

# Pupil premium strategy statement

This statement details our school's use of pupil 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 John Boste Catholic Primary School
Number of pupils in school	170
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> )	2021/22 to 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Denise Cushlow Head teacher
Pupil premium lead	Anthony Morris Deputy Head teacher
Governor / Trustee lead	Paul Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,368
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£50,558

# Part A: Pupil premium strategy plan

## Statement of intent

Sir Kevan Collins, former CEO of the Education Endowment Foundation, states that, 'Put simply, evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.'

It is our intention to ensure that high – quality teaching and challenge are the main drivers for raising attainment, ensuring good progress and narrowing the disadvantage gap throughout our school. All children, regardless of disadvantage, vulnerability or challenges faced, should be able to achieve well.

Our strategy will focus on high-quality teaching for all, supplemented by focused targeted academic support which is time-limited with clear intended outcomes. We will also carefully consider wider strategies to support our learners, in particular the wider impact the pandemic has had, and is continuing to have, on our children.

The progress of all pupils will be carefully monitored through robust assessment processes, to ensure that strategies are chosen and targeted support is identified at the earliest opportunity to meet the needs of the pupils at any given time.

## Challenges

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

Challenge number	Detail of challenge
1	Observations, discussions with teachers and assessment outcomes indicate that pupils in KS2 are continuing to engage less with reading than they were pre-pandemic which is impacting on the speed and fluency with which they read.
2	Observations, discussions with teachers and assessment outcomes indicate that the fluency and stamina in writing is under-developed; this is more prevalent among our disadvantaged pupils, especially at the end of KS1 where no disadvantaged pupils achieved the expected standard in writing in 2021/22.
3	Assessments, observations and discussions with teachers and pupils indicate a need to enhance language skills and knowledge and use of vocabulary; all pupils, not least the disadvantaged, missed out on first-hand experiences throughout the lockdowns, and the cost-of-living crisis continues to make this a concern. The children have therefore missed the opportunity for wider discussions, conversations and exposure to a rich and varied vocabulary which has in turn impacted on the quality of

	writing children are producing. This is evident in current writing outcomes, especially with our disadvantaged pupils, especially at KS1.
4	Analysis of assessments in maths indicates that the attainment gap has widened since the start of the pandemic for some of our disadvantaged pupils, in particular Y2 – Y5.
5	Observations, pupil discussions and communication with parents have identified a greater proportion of pupils continue to need social and emotional support, some of which can be attributed to lockdowns and lack of interaction and social experiences.
6	Analysis over time reflects the research that high levels of support from a teaching assistant during lessons does not automatically lead to closing the gap; indeed, it can have a detrimental affect and the gap can widen.
7	Observations, as well as discussions with staff, have shown that since returning to school full time following the pandemic, children’s oracy skills are not as developed as we would have expected pre-pandemic, and research has shown that this is a particular concern among disadvantaged pupils.

## 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
Improved reading speed and fluency, leading to a return to the high standards of reading outcomes which were evident pre-pandemic.	KS1 reading outcomes show that most disadvantaged pupils meet the expected standard. KS2 reading outcomes maintain the standards achieved in the 2022 KS2 SATs.
Improved extended writing ability, in terms of fluency and stamina	Evidence of extended writing throughout the curriculum. Pupils demonstrate the ability to write for an extended period of time (age appropriate) and maintain focus and quality.
Improved understanding of vocabulary impacting on improved attainment in reading among disadvantaged pupils.	KS1 reading outcomes show that most disadvantaged pupils meet the expected standard. KS2 reading outcomes maintain the standards achieved in the 2022 KS2 SATs
Pupils’ use of vocabulary is ambitious in their writing and across the curriculum.	KS2 writing outcomes show that most disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 and 2.	KS1 outcomes show that most disadvantaged pupils meet the expected standard.

	KS2 maths outcomes maintain the high standards achieved in the 2022 KS2 SATs.
To ensure that all pupils are well supported with their social and emotional well-being, in particular our disadvantaged pupils.	<p>Pupil well-being is high, demonstrated through:</p> <ul style="list-style-type: none"> <li>• Observations of pupil interactions with others</li> <li>• Pupil voice</li> </ul>
The majority of pupils are able to work with independence during lessons; support is given as needed rather than as a matter of routine	<p>Observations show that the role of the teaching assistant during lessons is fluid, leading to evidence of pupil independence and progress.</p> <p>Children are able to use growth mindset techniques to aid independent learning.</p> <p>The gaps are narrowing.</p>

## 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: £9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NFER Reading and GPS and the end of each term, and Maths at the end of the summer term)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through high quality teaching and intervention. Education Endowment Foundation	2, 3
Implementation and delivery of a DfE validated Systematic Synthetic Phonics program (Essential Letters and Sounds) to secure strong phonics teaching and vocabulary for all pupils. Renew subscription to the program. Purchase of additional high-quality decodable reading books to support the deliver of the program.	Essential Letters and Sounds introduces the children to a wide range of challenging and ambitious vocabulary. Essential Letters and Sounds – Oxford University Press The EEF Teaching and Learning toolkit says that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3
Developing and embedding process writing throughout the school. Adaptation of writing curriculum to meet the needs of all children. Provide CPD in process writing, including quality feedback. Fund teacher release time for coaching.	A raft of evidence for the Education Endowment Foundation supports process writing as a successful approach, as well as the quality of feedback in raising outcomes. EEF Guidance documents considered: Improving Literacy in K2; Improving Literacy in KS1; Teacher Feedback to Improve Pupil Learning. Rosenshine's Ten Principles have also contributed to this approach.	1, 2
Develop teaching in maths using White Rose, including careful identification of gaps,	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.	3

<p>and an increased focus on targeted lesson design based on analysis of pre- and post-assessment tasks.</p> <p>Fund teacher release time for coaching.</p> <p>Purchase of the Winning With Number program, as well as training and CPD.</p>	<p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>It is being launched via NCETM, and references EEF Developing Sustainable change in school; Implementation process</p>	
<p>Growth mindset across school is assessed and plans put in place to further embed Growth Mindset strategies across school.</p> <p>CPD provided for SLT with responsibility for Growth Mindset.</p> <p>CPD for staff.</p>	<p>Dr Carol Dweck's extensive research into the science behind Growth Mindset shows that when children believe they can get better at something, and they understand that effort makes them stronger, they will put in extra time and effort, and that in turn leads to higher achievement.</p> <p>A Social Cognitive Approach to Motivation and Personality.</p>	6
<p>Creation and implementation of a bespoke oracy curriculum to sit alongside our existing English curriculum.</p> <p>CPD for staff in how to teach oracy and spoken language skills</p>	<p>The Oracy All-Party Parliamentary Group 'Speak for Change' inquiry says that research shows that children from low-income families start school with lower language than their more advantaged peers: of the children who persistently experienced poverty, 75% arrive at school below average in language development.</p>	7

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following staff training in the NELI program last year, we will assess and identify the children who may need access to this support with our new cohort of children in Reception class – we will fund release time, and the time required to provide the intervention</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.</p>	2

<p>program with identified pupils in Reception.</p>	<p>In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	
<p>Additional phonics sessions for disadvantaged pupils who require further phonics support to ensure all pupils become confident and fluent readers; positive impact of acquisition of vocabulary.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics, Toolkit strand; Education Endowment Foundation</p>	<p>2</p>
<p>Continue to provide targeted tutoring for identified disadvantage pupils whose education has been most impacted by the pandemic. Include potential high attaining pupils. Fund the additional 40% to balance the school-led tutoring fund.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to One Tuition – EEF Small group tuition - EEF</p>	
<p>Provide targeted intervention in maths to embed the key mathematical knowledge and skills which children need to acquire to be successful mathematicians.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Maths interventions will provide targeted support in diagnostically assessed gaps. Rapid Maths; Winning with Number.</p>	<p>3</p>
<p>Provide targeted intervention in Writing to ensure that children are confident in using the writing techniques and key skills needed to keep-up with the pace of learning and expectations in their year group.</p>	<p>Fisher Family Trust Write Away Together</p>	<p>3</p>

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

Budgeted cost: £18,450

Activity		Evidence that supports this approach	Challenge number(s) addressed
<p>SLT develop and support the role of teaching assistants throughout school. Plan for the most effective use of teaching assistants to meet the specific needs of our children. Fund release time for initial project work. Fund CPD as needed.</p>		<p>EEF: Making the Best Use of Teaching Assistants Guidance Report</p> <p>EEF: Putting Evidence to Work. A School's Guide to Implementation Guidance Report.</p>	5
<p>Ensure pupils who require additional support for social and emotional well-being continue to be identified, and appropriate measures put in place to support their needs. Fund school-based counsellor for individual pupils as needs identified. Fund nurture group support in school.</p>		<p>Public Health England: The link between pupil health and wellbeing and attainment</p> <p>A briefing for head teachers, governors and staff in education settings</p> <p>Key points from the evidence 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils.</p>	4
<p>Provide opportunities for</p>		<p>Source: QA Head space (mental health and wellbeing in schools)</p>	2, 4

<p>learning outside of the classroom.          Develop science and geography curricula to include targeted opportunities for outdoor learning.          CPD for staff.          Subsidise visits, visitors (eg on-site workshops)</p>		<p>Further information:  <a href="http://www.lotc.org.uk">www.lotc.org.uk</a></p>	
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**Total budgeted cost: £50,550**

## 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 2021 to 2022 academic year.

The end of year data for the academic year 2021/22 showed the following outcomes for disadvantaged pupils:

At EYFS, 100% of three disadvantaged pupils achieved a good level of development. This was the first year the children had been assessed under the new EYFS framework.

In the Year 1 Phonics Screening, 67% of six disadvantaged pupils achieved the expected standard. This percentage was down from the last official phonics data in 2019 when 100% of disadvantaged pupils achieved the expected standard, however in that year there was just one disadvantaged pupil, whereas this year four children achieved the standard.

In the end of KS1 assessments, data showed that neither of the two disadvantaged pupils in Year 2 achieved the expected standard in Reading, Writing or Maths. In the last official KS1 data in 2019, 33% of disadvantaged pupils achieved the expected standard in both Reading and Writing, and 67% achieved the expected standard in Maths, so we will need to ensure that disadvantaged pupils are sufficiently supported to achieve the expected standard this year.

In the Year 4 Multiplication Table Check, our two disadvantaged children achieved an average score of 18 out of 25. One child achieved a score of 24, and one achieved a score of 12. This was the first year the Multiplication Table Check had been carried out.

In the end of KS2 SATs, of the ten disadvantaged pupils in the Year 6 class, 80% achieved the expected standard in GPS, 90% achieved the expected standard in Reading, 80% achieved the expected standard in Maths and 80% achieved the expected standard in Writing. This meant that 80% achieved the expected standard in RWM. This is a significant improvement since the last formal KS2 assessments were carried out in 2019 where 40% of disadvantaged pupils achieved the expected standard in RWM.

In addition, 40% of disadvantaged pupils achieved the higher standard in GPS, 10% achieved the higher standard in Reading, 20% achieved the higher standard in Maths and 10% achieved the higher standard in Writing. This is an improvement since the last

formal KS2 assessments were carried out in 2019 where no disadvantaged pupils achieved the higher standard in any area.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Reading Plus	DreamBox Learning
Times Table Rock Stars	Maths Circle
Winning With Number	Harding Education
Essential Letters and Sounds	Knowledge Schools Trust/Oxford University Press
Write Away Together	Fisher Family Trust