

Pupil premium strategy statement

St. Jude's 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	198
Proportion (%) of pupil premium eligible pupils	67
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	08.12.22
Date on which it will be reviewed	December 2023
Statement authorised by	D. Thompson
Pupil premium lead	B. Smith
Governor / Trustee lead	D. Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174, 510
Recovery premium funding allocation this academic year	£ 14, 572
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 18447.44
Total budget for this academic year	£ 207, 529.44

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 is notable:

- Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (48%) was significantly **above** national and in the **highest** 20% in 2022.
- Key stage 2 attainment of the high standard (110+) in reading (52%) was significantly **above** national and in the **highest** 20% in 2022. Of the 27 pupils, 3 did not meet the expected standard.
- Key stage 2 progress in writing (3.4) was significantly **above** national and in the **highest** 20% in 2022.
- Overall absence in summer 2021 (7.7%) was in the **highest** 20% of all schools. Overall absence in autumn 2020 (5.8%) was in the **highest** 20% of all schools.
- The rate of overall absence (7.7%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. The rate of overall absence (5.8%) in

autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation.

- Persistent absence in summer 2021 (28.4%) was in the **highest** 20% of all schools. Persistent absence in autumn 2020 (17.4%) was in the **highest** 20% of all schools.
- The rate of persistent absence (28.4%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation.

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.

Challenge number	Detail of challenge
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. While 2021/22 KS2 data showed excellent progress in reading and SPAG in terms of GD, Maths GD was not achieved.
3	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend words in different contexts. This also impacts on their writing outcomes and ability to access the broader curriculum.
4	Pupils' attendance is not in line with national and persistent absence is above national data for PP children.
5	Pupils have complex social and emotional needs which act as a barrier to their academic achievement.
6	Pupils, especially those with SEND needs, are not always able to use rapid recall and fluency skills without support.
7	Pupils' experiences in a range of contexts and places are limited; this impacts on their writing attainment and general knowledge of the world.

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 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. Promising English outcomes in KS2 in 21/22 need to be maintained. Maths GD for PP is at least 10%.
An increased focus on the teaching of reading and writing has an impact on	Pupil data across school shows an upward trend in pupils making increased

pupils' achievement across the curriculum. Purchase and use of Read to Write program and the purchase of quality resources to support it, impacts the quality of education across school.	progress and attainment in reading and writing in all areas of school.
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. Subject leadership strengthens in order to ensure that all non-core subjects are led effectively.	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 in ALL non-core subjects.
Pupil attendance, including persistent absence, is monitored rigorously, the profile of the importance of attendance is raised with pupils and parents.	Attendance across school is in line with national average and persistent absence is below 10%.

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: £57, 287.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted programs of work to support early language development and communication in EYFS – Wellcomm, Rocket phonics & reading and Jolly Tots music.	EEF research says: 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.'	1, 3, 6, 7

<p>Introduction, implementation and resourcing of 'Read to Write' across school with CPD for staff.</p>	<p>EEF says: 'The average impact of reading comprehension and writing strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Strategies where reading then transferred to writing are highly effective.'</p>	<p>2, 3, 7</p>
<p>A developed and targeted approach to teacher CPD taking in to account the context and needs of the school. CPD is more curriculum led building on teacher knowledge, developing teacher subject knowledge; it is inclusive of QLA and developing strategies for pupils to learn more complex vocabulary in a variety of contexts; staff are given access to CPD which strengthens knowledge across the curriculum.</p>	<p>EEF says: Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>The new report, 'Effective Professional Development', aims to help schools make sure that professional development is of the highest possible quality, and in turn, that it has the biggest possible impact on teaching practice and pupil outcomes.</p> <p>It focuses on three overarching principles for effective professional development. These are:</p> <ul style="list-style-type: none"> • When designing and selecting professional development programmes, school leaders should focus on the mechanisms for development, such as feedback or goal setting. 	<p>1, 3, 4, 6, 7</p>

	<ul style="list-style-type: none"> • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. • Implement professional development programmes with care, taking into consideration the context and needs of the school. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82, 001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcom Speech and Language intervention</p> <p>Use of SALT support staff accessed through the NHS</p>	<p>EEF says: An independent evaluation by the Education Endowment Foundation (EEF) has found that the Wellcomm boosts the language skills of four- and five-year olds by an additional three months. These results suggest the programme could be a promising way to help children catch up.</p>	1, 3, 5, 6, 7
<p>Jolly Tots music program to boost communications and language in EYFS</p> <p>Drama club to target pupils who need additional support with speech,</p>	<p>EEF says:</p> <ol style="list-style-type: none"> 1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 2. The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is 	1, 2, 3, 5, 7

<p>language, socially and emotionally.</p>	<p>valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	
<p>Improve the quality and enjoyment of areas of the wider curriculum for pupils and provide quality resources and training to facilitate this. Replacement/upgrade of some classroom equipment to facilitate areas of development addressed through CPD.</p>	<p>EEF says: 'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.'</p>	<p>3, 6, 7</p>
<p>Equip classrooms with sufficiently trained and qualified staff to support the learning needs of different groups. Ensure that different groups of learner have sufficient targeted intervention and tuition based on QLA.</p>	<p>EEF says: 'Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.' 'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of</p>	<p>2, 3, 5, 6,7</p>

	curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58, 017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wider development opportunities in school – early morning starts for additional learning, theatre, music tuition, CBSO performances and workshops, parental learning and workshop opportunities, First Aid, Mental Health workshops after-school clubs, cooking, play support, trips including residential	<p>EEF says: 'Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.'</p> <p>'Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.'</p> <p>'Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.'</p>	2, 3, 5, 6, 7
Inclusion team support to address barriers to learning and provide Early Help Intervention.	<p>EEF says: 'Social and emotional skills support effective learning and are linked to positive outcomes later in life.'</p> <p>'Levels of parental engagement are consistently associated with improved academic outcomes.'</p>	2, 4, 5, 6
Appointment of an independent attendance officer to	EEF says: 'There are a range of approaches which aim to improve school attendance. Some parental	2, 4, 5, 6

support families and reduce persistent absence in school.	communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.'	
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Total budgeted cost: £ 197, 305.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Good Level of Development

All	Disadv.	Pupils in receipt of PP funding, achieve slightly better than the class as a whole. A targeted approach to speech & language development, phonics and early reading has had an impact.
69%	72%	

Year One Phonics

All	Disadv.	Pupils in receipt of PP funding, achieve slightly better than the class as a whole. A targeted approach to language development, phonics and early reading has had an impact.
85%	75%	

Year Two SATs (Key Stage One)

	Expected All	Expected Disadv.	Greater Depth All	Disadv. All	Pupils in receipt of PP funding have achieved broadly in line with their peers in reading and maths at the expected standard. PP pupils have not achieved as the same standard as 'all' in the area of writing. This has had an impact on the 'combined' outcome. Writing is identified as an area to target for a group of Y3 pupils in 2022/23. Greater depth PP readers achieve in line with 'all.' In other areas, there are fewer PP pupils achieving the greater depth standard. This has been identified as an area for development in 2022/23.
Reading	79%	74%	21%	21%	
Writing	67%	58%	17%	11%	
Maths	83%	80%	59%	20%	
RWM combined	67%	4%	58%	0%	

Year Six SATs (Key Stage Two)

	Expected All	Expected Disad.	Greater Depth All	Disadv. All	<p>In reading, writing and SPAG, PP pupils achieve in line with and better than the 'all' group in most areas. The exception to this is GD writing. This has been identified as an area for development in 2022/23.</p> <p>No pupils in receipt of PP funding achieved the greater depth standard in maths. This has been identified as an area for development in 2022/23.</p>
Reading	89%	100%	52%	64%	
Writing	82%	93%	30%	11%	
SPAG	89%	48%	100%	48%	
Maths	78%	71%	11%	0%	
RWM combined	63%	71%	7%	0%	

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
Wellcomm	Phonics Play
TT Rock Stars	Jolly Tots

Service pupil premium funding NOT APPLICABLE

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils