

Pupil premium strategy statement

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 John Boste Catholic Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£32,520
Recovery premium funding allocation this academic year	£3,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£35,720

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 engaging 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.
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, have missed out on first-hand experiences throughout the lockdowns and along with this the opportunity for wider discussions, conversations and exposure to a rich and varied vocabulary. This in turn has impacted on the quality of writing children are producing, evident in current writing outcomes in particular with our disadvantaged pupils.

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 Y1 – Y4.
5	Observations, pupil discussions and communication with parents have identified a greater proportion of pupils are in need of 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.

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.	KS2 reading outcomes show that at least 80% of disadvantaged pupils meet the expected standard.
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.	KS2 reading outcomes show that at least 80% of disadvantaged pupils meet the expected standard.
Pupils' use of vocabulary is ambitious in their writing and across the curriculum.	KS2 writing outcomes show that at least 80% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes show that at least 80% of disadvantaged pupils meet the expected standard.
To ensure that all pupils are well supported with their social and emotional well-being, in particular our disadvantaged pupils.	Pupil well-being is high, demonstrated through: <ul style="list-style-type: none"> • Observations of pupil interactions with others • Pupil voice
The majority of pupils are able to work with independence during lessons; support is given as needed rather than as a matter of routine	Observations show that the role of the teaching assistant during lessons is fluid, leading to evidence of pupil independence and progress. The gaps are narrowing.

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: £ £6400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NFER reading, GPS)	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
Purchase of a DfE validated Systematic Synthetic Phonics program (Essential Letters and Sounds) to secure strong phonics teaching and vocabulary for all pupils.	Essential Letters and Sounds introduces the children to a wide range of challenging and ambitious vocabulary. Essential Letters and Sounds – Oxford University Press	2, 3
Developing and embedding process writing throughout the school. 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. Fund teacher release time for coaching, and also for training in the Mastering Number program.	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. 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. It is being launched via NCETM, and references EEF Developing Sustainable	3

	change in school; Implementation process	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in the Nuffield Early Language Intervention program – we will fund training release time, and the time required to provide the intervention program with identified pupils in Reception.	<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> <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>	2
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>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.</p> <p>Phonics, Toolkit strand; Education Endowment Foundation</p>	2
Provide targeted tutoring for identified disadvantage pupils whose education has been most impacted by the pandemic. Include potential high attaining pupils. Fund the additional 25% to balance the school-led	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>One to One Tuition – EEF Small group tuition - EEF</p>	

tutoring fund.		
Provide targeted intervention in maths to embed the key mathematical knowledge and skills which children need to acquire to be successful mathematicians	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. Catch-Up maths; Mastering Number Program	3

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

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT research role of teaching assistants during lessons. Evaluate, then use research to inform model to adopt. Plan steps to achieve this; this will require CPD for all staff. Fund release time for initial project work. Fund CPD as needed.	EEF: Making the Best Use of Teaching Assistants Guidance Report EEF: Putting Evidence to Work. A School's Guide to Implementation Guidance Report.	5
Ensure pupils who require additional support for social and emotional well-being are 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.	Public Health England: The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings 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.	4
Provide opportunities for learning outside of the	Source: QA Head space (mental health and wellbeing in schools)	2, 4

classroom. Subsidise visits, visitors (eg on-site workshops)	Further information: www.lotc.org.uk	
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Total budgeted cost: £ 35 720

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 2020 to 2021 academic year.

Our internal assessments leading up to the autumn term 2021 suggest that the performance of disadvantaged pupils has dipped from pre-pandemic levels in reading, writing and maths, although our older pupils (Y5 and Y6) are performing comparatively well with their non disadvantaged peers. Phonics assessment data is also encouraging.

Our evaluation of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted learning in subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils as they were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the extent we had intended. The impact was mitigated by our efforts to maintain a high quality curriculum, and ensuring all pupils had access to devices on which to access learning at home as well as the use of high-quality on-line lessons and resources (eg Oak National Academy). However, reliance on screen learning has had a detrimental impact on pupils' ability to write and to read books, which were not readily available to many of our disadvantaged pupils.

Our assessments and observations indicate that pupil well-being and mental health were significantly impacted last year, primarily due to COVID related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions when required.

Externally provided programmes

Programme	Provider
Reading Plus	
Times Tables Rock Stars	