

St Bede'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 Bede's Catholic Primary School, Sacriston
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	21% (based on Oct 2020 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 21
Date on which it will be reviewed	March 22
Statement authorised by	S Clarke
Pupil premium lead	S Clarke
Governor / Trustee lead	Mrs S Zeze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£31,725

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their backgrounds or the challenging circumstances that they face, are able to 'Shine Brightly', make good progress in all areas of their learning, achieving high standards across all curriculum areas and indeed in all areas of their development.

The focus of our Pupil Premium Strategy is to support our disadvantaged pupils to further raise attainment and narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We will consider the individual challenges faced by our vulnerable pupils and seek to provide the relevant support in each case to support them in achieving their goals.

Quality-First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support – in our particular case, this focuses predominately on English and maths teaching and learning. High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils whilst simultaneously benefitting our non-disadvantaged pupils.

Implicit in the intended outcomes outlined below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to the wider school planning focusing on enhancing the curriculum and targeted support through the School Based Tutoring approach which will support both our disadvantaged and non-disadvantaged pupils who have been worst affected by the challenging times that we have faced due to the pandemic.

Our strategy is based on a thorough knowledge of our pupils, and their individual needs and challenges, we aim to provide support / intervention in various forms from quality-first teaching to 1:1 interventions, where appropriate.

All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for pupil premium do not enter early years at age related- expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Access to wider, enrichment opportunities is often limited for pupils who are eligible for pupil premium. This can have a detrimental impact upon their knowledge, understanding and experiences of the world and inhibit their progression throughout the curriculum.
3	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	A large proportion of our disadvantage pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality reading materials – this impacts on the development of our pupils as readers but also impacts on their attainment in all curriculum areas.

5	The attendance of some of our pupil premium children is lower than that of the whole school impacting on their learning.
6	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improved cultural and childhood experiences for all pupils.	Evidence of additional enrichment activities across all year groups within the curriculum.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2020.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Ensure pupils identified with SEN receive timely support & intervention.	Flexible and set interventions are in place for pupil premium children and SEN plans are up to date and reviewed in line with policy. Dedicated SEN time provided for new SENDCo.

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: £ 8520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 teacher to access training in: teaching & developing acquisition of language in KS2 to enable promotion of high levels of oral language and comprehension.	<i>EEF indicates that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i>	1,
Staff to access RWI training to ensure consistency in this approach to systematic synthetic phonics across the school. Staff to have access to RWI online subscription to support the teaching of phonics. Additional non-fiction RWI books to be purchased to supplement resources in school.	Overall the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Read Write Inc is a DFE accredited systematic synthetic phonics programme. EEF toolkit: Phonics – additional 4 month progress.	1, 4
EYFS training from LA for staff deployed in that phase to ensure accuracy of judgements against new framework.	EEF highlights that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,
Whole Class guided reading to be introduced across KS2 throughout the year, using a wide range of text types, which will broaden pupil knowledge and increase range of vocabulary.	EEF suggests that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 4
Additional TA deployed to support in EYFS and across school as required to support/enhance progress for all pupils at all levels.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.	1, 3, 6

	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,660.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo to support staff in timetabling 1:1 and small group interventions, and to offer advice to staff in supporting pupils to overcome barriers to learning.	EEF toolkit suggests that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress DfE reports suggest that early identification and close monitoring of pupils with SEN will enable positive academic outcomes.	3, 6
Continue to embed Nuffield Early Learning Language Intervention with all EYFS children across the year.	<p>On average, children who are involved in communication and language approaches make approximately six-month 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.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention. EEF toolkit: Communication and language approaches – additional 6 months progress NELI – additional 10 months progress.</p>	1
1-1/small group intervention through 'School Based Tutoring' route for pupils across, to address gaps in learning and ensure readiness for next phase of education.	<p>To plug gaps in attainment through focused 1/1 intervention, small group focused teaching (phonics/English/maths), Individual support/mentoring 1-1, Booster sessions (Y6).</p> <p><i>EEF toolkit suggests that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p>	1, 6
Continued use of Accelerated Reader to develop reading and comprehension skills in KS2	<p>AR produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p><i>"The internet-based programme increased the reading age of pupils by three additional months in</i></p>	4

	<i>just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</i>	
Many children enter school with speech and language difficulties school staff will support these pupils; providing strategies so that they progress towards speech and language outcomes and/or Early Years outcomes.	Swift referral to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils. <i>The Communication Trust indicates that a common feature of the most successful schools surveyed was the attention they gave to developing speaking and listening.</i>	6

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

Budgeted cost: £ 8,050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Nurture provision to aid social and/or developmental issues exacerbated by school closures, which can have a huge impact on children's ability to access learning.</i>	Nurture Group will target specific pupils to address social/emotional aspects of learning and help overcome potential barriers to academic attainment. Nurture provides a bridge between home and school; a place where children can feel safe and secure to explore their emotional and social wellbeing, learn about themselves, develop and grow. It is an essential part of the school's Inclusion and PSHE provision. <i>EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)</i>	2, 3
Paying Educational Debt due to high levels of social deprivation in the school catchment area. Therefore, school will subsidise morning club, costs of school visits to broaden and develop experiences outside school and enhance the curriculum by providing first hand experiences so that these may be utilised within the curriculum.	Costs of school visits/trips will be heavily subsidised or free of charge for families entitled to Pupil Premium. School sees its responsibility to address the wider curriculum and provide enhanced learning opportunities for all pupils. <i>LOtC indicates that pupils learn better through practical experience and acquire their knowledge and understanding through real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.</i>	2, 3
Children entitled to pupil premium will receive free access to after school clubs.	Access to after school clubs is free of charge or at a reduced cost. This enables pupils to access a wide range of after school clubs.	2, 3

	<p>Any pupil can access provision regardless of finances.</p> <p><i>EEF toolkit acknowledges that after school programmes which are closely linked to the curriculum are clearly related to academic benefit. There is also evidence indicating that, on average, pupils make two additional months' progress per year from extended school time.</i></p>	
Children entitled to pupil premium will receive equality of opportunity for wider school experiences.	<p>To target disadvantaged pupils for music tuition. School to pay for Music Tuition. School sees its responsibility to address this wider curriculum need.</p> <p><i>EEF toolkit highlights that the impact of arts participation on academic learning appears to be positive and there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>	2, 3
Increased focus on attendance due to high levels of social deprivation in the school catchment area & exacerbated parental anxiety in relation to the ongoing pandemic can affect the attendance of some pupils.	<p>The SLT and Business Manager closely monitors the attendance of all of our pupils. The enforcement of guidelines ensure prompt and timely intervention if pupils are absent from or late to school, including first day contact, welfare checks and follow up.</p> <p><i>Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.</i></p> <p><i>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</i></p>	5
Development of the school library to provide inviting space for pupils to choose books and read for pleasure.	See DfE research on reading for pleasure	4
Reading bookmarks will be provided for parents to enable them to question their children, focusing on key aspects of comprehension.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4

Total budgeted cost: £ 32,230.00

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.

<p>Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to a large number of our school cohort. The impact of this was mitigated by our efforts to provide a high-quality remote curriculum and extensive support to pupils.</p>	
Aim	Outcome
<p>To increase the progress of those PP children not achieving in line with their peers ('others'). To ensure that those achieving at age related expectations continue to succeed and are challenged.</p>	<p>Pupil data Summer 2021: EYFS: All: 92% GLD PP: 0% Y1: All: 53% passed phonics screening check PP: 50% Y2 (All): EXS R 67%, W 25%, M 42% GD R 25% W 0% M 0% Y2 (PP): EXS: R 20%, W 0%, M 20% Y6(All): EXS: R 64%, W 59% M 65% RWM combined: 53% GD: R 29% W 24% M 0% RWM combined: 24% Y6(PP): EXS: R 40%, W 40% M 40% RWM combined: 53% GD: R 20% W 0% M 0% RWM combined: 24%</p>
<p>To ensure PP children are able to access learning at home.</p>	<p>Parents were offered DfE provided laptops (15 in total school allocation) for use on a loan basis during the lockdown period. School sourced 25 free refurbished desktop PCs from Rebuyer, which were given to parents who requested one. Wireless keyboard/mouse were offered to parents to enable them to use games machines (e.g. Xbox, PlayStation) to access the home learning platform where families were sharing one device between several children. Parents were offered free internet dongles to aid Wi-Fi access for those parents who did not have broadband. Where families were still struggling with engagement and access, children were invited to join the Key Worker provision provided in school.</p>
<p>To ensure that SEND pupil premium pupils are making more accelerated progress.</p>	<p>Unable to provide data due to the impact of Covid and school closures on the delivery of the curriculum. The impact of this was mitigated by our efforts to provide a high-quality remote curriculum and extensive support to pupils.</p>
<p>To ensure that pupil premium children read regularly at home.</p>	<p>Regular reading was encouraged even through school closures with the provision of Accelerated Reader logins that children could access at home. Links to online library resources were provided so that children could still access a wide range of texts. Accelerated Reader was monitored regularly, and awards given to pupils to</p>

	celebrate their achievement. Key Stage 1 children had access to an online Read Write Inc library to ensure that they were still able to access phonetically matched texts. Staff provided modelling with stories being recorded and shared on the online platform weekly. On the reopening of school, we relaunched our reading squares system to take account of the time missed with regular goals for all children to receive awards for having read 25, 50, 75 and 100 times.		
To ensure that disadvantaged pupils are reaching their full potential in spelling.	Unable to provide data due to the impact of Covid and school closures on the delivery of the curriculum. The impact of this was mitigated by our efforts to provide a high-quality remote curriculum and extensive support to pupils.		
PP pupils to be attaining in science and music in line with their peers		Music	Science
	Y1	All	73%
		PP	50%
	Y2	All	69%
		PP	33%
	Y3	All	50%
		PP	4%
	Y4	All	87%
		PP	100%
	Y5	All	46%
		PP	0%
	Y6	All	53%
		PP	20%
Higher % of PP children to achieve greater depths in both core and foundation subjects.	Unable to provide data due to the impact of Covid and school closures on the delivery of the curriculum. The impact of this was mitigated by our efforts to provide a high-quality remote curriculum and extensive support to pupils.		

Externally provided programmes

Programme	Provider
White Rose Maths Premium	White Rose
NELI	Nuffield Early Education
Timetables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
RWI online portal	Ruth Miskin