

Pupil Premium Strategy statement



St Vincent de Paul Catholic Primary School

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.

*"We are called to be the hands and face of Jesus
as we learn, love and grow together"*

Last reviewed: June 2021

Due to be reviewed: Autumn 2022

Reviewed by the Teaching and Learning Committee

Ratified at Full Governing Body meeting:

7th December 2021

Signature:



Chair of Governors

School overview

Detail	Data
School name	St Vincent de Paul Catholic Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	9.3% (42/453)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2021 to August 2024
Date this statement was published	November 25 th 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon White Headteacher
Pupil premium lead	Rosemary Sherry
Governor / Trustee lead	Mary Hewitson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,490
Recovery premium funding allocation this academic year	£ 6,308
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	£ 62,798

Part A: Pupil premium strategy plan

Statement of intent

School Vision

To be a place of faith, love and learning, where individuals collaborate to be the best that they can be, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres. Rooted in our Catholic faith, we provide a curriculum that is relevant, coherent and intended to develop the skills and knowledge that will enable pupils to engage fully with life in a diverse society.

Aims of the School

- To create a living, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities
- To sustain the Catholic life of the school through religious teaching, through experiences of prayer and Worship and through the Christian values which permeate the school
- To provide a secure, caring and welcoming environment for the children, parents, staff and visitors
- To offer our children the best possible education so that they may develop their aptitudes, abilities and interests to the best of their abilities within a stimulating learning environment
- To promote excellence
- To foster self-confidence and to motivate our children to take pride and pleasure in their work
- To encourage in our children a sense of responsibility for the community and for the world in which they live
- To help our children acquire the knowledge and skills that will eventually enable them to lead full lives in our society
- To celebrate and reward success in all areas of our children's development

The key principle of our strategy is to provide an inclusive and equitable environment which empowers all children to thrive.

Our ultimate objective is to eliminate gaps in attainment and experience for all our learners to enable them to succeed irrespective of their background or the challenges they face.

We know that barriers to learning are as individual as the children themselves, so our strategy aims to provide a range of targeted support for disadvantaged pupils so that they achieve their full potential and make optimum progress, including those who are already high attainers. The plans outlined in this statement also take account of the varied challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and are intended to support their needs, regardless of whether they are disadvantaged or not.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

A picture illustrating the concepts of equality, equity and justice. Courtesy of [Courtesy Advancing Equity and Inclusion: A Guide for Municipalities](#), by City for All Women Initiative (CAWI), Ottawa

We use our pupil premium funding to enhance the quality of classroom learning through additional staff who work alongside teachers, providing support to children in lessons, through intervention strategies delivered one to one and in small groups. By providing this support we can narrow gaps in attainment for disadvantaged pupils and provide high quality, responsive teaching and maximise feedback to inform next steps. Early intervention is key and language screening in EYFS is fundamental to identifying communication barriers which impede access to the curriculum and individual's engagement with their learning. Exposure to a wide range of high quality and diverse reading materials promotes a passion for reading which, in turn, continues language and communication development.

We work closely with our most disadvantaged families to identify and support the welfare needs of many pupils, including where punctuality and regular attendance may be challenging. Some of our funding is used to provide external support from a School Family Worker when there are domestic and/ or behavioural challenges which may impact upon learning. Funding may also provide access to activities and enrichment opportunities to develop a wider range of skills and provide rich and varied learning experiences for identified individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Bridging the Learning</p> <p>Some disadvantaged children have learning and experiential gaps which may have been exacerbated by the Covid pandemic. Some parents find it difficult to support their child's learning at home and this was even more challenging during the past two years. Another common presenting needs when children join the school is communication due to speech and language levels. Learning can be impacted by some of the other needs faced by our disadvantaged pupils, as detailed below.</p>
2	<p>Attendance</p> <p>For some of our most disadvantaged pupils' punctuality and attendance levels are below the average level for the majority of pupils. Some can experience anxiety which may be unrelated to school but impacts on their attendance, arrival time or readiness to learn during the day.</p>
3	<p>Learning Behaviours</p> <p>Throughout the pandemic our focus on the Learning Pit and 17 Characteristics of effective learning was more important than ever as pupils adapted to different learning environments and methods of delivery. At home they also had to work more independently and with greater resilience and respond to different feedback approaches. The extent to which pupils embrace their own agency varies and some need additional encouragement to be proactive participants. As a school, we place considerable emphasis on the provision of immediate feedback, and this is fundamental to our whole school approach to learning where pupils are encouraged to be Resilient, Resourceful, Reflective and Reciprocal in their approach to life, learning and challenges.</p>
4	<p>Welfare</p> <p>Some of our families are living in poverty and have debts. There are often other needs such as food, uniform, access to health and other services, lack of learning resources in the home environment (including ICT) and competing financial pressures.</p>
5	<p>Social and emotional including mental health</p> <p>In recent years we have seen an increasing number of disadvantaged pupils with low self-esteem and emerging emotional and mental health issues. Some children need additional support from a familiar adult before lessons start to prepare them for the school day or breaks outside of the classroom.</p>
6	<p>Cultural Capital</p> <p>Financial constraints on some families means that sporting and cultural opportunities are very restricted.</p>

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
Equity in attainment levels between disadvantaged and non-disadvantaged pupils. (1)	<ul style="list-style-type: none"> • Assessment and progress information demonstrates that the performance of disadvantaged pupils is at least in line with that of all children nationally. • A post Covid recovery curriculum that makes a bridge between the learning that occurred in lock-down and the learning that has occurred since return • Progress and achievement for all pupils are maximised through provision which ensures at least good and increasingly outstanding learning and teaching, monitoring and feedback, leading to sustained high rates of progress and consistently high standards based upon effective knowledge of prior attainment and vulnerable groups (SDP 7.2)
Attendance and punctuality of some disadvantaged and vulnerable children is improved and sustained. (2)	<ul style="list-style-type: none"> • The school develops a repertoire of successful strategies to support improved attendance for vulnerable individuals. Attendance of disadvantaged children is in line with attendance levels of other pupils and at least 95%. • Attendance levels for disadvantaged pupils is at least in line with national data.
Positive learning environment for all. (3)	<ul style="list-style-type: none"> • Swift and effective therapeutic intervention to analyse behaviours and promote pro—social choices. • STEPS approach securely embedded. • Promote children’s emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. • Continued professional development for all staff in relation to quality first teaching, learning theory and strategies. • Implementation of new Feedback policy
Well-being and welfare (4,5 and 6)	Timely identification and response to well-being and welfare needs.
Sporting and cultural opportunities (6)	Equality and equity of access to extra-curricular and enrichment activities.

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: £ 40,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff development to support pupils to bridge their learning and reengage in all aspects of the curriculum through responsive teaching, and additional adult support in class</p>	<p>Based on evidence provided by the EEF, quality first teaching remains as one of our key priorities to achieving success for our disadvantaged children (EEF Guide to the Effective Use of Pupil Premium). Through skilled deployment of an additional adult, the teacher is more able to assess and respond to individual's learning and plan for the next teaching,</p> <p>In order to do this good teaching includes a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Examples of good practice in quality first teaching</p> <ul style="list-style-type: none"> • Explicit teaching. • Scaffolding • Flexible Grouping • Effective diagnostic assessment to identify gaps <p>(EEF DIAGNOSTIC ASSESSMENT Evidence insights 2021)</p> <p>Feedback in particular has very high impact for low cost (mainly related to training and staff time. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals.</p> <p>EEF Toolkit Feedback <i>"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work."</i></p> <p>See also https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback and the Whole School feedback Policy</p> <p>Our pedagogy is underpinned by a whole school focus on the 17 characteristics of effective learning (Building Learning Power- Claxton et al.), James Nottingham's Learning Pit model and the STEPS therapeutic approach to Positive Behaviours.</p>	<p>1, 3 and 5</p>

	<i>School monitors enhanced provision of TA levels across the school rigorously to ensure provision has maximum impact and good practice is shared.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured wellbeing interventions)

Budgeted cost: £ 17,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up tutoring, (In 2021/22 initially for Upper KS2 pupils in Maths (identified needs) and KS1 with a focus on phonics and reading; specific therapeutic interventions for individual PP pupils (external specialised therapist)	<p>National evidence (EEF) suggests that 1:1 tuition will have most impact on helping children to catch-up with learning lost during the pandemic.</p> <p><i>“There is extensive and consistent evidence of the impact of intensive small group and one-to-one support. Significantly, this tutoring seems most impactful for younger pupils, particularly when the additional support is offered in school or when focused on reading”</i> (Journal of Educational Psychology, 92 (4), pp. 605–619; One to one tuition EEF (educationendowmentfoundation.org.uk))</p> <p>and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Nuffield Early language Intervention (NELI)	<p>Speech, language and communication interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>School data shows that early interventions are the most successful and when response is swift and based upon up-to-date assessment. Where language needs have been assessed and addressed through significant levels of staff support, it has led to much improved standards of attainment in phonics. Interventions delivered by skilled practitioners who have regularly updated training have greater impact.</p>	1,3

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

Budgeted cost: £ 5,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Family Support Worker who provides a wide range of support to vulnerable families, improving standards of behaviour, attendance and parental engagement	This provides support for social and emotional needs experienced as a result of external barriers to learning such as family separation, domestic violence, temporary housing, etc. There is a history of successful interventions through leaders employing the expertise of the Family Support worker to target a wide range of individual family issues, sometimes escalating to more targeted services where necessary. Interventions are highly personalised to the situation, and may include enrolment on parenting courses, links to other services or support groups as well as 1:1 problem solving or counselling sessions. (See Parental engagement toolkit, EEF 2020 – evidence of impact)	1, 2, 3, 4 and 5
Funding of extra-curricular and enrichment opportunities Music/ Art therapy; support for curriculum in school (diverse range of reading materials)	Analysis of individual needs by the Pupil Premium lead who supports and monitors the progress of the disadvantaged pupils throughout their school career, highlights particular areas to support personal development, including self-esteem and resilience. (Pupil Premium Pupils’ Provision and Cohort Tracking report). Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3, 4, 5 and 6
Therapeutic intervention and Positive Behaviour principles, including support for attendance	<p>Our holistic approach to pupil development acknowledges that pupils must “Be Ready” for learning which sometimes requires the addressing of physical and mental wellbeing as a priority (see Maslow’s Hierarchy of Needs 1943). The enhanced TA provision in class (see Teaching section) helps to ensure pupil wellbeing and self-regulation needs are supported and prioritised. Staff training in the updated STEPS approach to positive behaviour (Adam Hayes HfL) has been warmly received and embraced but requires additional time for training and diagnosis through the Roots and Fruits approach.</p> <p>Extensive evidence links childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving social and emotional learning in primary schools, EEF 2020</p> <p>“Improving School Attendance” DfE 2021 advises that significantly reduced levels of absence and persistent absence can be achieved with investment in support for attendance of disadvantaged pupils through leadership and management, relationships and communication, systems and data</p>	

Total budgeted cost: £62,798

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key Objectives from the Previous Strategy Plan

Ensure that additional staffing in class following the return to school allows for precision targeted teaching of interventions, including times tables and phonics, both in lesson time and through additional intervention (SDP 2.2)
Use considered re-deployment of staff, including teaching assistants to target specific setting groups for impact on progress including the addressing of wellbeing needs (SDP 6.6)
Ongoing development of wellbeing for all pupils to promote self-regulation and respite from anxiety, particularly in light of the extended absence from school. <i>(Objective includes the provision of quiet spaces at breaks, and to provide the additional space required for individual and group interventions during school time).</i>
Ensure that redeployment of staff and rooming has the greatest impact, is monitored closely throughout the academic year and adjusted where necessary, particularly in relation to wellbeing, and early intervention.
In-school support for individual pupils' wellbeing and provision for personalised wider learning opportunities (inc. increased access to technology)
Improving attendance, readiness to learn and access to resources for the most disadvantaged pupils particularly in the context of the impact of the pandemic and school closure on both mental health/wellbeing, academic attainment/achievement, and access to online remote learning

The attainment data below is based on teacher judgements alongside internal assessments (e.g., standardised teacher administered tests, diagnostic tests) as all statutory tests were cancelled due to COVID-19.

End of Year Teacher Assessments July 2021 all pupils Y1-6

Attainment July 2021		Pupil Premium			Non-Pupil Premium			Difference
		N ^o	Total N ^o	%	N ^o	Total N ^o	%	PP v Non-PP
Reading	ARE / ARE+	22	(33)	66.7%	257	(326)	78.8%	-12.1%
	GDS	11	(33)	33.3%	99	(326)	30.4%	+2.9%
Writing	ARE / ARE+	19	(33)	57.6%	236	(326)	72.4%	-14.8%
	GDS	7	(33)	21.2%	69	(326)	21.2%	=
Maths	ARE / ARE+	22	(33)	66.7%	247	(326)	75.8%	-9.1%
	GDS	6	(33)	18.2%	89	(326)	27.3%	-9.1%

End of Year Progress via Teacher Assessments 2021 all pupils Y1-6

Progress July 2021		Pupil Premium			Non- Pupil Premium			Difference
		N ^o	Total N ^o	%	N ^o	Total N ^o	%	PP v Non-PP
Reading	Expected Progress	27	(33)	81.8%	257	(323)	79.6%	+2.2%
	Strong progress	5	(33)	15.2%	60	(323)	18.6%	-3.4%
Writing	Expected Progress	24	(33)	72.7%	272	(323)	84.2%	-11.5%
	Strong progress	5	(33)	15.2%	45	(323)	13.9%	+1.3%
Maths	Expected Progress	27	(33)	81.8%	256	(323)	79.3%	+2.5%
	Strong progress	4	(33)	12.1%	51	(323)	15.8%	-5.7%

In summary, the attainment gap in all areas continues to be an area for attention, with Maths a key area of focus at both expected and Greater Depth. However, there is great variety in achievement between Pupil Premium pupils, some of whom have other additional needs. The experience of the lockdown and Bubble closures also impacted in different ways on these pupils, although many took up the offer of a place in school.

Attainment and Progress in Writing is lower than in Reading and Maths, with overall progress lower for this group despite some strong progress for a small proportion.

Outcomes of the previous strategy plan

Our review of the impact of our intervention strategies over the last few years supports the expenditure that ensures a teaching assistant for every class. This is invaluable in providing interventions, in class support and additional feedback to inform next teaching steps, During the pandemic this has also been invaluable in maintaining and supporting pupil wellbeing, particularly when working in Bubbles, where consistency of adults throughout the day has been essential for pupils, including at breaktimes and lunchtimes. Monitoring indicated a great reduction in incidents at breaktimes and that learning behaviours reflected a growth in independence and self-regulation. This smaller adult: pupil ratio helped to address wellbeing needs, reducing anxiety, particularly in light of the extended absence from school. A more holistic understanding of the pupils and their needs has been enhanced through this provision and the partnership between teacher and assistant was also very effective in the delivery and management of remote learning.

In common with other schools across the country, school closure was detrimental in many cases to our disadvantaged pupils, particularly those who were not in school from January to March who were then unable to benefit as much from support and targeted interventions to the degree we had intended. The impact was mitigated by the commitment to a focused, high quality recovery curriculum, including during periods of partial closure, which was aided by use of online resources. Access to technology was regularly monitored and radically improved through provision of additional hardware purchased by school and delivered to homes. There was great progress with the digital strategy as staff moved on from the use of PowerPoints shared on Purple Mash and upskilled to deliver remotely via Google Classrooms from March.

Rigorous monitoring of attendance and proactive engagement of support from other agencies such as the Family support worker, medical professionals and Mental Health services further served to address issues and minimise their impact. During school closure (January to March) school also responded proactively to offer places in school to those identified as vulnerable through the regular communication set up, resulting in a third of pupils attending by the February half-term. The reduced in class ratio was of benefit to many disadvantaged pupils and reflected in individual's progress measures. The contribution from Pupil Premium funding to provide additional space in a new building has ensured the provision of quiet space required for individual and group interventions during school time, including those addressing mental health needs.

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
Back On Track Curriculum Planning (English and Maths)	Herts for Learning
Summer Success Programme (Mathematics)	Herts for Learning
Purple Mash	Purple Mash
Times Tables Rock Stars	Times Tables Rock Stars
Language Angels	Language Angels

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

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