

## St Vincent's Catholic Primary School



*"How good and pleasant it is when God's people live together in unity!"*  
Palm 133.1

## St Vincent's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

The Pupil Premium money which St Vincent's receives in our school budget is used to make a contribution to the cost of a range of intervention and support programmes. This support ensures that all of our children are supported in their learning so that they can make the best possible progress. These children are a high priority and they are monitored half termly with the Leadership

Team, Class Teachers and termly with the Governing Body. We track the children's progress through discussions with class teachers at termly meetings, and this enables us to measure the impact of additional funding we receive. The actual costs of delivering high quality learning; providing additional teacher and teaching assistant support, and leading interventions, to enable children to reach their potential, costs significantly more than the amount received.

Detail	Data
School Name	St Vincent's Catholic Primary
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	(17 children) 6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	FGB

Pupil premium lead	Liz Wolfenden
Governor lead	Phillippa Weekes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£1,885
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	£1,371,463 (school budget share)

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP to ensure that all of our children can achieve their potential. Overcoming barriers to learning is at the heart of our PPG 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 the PPG. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that quality first teaching exists in each class
- Close the attainment gap between disadvantaged pupils and their peers
- Provide targeted academic support for pupils who are not making the expected progress
- Address non-academic barriers to attainment such as attendance and behaviour
- Ensure that the PPG reaches the pupils who need it most

- Enrich the range of cultural capital opportunities

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, to ensure our approach is effective and we cease or amend interventions that are not having the intended impact.

The review process:

- During our annual review, we will assess the impact of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.
- Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

Our objectives are for all PP pupils to meet at least ARE by the end of KS2; all PP pupils who reached GD at KS1 to reach the higher standard by the end of KS2; for pupil premium pupils to have the same opportunities to participate in after-school activities as other pupils; to ensure disadvantaged pupils are exposed to the same cultural capital as other pupils through providing a rich, creative, inclusive curriculum with quality first teaching.

## Challenges

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

Challenge number	Detail of challenge
1	Supporting vulnerable pupils and their families with their emotional needs in order to enable them to tackle the challenges of learning and other aspects of school particularly where there is school anxiety and low self-esteem.
2	Assessment, observations and discussions with pupils indicated under-developed oral language skills and limited range of vocabulary of disadvantaged pupils compared to other pupils particularly in EYFS.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Attendance and punctuality are a challenge in relation to raising pupils' confidence, ensuring they become more resilient.
5	Pupils shared access to technology at home means they cannot fully utilise all

	online learning opportunities.
6	Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community compared to pupils from non-disadvantaged backgrounds impacting on their cultural capital.

## 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
Vulnerable pupils are supported with their emotional needs and are able to tackle the challenges of learning and feel settled at school.	Fewer incidents of poor behaviour recorded on CPOMS when compared term by term; pupil surveys show children are happy at school
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will 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.
<p><b>Attainment:</b> Increase the attainment of disadvantaged pupils across all key stages in reading, writing and maths</p>	<p>% of disadvantaged pupils achieving age related expectations increasing from their starting points. Reduction in attainment gap between disadvantaged pupils and non-disadvantaged.</p>
<p><b>Progress:</b> Increase % of pupils making at least good or rapid progress from their previous key stage</p>	<p>% of disadvantaged pupils making at least good progress from their starting point / previous key stage Reduction in progress gap between disadvantaged pupils and non-disadvantaged pupils</p>
<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupil's attendance is inline with or exceeds the national average for disadvantaged pupils. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</p>



<p>Have access to quality online reading materials and engage and make good progress in Reading Eggs and Mathletics programmes.</p>	<p>More pupils meet targets in the programme, improving attainment and making accelerated progress over the year.</p>
<p>Hard to reach families play a greater role in school life, attending events and activities and feel comfortable coming to school.</p>	<p>Children are supported by their parents and make good and better progress in RWM, which is shown in termly data.</p>
<p>Disadvantaged children are able to apply experiences to their learning and forge aspirations for the future.</p>	<p>All disadvantaged pupils have the opportunity to take part in the full range experiences to build their cultural capital.</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:£16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (subscription to BPSI)	High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.	1-7
Purchase revised RWI DfE approved phonics scheme to secure stronger phonics teaching for all pupils.	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

<p>Online home learning opportunities: TTRockstars, MyMaths, Reading Eggs, Mathletics,</p>	<p>Opportunities for chn to consolidate learning at home and parents to support home learning</p>	<p>6</p>
<p>Enhancement of early number skills in KS1 through teaching and curriculum. Teacher release time to embed key elements of guidance in school and to access White Rose Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
<p>Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with</p>	<p>1</p>

supported by professional development and training for staff.	peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language screening and targeted interventions. Funding received for NELI project (EYFS). Training for Speech and Language champion.	Children have been identified and receive tailored support to help with speech and language difficulties and strategies put in place to support pupils within the classroom setting and at home.	1,2,3

Teacher led tuition	EEF key findings 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended provision.'	3,4,6
Small group intervention	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'	1,2,3,4,6
Conferencing	Teachers have a clearer understanding of how to personalise the curriculum for disadvantaged pupils and provide enhanced learning opportunities.	1,2,3,4,6
Educational Psychologist (paid for doubled EP hours)	The proportions of children with SEND support, including the allocations of EHCPs, has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children.	1,3, 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly	2,3

<p>disadvantaged pupils who require further phonics support.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Additional writing sessions targeted at disadvantaged pupils who require further support.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level.  <a href="#">EEF</a></p>	<p>3,4</p>
<p>Oracy Project - Noisy Classrooms for Y5 targeted children   Debating with local schools</p>	<p>Oral language 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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on well-being with the aim of reinforcing our school ethos.	Collaborative learning, with a common goal (such as reinforcing the well-being of others and themselves) has proven to have a very high impact for a low cost. <a href="#">EEF</a>	1
Extended school visits and cultural capital enrichment activities	School evidence is that this establishes united relationships and gives a child licence to be secure in their learning environment in order to take calculated learning risks <a href="#">EEF</a> We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum.	1,7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-7
Parent workshops <ul style="list-style-type: none"> <li>- Phonics</li> <li>- Early Years</li> <li>- KS1 Maths</li> <li>- Online safety</li> </ul>	Parents are more equipped to support pupils with their learning through the involvement of parents in their children's learning activities (parent workshops). 'Parental engagement has a positive impact on average of 4 months' additional progress.'	1,2, 3, 4, 6
Breakfast club	To aid with concentration and be ready to learn, children have access to breakfast club to help families give children a nutritious meal before school.	1-7
After School sports clubs	To provide not only academic but wider curriculum experiences to nurture children's natural talent and ability.	7
Safeguarding team analyse attendance and contact low	Support in place for families who need extra support in consultation with the local authority.	1,5



attenders. Office staff complete First Day Call and support families to raise attendance/punctuality		
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Total budgeted cost: £39,900

### Pupil premium strategy outcomes

Detailing the impact our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during **2020/21** suggested that the performance of disadvantaged pupils was lower than in the previous 17/18, 18/19 and 19/20 in core areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes did not reflect school averages though progress was far higher than in previous years for this group. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Seesaw. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

External assessments during **2021/22** showed that the disadvantaged children in EYFS and KS2 achieved below their non-disadvantaged peers, with additional Special Educational needs having a significant impact. In KS1 disadvantaged children were inline with their peers. Actions to target parental engagement and attendance are to be focused upon in 2022/23 as outlined in the plan alongside bespoke targeted intervention for those with additional needs as per their own Support Plans and EHCPs.

External assessments during **2022/23** were not used comparatively between disadvantaged and non-disadvantaged due to the small numbers of disadvantaged children (see figures below). Children were supported in line with the criteria above to address challenges. Children who did not pass the statutory assessments had significant SEND.

No Pupil Premium in EYFS

2 children in Y1 (50% phonics)  
2 children in Y2 (100% reading, 50% writing, 100% maths)  
4 children in Y6 (75% reading, 50 % writing, 75% GPS, 75% Writing TA)

### 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
Reading Eggs	3P learning
Mathletics	3P Learning
Mathseeds	3P Learning