

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 Vianney Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Veronica Gosling Headteacher
Governor / Trustee lead	John Teahan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470
Recovery premium funding allocation this academic year	£3,190
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	£33,660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas.

We recognise that disadvantaged children can face a wide range of barriers which can impact on their learning and we want to ensure and support disadvantaged pupils to achieve their goals.

We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:

- Limited life experiences
- Lack of exposure to a wide range of rich vocabulary across various contexts
- Lack of social and emotional wellbeing to develop resilience This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Target intervention and support to quickly address gaps in learning will also ensure that the attainment gap between disadvantages and non-disadvantaged children is reduced. Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with qualified professionals.

We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.
- Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, children are displaying low levels of language acquisition. It is evident that, for many children, the impact of missing a significant amount of their early years education has resulted in them being less prepared to progress in their learning.
2	Lost learning as a result of COVID Summative assessments, observations and Welcomm diagnostic tool indicate that pupils language, vocabulary, early reading and handwriting have been particularly impacted by lost learning. This is more prevalent amongst Early Years and KS1 pupils.
	Low outcomes in maths Summative assessments in maths show that in-year data for maths is low compared to reading and writing.
3	Across the curriculum, children have increased gaps in their knowledge and skills, particularly where engagement in remote education was lower. Similarly, where there was lower meaningful engagement in remote education, children are less able to recall what came before and what is likely to come next in their learning.
4	It is evident that many children have been deprived of the opportunity to engage in any extra-curricular activities and broader learning opportunities since March 2020. This includes, sporting opportunities and other experiences which would all them to socialise and develop necessary interpersonal skills expected for their age and stage.
5	There is increased evidence of children experiencing stress, anxiety, a loss of confidence and other social and emotional challenges. This is impacting children's ability to fully access learning to actively engage in wider learning opportunities.
6	Many children, following prolonged periods of school closure in addition to reduced physical movement during lockdowns, are now appearing to have compromised health, including being overweight and physically unable to engage in strenuous exercise.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations (inc speech link, NELI and welcomm) indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All children to recover lost learning and close any gaps created by lost learning time. Ensure PP children are able to recover and close gaps at the same rate as non-pp children.	Bottom 10% in reading across Early Years and KS1 receive early intervention and make rapid progress.
Improve children's experiences of the world/life through planning vocabulary rich experience days	Children access a wider range of life experiences to help improve their reading, writing and understanding of the world
To provide children resilience with their social and emotional wellbeing.	Children to be able to use strategies to manage their emotions. Develop the use of Forest Schools to improve pupils social and emotional wellbeing

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: £ 14960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence based strategies to support Quality First Teaching.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the attainment of disadvantaged pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools.	2
Purchase and delivery of NELi a language programme Implementation of Talk for Writing and Talk for Reading at KS1 including training	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Fully develop a Mental Health and wellbeing programme across the school using Public Health England guidelines and new/existing resources.	Phonics and reading comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and comprehension particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,5
Release of subject leads and outstanding practitioners to support improved standards in teaching.	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	
Reading Resources		

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

Budgeted cost: £10510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention for disadvantaged pupils falling behind age related expectations.	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	2
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by DH and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment need https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Additional phonics groups	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 EEF	1
Provision and resourcing of a personalised rapid intervention program for disadvantaged pupils in all year groups.		
Neli Language programme to develop vocabulary	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions ;	5,1

PIXL interventions	Standardised tests provide insights into strengths and areas of development for individual pupils and whole cohorts. Diagnostic QLA provide focus for interventions or whole class work.	1,2,5

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits	Many pupils do not have access to activities which promote cultural capital.	1,3
<i>Boomerang Training</i>	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Residential trip funding	Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	3 4

Total budgeted cost: £33.660

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.

Pupils came back into school in September 2020 however following the national school closure, national testing was cancelled in July 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Engagement with online English and Maths tasks through home learning was around good for pupil premium pupils during COVID. A small percentage of these pupils were initially provided with paper based homework as they have limited access to ICT/internet however, through the DFE roll out program all Pupil Premium families have access to a laptop for use at home. Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing food banks and breakfast hampers, seeking benefits and offering well-being support. Social distanced well-being checks were completed and in response to safeguarding concerns. Key summary points Post COVID internal data (Summer 2021) for reading, writing and maths shows that there is a gap for most years group.

Outcomes at EYFS and Key Stage One were:

Reception	GLD (All)	GLD (National)
GLD	70%	72%
Year 1 Phonics	All (School)	All (National)
Phonics Screening	80%	82%

Year 2	All (School)	All (National) (2019)
Achieving the expected standards in Writing	67%	69%
Achieving the expected standards in Maths	87%	76%
Achieving the expected standards in Reading	93%	75%
Achieving Expected in RWM	63%	50%
Exceeding the expected standards in Writing	7%	15%
Exceeding the expected standards in Maths	20%	22%
Exceeding the expected standards in Reading	33%	25%
Exceeding in RWM	7%	
Key Stage Two	All (school)	Disadvantaged (National 2019)
Achieving the expected standards in Writing	87%	69%

Achieving the expected standards in Maths	87%	71%	
Achieving the expected standards in SPAG	90%	72%	
Achieving the expected standards in Reading	90%	74%	
Achieving the expected standards in RWM	83%	59%	
Achieving the higher standards in Writing	17%		
Achieving the higher standards in Maths	43%		
Achieving the higher standards in Reading	53%		
Achieving the higher standards in SPAG	56%		
Achieving higher in RWM	17%		

Aim	Actions delivered	Outcome data	Summary
<p>Improve oral language skills of children in EYFS and disadvantaged children.</p>	<p>NELI screening for all EYFS pupils and targeted weekly intervention work.</p> <p>Y2 pupils all assessed using speech link diagnostic tool. Weekly intervention work.</p>	<p>All pp children received 1:1 phonics, maths or motor skills intervention as a result of initial screening.</p>	<p>Interventions were disrupted this year due to covid lockdown and restrictions. Plan of action is in place for next academic year.</p>
<p>Support children's mental health.</p>	<p>Groups for Boomerang.</p> <p>Ten ten training for all staff and schemes introduced in classroom.</p>	<p>Qualitative pupil voice data from Boomerang shows children can articulate strategies to help them with resilience.</p>	<p>Teachers have had a massive impact in supporting families over the last year, providing food packages, Christmas presents, clothing and toiletries for those in need.</p> <p>Fortnightly wellbeing phone calls to pupils and their families</p>
<p>Reduce the gap between disadvantaged and non disadvantaged pupils in maths</p>	<p>PIXL data used to break down individual gaps to tailor interventions. 1:1 or small group support for pupil premium children who need additional support with their maths because of gaps or misconceptions.</p>	<p>Data of pp children showed progress by the end of the summer term.</p>	<p>In year data shows that maths continues to be an area of focus in specific year groups</p>

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
TT Rockstars	Maths Circle
Bedrock	Bedrock
Numbots	Maths Circle
Power Maths	Pearson