

Pupil premium strategy statement – St John Vianney 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	231
Proportion (%) of pupil premium eligible pupils	12.5%
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)	2022-25
Date this statement was published	2024
Date on which it will be reviewed	July 2025
Statement authorised by	Veronica Gosling
Pupil premium lead	Veronica Gosling
Governor / Trustee lead	Marie Ann Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38600
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>	£0
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>	£38600

Part A: Pupil premium strategy plan

Statement of intent

For the last 10 years we have invested in teaching strategies to engage pupils in receipt of Pupil Premium (and others) in their learning. An example of this is our financial investment in Quality First Teaching through the employment of outstanding teachers and Learning Assistants.

Parents are reluctant to apply for Free School Meals due to a number of reasons but this can be linked to Universal Free Meals for all pupils in Reception and Key Stage 1. This continues to limit the amount of PP funding the school receives each year. 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.

Because our % of Pupil Premium children is still low compared to national figures (10% of student population in our school- 2022-23, 23% national average), the gap between PP and non-PP children can vary greatly each year because of the lower numbers involved. In July 2019 (our last validated data) we had 6 disadvantaged children in our Year 6 cohort, which is more than we had had for the last 5 years. In July 2022 we had 3 disadvantaged children in Year 6. Our current Year 6 cohort (September 2022) has 5 disadvantaged children and our current Year 5 cohort (September 2022) also has 5 disadvantaged children. The numbers of children in receipt of Pupil Premium in the whole school has stayed about the same over the last three years; however the number of pupils in each cohort varies noticeably, which makes comparison of data and analysis of successes and weaknesses a little harder. Trends are not always obvious; cohort specific issues contribute most noticeably to results. The effect of the National Lockdowns which prevented children coming to school (March- July 2020 and January-March 2021) on all children is still becoming apparent, as are the effects of numerous bubble closures followed by a spate of Covid cases and a frequent occurrence of childhood viruses such as Chickenpox in the Spring Term 2022 which led to a drop in pupil attendance. We are carefully monitoring all the children, especially the disadvantaged children, both emotionally and academically. It is worth noting that 2021-22 was the first full academic year at school for our Year 2 pupils. The most significant trend that has emerged through our internal data over the last 3 years is the high percentage (65% on average) of pupils entering EYFS with poor Communication and Language skills (CL), which is further compounded by the high percentage of learners with English as an additional language especially those who have not accessed Nursery Education in the UK. It is our goal to not only continue to ensure that we are fully meeting the CL learning needs of our youngest learners but also to further develop and increase the use of high level, subject specific vocabulary across the school.

3 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.

We aim to do this through

- Providing quality first teaching for all where all staff have high expectations particularly of our pp children.
 - Providing effective feedback (both verbal and written) to children to move their learning on.
 - Providing targeted teaching/ interventions based on regular diagnostic assessment by acting early at the point need is identified where possible.
 - Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well being support.

- Monitoring attendance closely and being responsive according to policy and solution focussed when attendance/ punctuality falls below expected 96%.

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	Pupil mental health and well-being- trying to ensure that all pupils are happy, engaged learners, by early identification of any barriers to learning caused by poor mental well-being
2	Communication and Language skills of all pupils
3	SEND- 52% of PP are also on SEND register requiring additional support inc speech and language issues. (52% of the SEND register are pp children- drop from last year). Many of our PP children have speaking and language issues.
4	Disadvantaged pupils do not have the same life chances as non-disadvantaged pupils.
5	Financial support can also limit the opportunities children have to participate in wider curricular activities, such as residential trips and visits.
6	Home circumstances which impacts on learning – parental support aspirations, attendance, life experiences.

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
Close the gap between Pupil Premium and non-Pupil Premium with regards to the % of children working at a combined level in Reading, Writing and Maths.	<p>Termly assessments to be carried out and specific termly targets to be given to all children.</p> <p>Reading, Writing and Maths subject leaders to be knowledgeable of PP children who have been identified as having weakness in a subject area.</p> <p>Subject leaders/SENDCo to support with the interventions that are in place for</p>

	<p>children who are not working at the expected level.</p> <p>Assessment leads to drive interventions and support to enable pupils to make sufficient progress.</p>
<p>Children to be exposed to a broad range of experiences and knowledge through a well-planned curriculum enhanced by educational visits, enrichment opportunities and extra-curricular activities.</p>	<p>All children can access extra-curricular and educational visits. Children display knowledge and cultural capital in line with their peers.</p>
<p>To further develop the Communication and Language skills of all pupils</p>	<p>EYFS CLL will be 80%+</p> <p>Phonics will be 80%+</p>
<p>Quality first teaching incorporates the teaching and learning model based on Rosenshein's Principals.</p>	<p>Teachers empowered by CPD incorporating the principles into their planning, delivery and evaluation of teaching.</p>
<p>Maintain and further develop strategies to encourage positive mental health and wellbeing for all pupils</p>	<p>All pupils are equipped with strategies and have greater resilience/perseverance and are more adaptable to change. With improved/stable mental well-being pupils are better equipped to learn effectively.</p>
<p>PP children with additional SEND issues are provided for, in a bespoke way combined with SEND budget to enhance children's access to the curriculum. Independent skills encouraged</p>	<p>Children are accessing teaching and learning in class and making progress. Learning intention and work is appropriate for these children.</p>

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: £ 35,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of Walk Throughs/Rosenshine's principles for effective learning. (£2,000)</i>	Professional development is structured to raise standards, supporting high quality teaching to improve children's outcomes.	Quality first teaching and support with a focus on CPD.
<i>Teachers make use of PiXL assessment data to inform planning for implementation of whole class therapies and one-to-one intervention.</i>	GAPs analysis enables to refocus and redirect the support and feedback they give to children. EEF studies show feedback across all age groups.	3,
<i>Mathematics Training and Resources (£5000)</i>	Manipulatives and other resources support children to engage in Mastery Maths as part of the CPA approach. It helps children to make sense of Mathematical concepts and children benefit from practical, first-hand experiences.	2,3
<i>Reading resources to enhance reading provision across school. (£5500)</i>	The Reading Framework discusses the importance of talk and stories, role play and developing vocabulary and language. It explains how teachers might expand the children's store of words and develop their vocabulary, listening to and talking about stories and consequently developing their vocabulary. Understanding vocabulary is essential for comprehension and also for wider learning and progress.	1,2,3
<i>Zones of Regulation purchased with Ed Psych support (£1800)</i>	Zones of Regulation is used to support children with emotional regulation, to name their feelings/emotions and to use strategies to overcome difficulties. Ed Psych to deliver parental workshops and provide information to staff.	1, 2, 3, 4, 5

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

Budgeted cost: £ 3,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs or TAs to offer one-to-one support for targeted pupil premium children.	EEF recommends interventions to support behaviour and to seek to improve attainment and progress. The impact is: 3 months + progress. EEF recommends that the impact of TAs can have a positive impact on education achievement – 1 month progress. EEF guidance report on Making Best use of Teaching Assistants	1, 2, 3, 4
<i>Enable support staff to deliver more effective small group and one-to-one intervention to provide targeted support for children.</i>	Small group tuition enables the TA to focus on specific learners. EEF – Impact +4 months	1, 2, 3, 4,
<i>Outreach from the Key to support individual pupil</i>	Bespoke programme Support for staff Staff training	

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Involving Parents in school life through parental workshops, coffee mornings, reading café, advent, Christmas, uniform costs, Inspire Maths workshops</i>	EEF Involving Parents +3 months progress.	6
<i>Enrichment support Contributions to trips</i>	EEF recommends outdoor learning; this has a positive impact of +4 months.	1, 2, 3, 4, 5, 6

Well-being dog therapy	Advice given from professionals in relation to EHCP	

Total budgeted cost: £41,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes in the previous academic year

Outcomes at EYFS and Key Stage One were:

Reception	All (School)	All (National Provisional 2023)	Disadvantaged (School)	Disadvantaged (National 2022)
GLD	80.0%	67%	NA	49%

Year 1 Phonics	All (School)	All (National Provisional 2023)	Disadvantaged (School)	Disadvantaged (National 2022)
Phonics Screening	83.3%	79%	50%	62%

Year 2	All (School)	All (National Provisional 2023)	Disadvantaged (School)	Disadvantaged (National 2022)
Achieving the expected standards in Writing	73.3%	60%	No Pupils	41%
Achieving the expected standards in Maths	96.7%	70%	80%	52%
Achieving the expected standards in Reading	96.7%	68%	10%	51%
Achieving Expected in RWM	73.3%	NA	20%	NA
Exceeding the expected standards in Writing	0%	8% (National 2022)	0%	3%

Exceeding the expected standards in Maths	20%	15% (National 2022)	0%	7%
Exceeding the expected standards in Reading	10%	18% (National 2022)	0%	8%

Outcomes at Key Stage Two were:

Key Stage Two	All (School)	All (National 2023)	Disadvan- tagged (School)	Disadvantaged (National 2022)
Achieving the expected standards in Writing	86%	72%	50%	55%
Achieving the expected standards in Maths	93%	73%	75%	56%
Achieving the expected standards in SPAG	89%	72%	63%	59%
Achieving the expected standards in Reading	89%	73%	63%	62%
Achieving the expected standards in RWM	86%	60%	50%	43%
Achieving the higher standards in Writing	18%	13% (Nat 2022)	13%	6%
Achieving the higher standards in Maths	50%	23% (Nat 2022)	13%	12%

Achieving the higher standards in SPAG	??%	28% (Nat 2022)	66%	17%
Achieving the higher standards in Reading	43%	28% (Nat 2022)	25%	17%
Achieving higher in RWM	14%	7% (Nat 2022)	%	3%
Attendance				
Whole school Attendance 2023-24	Primary National Attendance 2022-23	School Disadvantage Attendance 2023-24	National Primary Disadvantage Attendance 2022-23	
95.6%	93.7%	93%	89.1% (NCER NA)	

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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

Service pupil premium funding (optional)

*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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.