



# St. Jude's Catholic Primary School

## 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. Jude's Catholic Primary School
Number of pupils in school	187 (+ 13 nursery)
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bernadette Smith
Pupil premium lead	Bernadette Smith & Damien McGarrigle
Governor / Trustee lead	Dawn Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174, 850
Recovery premium funding allocation this academic year	£ 9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,422
<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	£185, 697

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Develop and challenging curriculum across all subjects which enables pupils to know more and remember more.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Remove barriers for pupils and their families which impact on their attendance at school.

### Context:

- On the IDACI index, our school is in Band A meaning that it is situated in one of the most deprived areas of the country in terms of income deprivation, employment deprivation, education deprivation, crime, health deprivation and barriers to housing and services.
- In our most recent primary IDSR report, the following information on absence is notable:

#### **Absence (whole school) Autumn 2020 absence**

- Overall absence in autumn 2020 (5.8%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation.
- Persistent absence in autumn 2020 (17.4%) was in the highest 20% of all schools.

We are very aware of the range of socio-economic difficulties unique to our local area and work hard to address these with quality pastoral care.

- The IDSR report also hi-lights that the school deprivation indicator is 0.46 compared to 0.21 nationally.

## **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD and reading materials to ensure that pupils access effective quality first teaching
- Provide the school community with the resources needed to ensure quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Support pupils with SEND barriers to learning to ensure that they access the curriculum and make sustained progress inside the classroom.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## **Key Principals**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and subsequent actions to support PP pupils achieve in-line with their peers. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within

	the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. This impacts on early reading and fluency.
2	Pupils achieve at least in line with other schools nationally by the end of KS2 but fewer PP pupils convert to a greater depth standard.
3	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently. This also impacts on their writing and ability to access the broader curriculum.
4	Pupils, especially those with SEND needs, are not always able to use rapid recall and fluency skills without support.
5	Pupils attendance is not in line with national and persistent absence is above national data for PP children.
6	Pupils have complex social and emotional needs which act as a barrier to their academic achievement.

## 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
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
Implementation of a systematic phonics program (Rocket Phonics) shows an increase in pupils passing the Phonics Screening Test in Y1.	Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.
An increased focus on the teaching of reading and writing has an impact on pupils' achievement across the curriculum.	Pupil data across school shows an upward trend in pupils making increased progress and attainment in reading and writing.
Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	RAG data shows the PP pupils perform in-line with PP children. Pupil voice shows a greater understanding of the world around them. They demonstrate that they know more and remember more.
PP pupils with SEND needs are able to develop a range of skills and become more independent in the classroom environment.	Pupil data from the end of KS2 shows an upward trend of SEND pupils making sustained progress.

Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.
Pupils are well supported in managing their emotional and behavioural needs.	The number of fixed term and permanent exclusions decreases rapidly.

## 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: £81, 077

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of systematic phonics and early reading scheme of work.</p> <p>Increased focus on guided and oral reading instruction across school; this includes repeated reading to increase fluency; decoding; scaffolded reading strategies; modelled and supported practice.</p> <p>All teaching staff involved in small group support to ensure sustained progress and addressing of gaps.</p>	<p>Data shows that disadvantaged pupils struggle to convert to a Greater Depth Standard at the end of KS2. Speed of fluency reading is a barrier to this. 64% published phonics data for the end of Y1 (2018-19) is below the figure for national. Our internal data for academic year 2020/21 shows an increased pass rate of 78% (71%) disadvantaged.</p> <p>At the end of KS2, published data shows the percentage of pupils achieving the expected standard in reading was 77% for all pupils and 63% for disadvantaged pupils; 19% of disadvantaged pupils achieved a greater depth standard. Our internal data for academic year 2020/21 shows that 86% of pupils would achieve the expected standard in reading at the end of KS2, 84% of disadvantaged pupils; 11% of disadvantaged pupils were at a greater depth standard.</p>	<p>1, 2, 3</p>
<p>A developed and targeted approach to teacher CPD taking in to account the context and needs of the school.</p> <p>CPD is more curriculum led building on teacher knowledge, developing</p>	<p>Teacher subject knowledge was identified as being an area for development in our school by Ofsted in September 2021.</p>	<p>3, 4, 6</p>

technique, embedding practice.		
CPD and a new approach to the planning and teaching of writing across school; teaching writing composition strategies through modelling and supported practice; developing pupils' transcription and sentence construction skills through extensive practice; teaching challenging vocabulary in context.	<p>In 2018/19, published data showed that 82% of all pupils achieved the expected standard in writing, 71% pupil premium; 12% of pp pupils achieved a greater depth standard compared to 25% of all pupils. This demonstrates that PP children need support to achieve the greater depth standard. Similarly, in KS1 in the same year, 69% of all pupils achieved the expected standard in writing compared to 50% off pp children; 21% achieved greater depth.</p> <p>Since then, our internal data does show an improvement overall but GD standard is still challenging to achieve.</p>	1, 2, 3, 4

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

Budgeted cost: £37, 803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition – phonics and reading recovery; focussed approach to vocabulary understanding. (EYFS & KS1)	64% published phonics data for the end of Y1 (2018-19) is below the figure for national. Our internal data for academic year 2020/21 shows an increased pass rate of 78% (71%) disadvantaged.	1, 3, 6
Wellcome Speech and Language intervention	Over 40% of EYFS and Y1 cohort require S & L intervention	1, 6
Fluency Reading and Writing Interventions (KS2)	<p>In 2018/19, published data showed that 82% of all pupils achieved the expected standard in writing, 71% pupil premium; 12% of pp pupils achieved a greater depth standard compared to 25% of all pupils.</p> <p>Lost learning time during Covid related school closure has also had an impact</p>	1, 2, 4
Maths Catch-Up (LKS2)	Internal data shows that 79% of pupils were at an expected standard in Maths at the end of KS1. However, observation showed that many pupils	4, 5

	were unable to quickly recall essential number facts.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66, 817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wider development opportunities in school – theatre, music tuition, CBSO performances and workshops, cooking, play support, parent partner	IDACI contextual data. Recognised that many pupils do not have access to wider development opportunities.	3, 5, 6
Access to wider development opportunities outside school – residential trip, other trips heavily subsidised by school.	IDACI contextual data. Recognised that many pupils do not have access to wider development opportunities.	3, 5, 6
Inclusion team support to address barriers to learning and provide Early Help Intervention.	<ul style="list-style-type: none"> <li>In our most recent primary IDSR report, the following information on absence is notable:  <b><u>Absence (whole school)</u></b>  <b><u>Autumn 2020 absence</u></b> <ul style="list-style-type: none"> <li>Overall absence in autumn 2020 (5.8%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation.</li> <li>Persistent absence in autumn 2020 (17.4%) was in the highest 20% of all schools.</li> </ul> </li> </ul> <p>Our internal data also shows that SEND disadvantaged pupils have a higher PA rate than other groups.</p>	5, 6



**Total budgeted cost: £185, 697**

## 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.

<b>Internal data based on teacher assessment and the use of diagnostic testing as well as moderation with colleagues from other schools.</b>				
<i>EYFS GLD 2020/21</i>				
Whole class	67%			
Disadvantaged	53%			
<b>KS1</b>				
	Reading	Writing	Maths	RWM Combined
Whole class	86% expected 17% greater depth	79% expected 14% greater depth	79% expected 14% greater depth	72% expected 10% greater depth
Disadvantaged	84% expected 11% greater depth	74% expected 11% greater depth	79% expected 5% greater depth	74% expected 5% greater depth
<b>KS2</b>				
	Reading	Writing	Maths	RWM Combined
Whole class	86% expected 34% greater depth	79% expected 14% greater depth	90% expected 28% greater depth	79% expected

				10% greater depth
Disadvantaged	82% expected 41% greater depth	79% expected 14% greater depth	86% expected 28% greater depth	86% expected 9% greater depth

## 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*

Programme	Provider
Wellcome	Wellcome Trust
TT Rockstars	Maths Circle
Power Maths	Pearson Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Sports Premium Funding used to develop sport at all levels and to support the mental health and well-being of pupils.*

*Catch-Up Premium Funding used to support the academic gaps emerging as a result of Covid related disruption.*