

# 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	
School name	St. Bernadette's Catholic Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	16.3% (30 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Helen Crowder
Pupil premium lead	Mrs Helen Crowder
Governor / Trustee lead	Mrs Jane Corner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,830.00
Recovery premium funding allocation this academic year	£ 2900.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Catch up (carried over)	£3,860.28
Tutor Led	£2,227.50
<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	<b>£34, 730</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Key Principles

Our mission statement is, “**Growing Together in Faith, Love and Learning**”, On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

When creating our pupil premium strategy, we recognised the importance of considering the context of our school, the subsequent challenges and the child’s voice. We also used research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

**Overcoming barriers to learning is at the heart of our pupil premium use.** We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of pupil premium. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our evidence-informed approach prioritises **improving classroom teaching** and providing **specific targeted academic support** to meet identified needs. This proactive approach seeks to intervene early, **preventing gaps from growing** between the attainment of our disadvantaged pupils and that of others.

We also seek to use a range of wider strategies to enhance **the social, emotional and spiritual development** of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

We will provide an intensive **pastoral support service** for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their **attendance** at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St. Bernadette’s.

We will facilitate pupils accessing a wide range of **enrichment experiences** both in and out of school, which will positively impact on their academic achievement and well-being.

### Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all pupils.

- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.
- To raise the expectations and aspirations of both these pupils and their families.
- Develop pupils' social, emotional and mental health so they fully access all aspects of school life.

We currently:

- Provide staff with CPD for interventions to be run with targeted groups of children.
- We have a wide range of 1-1 interventions and group interventions to support progress in key areas such as reading.
- We fund breakfast and afterschool clubs of target pupils.
- We subsidise educational visits, workshops and residential trips.
- We fund a member of the pastoral team to provide forms of targeted interventions to enable the whole child to succeed academically, physically and mentally.
- We provide 1-1 music tuition and specific resources so children have the opportunity to learn an instrument if they wish.
- We provide a range of after school clubs for children from EYFS to KS2 in a range of subject areas to provide enrichment and engagement to support learning new skills.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This has been exacerbated by national COVID-19 pandemic and has caused gaps to widen - low prior attainment and increased gaps in learning especially in reading and writing.
2	Low attendance and poor punctuality of pupil premium/disadvantaged children.
3	Limited parental support, engagement and value placed upon their child's education.
4	Limited access to social and cultural activities. Pupils have limited experiences beyond their home life and immediate community and this impacts on their aspirations
5	Increased numbers of pupils and families with needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health

## 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
<p>1. To achieve higher rates of progress across EYFS, KS1 &amp; 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.</p>	<p>Improvement in attainment in English &amp; Maths. In EYFS-6 the proportion of disadvantaged pupils achieving ARE will increase of the given time period, with an improved percentage being at 'Greater Depth'.</p> <p>Achieve above national average progress scores in KS2 Maths, Reading and Writing.</p> <p>Equip our children with the essential early reading skills, through high quality systematic synthetic phonics teaching, so that reading fluency can be developed.</p> <p>Achieve above national average expected standard in PSC in Year 1 and 2.</p> <p>To fully embed the writing process across the school.</p>
<p>2. To improve attendance and punctuality across all pupil premium pupils.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p> <p>Ensure attendance of disadvantaged pupils is above 95%</p>
<p>3. Parents and carers are fully engaged with their child's learning.</p>	<p>Parents understand what their child is learning and how they can support them with this.</p> <p>Significant increase in parental involvement in home learning.</p>
<p>4. Ensure the curriculum (and wider school life) provides opportunities for pupil engagement in projects, residential trips and after school clubs.</p>	<p>Ensure that pupils are provided with breadth and balance within the curriculum.</p> <p>Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.</p>
<p>5. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.</p>	<p>Improved pupil well-being through whole school culture, mentoring, PHSE, social &amp; emotional interventions/support and parent partnership etc.</p>

	Pupils demonstrate improved attitudes to, and behaviour for learning.
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This three-year approach allows us to dedicate more time up-front and introduce smaller reviews annually.

During a smaller review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The Pupil Premium Link Governor will review the strategy and report to the Full Governing Body.

The progress of pupils in receipt of the pupil premium is regularly discussed with teachers and subject leads.

The Headteacher/Pupil Premium Lead is responsible for ensuring a pupil premium strategy is always in effect.

The three headings over the following pages enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

## Activity in this academic year 2021-2022

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: £ 8,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Roll out of a new whole school phonics scheme - 'Sounds~Write' with the involvement of all classroom based staff in daily high quality whole class teaching. <i>£8,230</i>	EEF Research: Effectively implement a systematic phonics programme. <a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  Reading Review (Ofsted 2021)	1, 3, 5
Use of electronic Pupil Tracker Assessment System to analyse vulnerable groups. <i>Catch up budget</i>	Using Data to Raise Achievement Good Practice in Schools. <a href="https://www.lambeth.gov.uk/Using-Data-to-Raise-Achievement-Good-Practice-in-Schools-2013">Using Data to Raise Achievement - Good Practice in Schools 2013 (lambeth.gov.uk)</a>	1
Structured teacher development (within INSET / weekly staff meetings) to support the implementation and development of Mastery Readiness Programme. <i>Maths Hub</i>	Approach to all teacher development to be informed by evidence: <a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1
Structured teacher development (within INSET / weekly staff meetings) to support the implementation and development of the writing process.		1

<p>Educational materials pupils have access to in and outside school to support progress - Times Table Rock Stars, Reading Eggs, Phonics Play</p> <p><i>Teaching and Learning Budget</i></p>	<p>We want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English.</p> <p>EEF Evidence.</p> <p><u><a href="https://www.educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF</a></u> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3
<p>Additional Maths resources purchased to support concrete use for PP pupils in class (concrete, pictorial and abstract method approach).</p> <p><i>PTFA</i></p>	<p>Ensuring concrete resources enables more pupils to grow their independence in Maths lessons in all abilities.</p> <p>EEF Research: Use manipulatives and representations to develop understanding</p> <p><u><a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></u> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Review of RSHE curriculum resources to support all pupils to understand emotions and actions or responses linked to these.</p> <p><i>RSHE budget</i></p>	<p>Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure.</p> <p><u><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF</a></u> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3

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

Budgeted cost: £2900 from Recovery Premium (also supplemented by Tutor Led and Proportion of Catch Up)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching.</p>	<p>Research emphasises the need to carefully select interventions that complement (rather than replace) teaching.</p> <p><u><a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF</a></u> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3, 5

<p>Increase of 0.1 FTE contract with an existing member of staff in order to do some targeted work with specific focus on reading and maths key skills. <i>(Use of Tutor Led Funding, Recovery Premium and proportion of Catch-Up Funding)</i></p>	<p>Internal data Pupil progress meetings EEF research: <u><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>1</p>
<p>Roll out of a new whole school phonics scheme - 'Sounds~Write' with the involvement of all classroom based staff in daily high quality group and 1:1 teaching. <i>As above</i></p>	<p>EEF Research: Effectively implement a systematic phonics programme. <u><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></u>  Reading Review (Ofsted 2021)</p>	<p>1, 3, 5</p>
<p>Intervention programmes in Early Speech and Language - NELI and Wellcomm</p>	<p><u><a href="https://www.educationendowmentfoundation.org.uk">Early language   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>1, 5</p>
<p>After school 'booster' clubs specifically targeting Maths, Reading and Writing.</p>	<p>EEF evidence. Providing a range of clubs targeting key pupils as 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>1, 3, 5</p>
<p>Intervention Programmes through the school based on pupil progress meetings.</p>	<p><u><a href="https://www.educationendowmentfoundation.org.uk">Early language   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>1, 5</p>

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

Budgeted cost: £23 569.64



<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Creation/redesign of three dedicated spaces - a 'Calm Room' sensory area, 'Butterfly Room' nurture base and 'Rainbow Room' small group intervention/external agencies.	Following the return to school in September 2021, alongside the review of SEND earlier - it was decided specialist areas were needed to cater for the needs of specific pupils.	1, 2, 3, 5
Continue with various different counselling services and therapies with our in-house Learning Mentor. <i>Salary cost</i>	To provide counselling for pupils affected by bereavement, friendship issues, domestic violence, marital breakdown and issues presented by the COVID-19 pandemic and beyond.	1, 2, 3, 5
Provide funded Breakfast Club and After School Club provision to support attendance. <i>£400</i>	EEF Evidence: <u><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF</a></u> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3, 5
Using specialist provision to provide after and before school extra-curricular clubs. <i>PE Premium</i>	Research on physical and creative activity physically develops the part of the left side of the brain known to be involved with processing languages. <u><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF</a></u> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 4, 5
Using specialist provision to provide in-school music and PE curriculum support. <i>PE Premium + £200 music</i>		1, 2, 4, 5
Provision of a range of after school clubs from existing teaching staff.	Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities.	1, 2, 4, 5

	<u>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</u>	
Subsidising trips £200	Trips provide a new context for forming relationships, allowing students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication.	1, 4, 5
Extensive support for parents – information evenings, EYFS Stay and Play, Open Events, Parent Workshops etc.	Parental feedback from surveys.  EEF Evidence: <u>Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</u>	1, 3
Sign post Pupil Premium families to Holiday Activity and Food Programmes.		1, 3
To increase engagement of parents in children's learning - Fortnightly newsletters, The school website, Facebook page, Class Dojo, Termly Parents Consultation Meeting phone calls and face to face including 'report card' with attainment/progress and targets sent home to supplement the meeting.	Parental feedback from surveys.  EEF Evidence: <u>Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</u>	1, 3
Dedicated time for the HT to focus on attendance with the Pastoral Manager.	Attendance figures.  <u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u>	1, 2, 3
Weekly attendance awards and half termly/termly certificates and recognition.		1, 2, 3

New Behaviour Policy that focus on restorative approach and takes into consideration specific children's needs.	When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour by Paul Dix  EEF Evidence: <u><a href="#">Improving Behaviour in Schools   EEF</a></u> <u><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></u>	1, 2, 3
Individual ABCC Behaviour support plans		1, 2, 3
Work closely with external agencies – early help, CAMHS link.	<u><a href="#">The role of primary mental health workers in education (nfer.ac.uk)</a></u>	1, 2, 3, 5

**Total budgeted cost: £ £34, 699.64**

## 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.

Due to the onset of the COVID-19 pandemic and the national closure of schools, all National testing was cancelled for summer 2020 and again, summer 2021. Therefore, there is no national or statutory data to publish. Prior to lockdown, pupils were engaging in a full range of trips. Evidence of these can be accessed via our school's Class Dojo. During this time, children in receipt of the pupil premium grant (PPG) had subsidised (or no) costs to these activities. Children in receipt of the PPG also partook in a range of P.E or sports based activities with organisations such as Wigan Rugby League and Skills Wise. Further information can be found in our Sport Premium Report. We had a dedicated body of staff including three Assistant Headteachers, the school SENDCo and Pastoral Manager in regular contact with our most vulnerable families. These took the form of weekly phone calls, in which support both mentally and time in school was offered. Many families in receipt of the PPG had support in the form of paper-based and electronic based resources to allow children to access home learning.

### 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
N/A	