p>	1, 2, 3
Purchase of high quality guided reading books to support closing the gap in attainment	<p>Children need access to high quality texts to support them with their learning and help close the attainment gap.</p> <p>New guided reading books purchased in key stage 1.</p>	2, 3

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

Budgeted cost: £80,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from learning mentor in school to help pupils who have difficulties with social, emotional and behavioural issues	<p>A number of children have a high level of social, emotional and mental health needs. This impacts how they access the curriculum and their learning. Support from a learning mentor in both KS1 and KS2 will support the children and enable them to access the support that they need.</p> <p>Learning mentor support both in KS1 and KS2, focused around the SEMH needs of the children.</p>	2, 3
TA support to address gaps in learning.	<p>Use of TA support in class to enable teachers to carry out pupil conferencing in Key Stage 2. Gaps and misconceptions can then be dealt with on the same day.</p> <p>Ongoing support for Key Stage 2 classes in an afternoon to enable pupil conferencing to take place with identified children.</p>	2, 3
Educational Psychology support for identified children	<p>2 days per half term of input from the Educational Psychologist to support children with significant needs to enable them to get targeted plans to meet their needs.</p> <p>So far, Jen has worked with 6 children. 2 of those children have had EHCPs applied for. A further child has had 1 EHCP successfully awarded. 1 child has been accepted into specialist provision. Also provided valuable support for the running of the inclusion hub.</p>	2, 3, 5

TA support for intervention groups for phonics and reading to close academic gaps	<p>Identified children to receive structured interventions to help close their attainment gap.</p> <p>KS1 phonics – 13 of the children receiving sessions have made at least 20% progress.</p> <p>KS2 phonics -</p>	2, 3
Specialist teacher input for identified children	<p>2 days per half term of input from the specialist teaching service for children with a wide variety of needs that are impacting their learning e.g. physical difficulties.</p> <p>Updates provided for 6 children who have EHCPs or the EHCP is being applied for.</p> <p>Further advice given to staff for 2 children.</p>	2, 3
1:1 tuition funding for identified children to help close gaps	Tuition funding to be used to support identified children to close gaps in their learning.	2, 3

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

Budgeted cost: £103,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support worker to provide wide ranging support so that children's attendance and family wellbeing improves.	<p>The family support worker is vital to promote good relationships with the parents and improve school attendance.</p> <p>Attendance procedures updated in line with academy change. Penalty notices issued. Coffee morning support – 5 families now there is a focus.</p>	4, 5
Uniform and resources – reducing cost to families of children who are pupil premium	Supporting pupil premium families to ensure the children have what they need at a reduced cost.	6

<p>Support from Assistant Headteacher to support closing the gap for PP children</p>	<p>Supporting staff and children to ensure referrals, support plans and children's needs are identified early and acted upon.</p> <p>Pupil premium children are identified in each class. Staff are aware. Progress is tracked – awaiting recent data drop.</p>	<p>2, 5</p>
<p>TA dedicated to providing support for physical education and after school clubs</p>	<p>Additional support for PE lessons in school and after school clubs to encourage children's physical development.</p> <p>Improvement in the number of pupil premium children attending after school clubs/targeted support in PE lessons.</p>	<p>5, 6</p>

**Total budgeted cost: £205,640**

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

### Pupil premium strategy outcomes

Challenge number	Detail of challenge
1	To improve the language skills of children across the school so that they can more fully access the curriculum.
2	To narrow the gap in attainment between PP and non PP children
3	To improve concentration and attitudes to learning by improving behaviour for learning
4	To improve the attendance and punctuality of PP pupils
5	To identify the global needs of children and supporting families to overcome these
6	To offer pupils breadth of experiences, activities and extracurricular opportunities at a reduced cost

### Evaluation

Challenge number	Detail of challenge
1	The children have benefited from increased support around language skills. This is helping to close the gap, particularly for children at Key Stage 1. This target needs to continue into next year's strategy.
2	The gap is narrowing, particularly at Key Stage 1. More work needs to be done to support to continue to close the gap. This target needs to continue into next year's strategy.
3	We have seen a big improvement in attitudes to learning and concentration across the school. This was evident in our recent OFSTED report. Target achieved.
4	Systems are continuing to be developed and modified to support increasing attendance and punctuality of PP pupils. Certain strategies such as face to face meetings with parents had to be stopped because of COVID and these are now being reintroduced to improve attendance. This target needs to continue into next year's strategy.
5	As a school, we work closely with families and relationships between school and families is constantly improving. This target needs to continue as it is a vital use of funding and benefits all of our PP families.
6	The use of pupil premium funding in this area is of great benefit to the pupils and families in school. It has helped to improve the range of experience, activities and uniform provided to PP children. This is a successful use of funding and will continue into next year's strategy.



## **Externally provided programmes**

N/A in our setting.

## **Additional Information**

The Pupil Premium Grant the school receives is used to support all the above activities, however the funding does not cover all the costs. They are not solely aimed at PP children as a lot of our children have additional needs, but they are given priority. All are priority needs of the school and are important in ensuring that PP children are given as much opportunity as possible to 'close the gap' on their peers.