

Pupil premium strategy statement – St John Boste Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/22 to 2024/25
Date this statement was published	<u>December 2023</u>
Date on which it will be reviewed	September 2024
Statement authorised by	Denise Cushlow Head Teacher
Pupil premium lead	Anthony Morris Deputy Head Teacher
Governor / Trustee lead	Veronica Christie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,190
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£41,020

Part A: Pupil premium strategy plan

Statement of intent

Professor Becky Francis, CEO of the Education Endowment Foundation, says, “Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools.”

At St John Boste Catholic Primary School, we believe that all children, regardless of disadvantage, vulnerability or the challenges they face, should be supported to achieve to their fullest potential.

Our strategy focuses on ensuring that all children access high quality teaching in every lesson, and that our teachers are supported to keep improving. Alongside this, targeted academic support can have a positive impact in supporting children, particularly in their early reading and phonics.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that children from disadvantaged backgrounds often struggle to read as fluently as their peers, with challenges including reading accuracy, automaticity and prosody.
2	Observations and discussions with staff show that disadvantaged children have more difficulty in articulating ideas, developing understanding and engaging with others through spoken language, and as a result can struggle to understand themselves, each other and the world around them.
3	Data shows that the proportion of disadvantaged children achieving at the greater depth standard at both Key Stage 1 and Key Stage 2 is lower than their non-disadvantaged peers.
4	Disadvantaged children are more likely to have less cultural capital than their peers, defined by Steve Moffitt (CEO of A New Direction) as having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally.
5	Assessments have shown that attainment in Maths problem solving and reasoning has been strong in recent years, attainment in Maths fluency and arithmetic could be strengthened further.

6	Disadvantaged children can have a number of barriers that can lead to difficulties in achieving to their best potential at school. This can include SEMH issues.
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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
Children are able to read fluently, demonstrating accuracy, automaticity and prosody.	Key Stage 1 and 2 reading fluency assessments show that the majority of children are assessed as fluent readers. 2024 KS2 reading outcomes maintain the high standards achieved in 2023.
Children are able to articulate ideas, develop understanding and engage with others through spoken language.	Increased oracy skills lead to the majority of children achieving well in Reading and Writing, with disadvantaged children
All children are given opportunities and are supported to achieve at the greater depth standard in Reading, Writing and Maths.	Assessment data will show that the greater depth attainment gap between disadvantaged and non-disadvantaged children has narrowed. The number of disadvantaged children achieving at greater depth standard will increase.
Children learn a full, broad and balanced curriculum which builds cultural capital while developing high standards of literacy and vocabulary.	Assessments in humanities subjects will show that disadvantaged children know more and remember more about a range of cultural, historical and geographical subject areas.
Children will be fluent mathematicians, able to use arithmetic and times tables knowledge to solve problems and carry out reasoning tasks.	A greater proportion of disadvantaged children will achieve well in Maths Arithmetic assessments. Disadvantaged children will achieve a high score in the Year 4 multiplication table check.
Children are able to work independently during lessons, and can use a range of strategies to overcome barriers.	Observations will show that children are able to apply their growth mindset during lessons, aiding independent learning.

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued subscription to Essential Letters and Sounds Phonics programme.</i></p>	<p>Essential Letters and Sounds introduces the children to a wide range of challenging and ambitious vocabulary. Essential Letters and Sounds – Oxford University Press</p> <p>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.</p>	<p>1</p>
<p><i>Purchase of Essential Letters and Sounds Essential Spelling programme</i></p> <p><i>Staff CPD in delivering Essential Spelling effectively</i></p>	<p>The EEF guide to improving literacy in Key Stage 1 says that schools should, “Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.” Using the Essential Letters and Sounds programme will dovetail with the extensive Phonics teaching the children have already experienced in Key Stage 1.</p>	<p>1, 3</p>
<p><i>Subscription to Opening Worlds Humanities curriculum (which includes a lot of focus on oracy skills)</i></p> <p><i>Subscription to The Education Partnership Key Stage 2 Science Curriculum</i></p> <p><i>Staff CPD in the teaching and assessment of History, Geography and Science</i></p>	<p>Opening Worlds is a knowledge-rich humanities programme for teaching History and Geography. It provides curriculum resources together with training, support and ongoing programme-related professional development for teachers. Because of its rapidly discernible effects on literacy and highly inclusive approach, Opening Worlds quickly gained appeal in schools tackling under-achievement in areas of social disadvantage.</p> <p>Our science curriculum follows the National Curriculum for science and 6 topics are studied per year. At its core it prioritises pupils’ comprehension and application of scientific concepts, so they can use them to make sense of the modern world. We ensure opportunities are provided to demonstrate understanding through application to formal knowledge as well as in informal, everyday experience. We emphasise the significant contributions to science</p>	<p>2, 4</p>

	made by scientists from diverse backgrounds.	
<p><i>Development and refinement of whole school Oracy curriculum introduced initially in the previous academic year</i></p> <p><i>Staff CPD and coaching in implementing oracy effectively across the whole curriculum.</i></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.	2
<p><i>Staff CPD in developing reading fluency.</i></p> <p><i>English subject lead plus one TA to attend training in 'Phonics to Fluency' in February and March 2024</i></p> <p><i>Introducing termly reading fluency assessments</i></p>	EEF guidance on improving Literacy in Key Stage 2 says, "Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text."	1, 3
<p><i>Staff twilight CPD time focused on Maths through BW CET Maths advisers.</i></p>	The first recommendation in the EEF guidance on improving Mathematics in Key Stage 1 is to Develop practitioners' understanding of how children learn mathematics. Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. The guidance for Key Stage 2 adds that it is important to ensure that pupils develop fluent recall of facts.	5
<p><i>DHT to complete project aiming to improve the number of disadvantaged children achieving at the greater depth standard across reading, writing and maths.</i></p>	Analysis of assessment data from summer 2023 has shown that the number of disadvantaged pupils achieving at the greater depth standard is lower than non-disadvantaged peers.	3
<p><i>Staff CPD in developing greater depth writers, building on the process writing curriculum introduced in the previous academic year.</i></p>	Evidence from Education Endowment Foundation supports that writing is best taught as a process, and emphasises the quality of feedback in raising outcomes. EEF Guidance documents considered:	3

	Improving Literacy in K2; Improving Literacy in KS1; Teacher Feedback to Improve Pupil Learning.	
<i>Purchase of standardised diagnostic assessments (NFER Reading and GPS and the end of each term, and Maths at the end of the summer term)</i>	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	3, 5
<i>Continued development of Growth mindset across school to ensure Growth Mindset strategies are further embedded across school. CPD provided for SLT with responsibility for Growth Mindset. CPD for staff.</i>	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. A Social Cognitive Approach to Motivation and Personality.	1, 2, 3, 5

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>Daily Essential Letters and Sounds one-to-one Phonics interventions</i>	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	1
<i>Effective deployment of teaching assistants to support those children most in need or targeted support and intervention, and ensure children can access whole class quality first teaching as much as possible.</i>	EEF guidance of effective use of teaching assistants says, "School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by	1, 3, 5

	delivering brief, but intensive, structured interventions.	
<i>Experienced classroom teacher to deliver short targeted intervention in key Reading and Writing skills.</i>	The EEF Teaching Toolkit says that access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving additional support, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1, 3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School staff to remain focused on monitoring the emotional wellbeing and mental health of all children, with measures put in place to support children as required.</i>	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.	6
<i>Prioritise and subsidise places at after-school clubs and musical instrument tuition for disadvantaged pupils.</i>	The Nuffield Foundation funded a study undertaken by NatCen Social Research and Newcastle University in 2016, looking at the academic progress of around 6,400 students born between 2000-2001. When comparing the findings of disadvantaged students who attended the after-school programmes, and those from similar backgrounds who did not, it was found that those who did attend the activities made	4, 6

	significantly more progress by the age of 11.	
<i>Contract with A Star Attendance to support in ensuring our attendance remains high, and any issues can be addressed quickly and effectively.</i>	Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	1, 2, 3, 5

Total budgeted cost: £41,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The end of year data for the academic year 2022/23 showed the following outcomes for disadvantaged pupils:

At EYFS, 80% of five disadvantaged pupils achieved a good level of development under the EYFS framework. This was a continuation of the strong outcomes for children in 2023, showing that our disadvantaged pupils are given the best start to their education in our school.

In the Year 1 Phonics Screening, 100% of three disadvantaged pupils achieved the expected standard. This was up from 67% in 2022.

In the end of KS1 assessments, data showed that 57.1% of the seven disadvantaged pupils in Year 2 achieved the expected standard in Reading, 57.1% in Writing and 57.1% in Maths. The percentage of disadvantaged children achieving Reading, Writing and Maths combined was 28.6%. This was an improvement on 2022 when none of our disadvantaged children achieved the expected standard. One of the disadvantaged children (14.3%) achieved at the greater depth standard in Reading, Writing and Maths in 2023.

In the Year 4 Multiplication Table Check, our seven disadvantaged children achieved an average score of 20 out of 25. This was an improvement on 2022 when the average score had been 18 out of 25.

In the end of KS2 SATs, of the four disadvantaged pupils in the Year 6 class, 75% achieved the expected standard in GPS, 50% achieved the expected standard in Reading, 75% achieved the expected standard in Maths and 100% achieved the expected standard in Writing. This meant that 50% achieved the expected standard in RWM.

We identified that in 2023 in Key Stage 2 none of our disadvantaged pupils achieved at the greater depth standard in PGS, Reading, Maths or Writing. This has led to this being a focus for our new Pupil Premium strategy, to support more disadvantaged pupils to achieve at the greater depth standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Essential Letters and Sounds	Oxford University Press
Times Table Rockstars	Maths Circle
Winning With Numbers	Harding Education