

Pupil Premium Strategy Statement – Saint Edmunds’ and Saint Thomas’ 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	322
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Kieran Loftus
Pupil premium lead	Kieran Loftus
Governor / Trustee lead	Anna Sweeney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,435
Recovery premium funding allocation this academic year	£10,005
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£27,000
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>	£140,440

Part A: Pupil premium strategy plan

Statement of intent

At Saint Edmund's and Saint Thomas' Catholic Primary, we are determined to ensure all pupils access support and high-quality teaching. In addition to this, targeted academic support through learning interventions will accelerate progress and ensure raised standards of achievement. For certain children with SEND, this will mean making progress from their unique starting points

Wider strategies related to attendance and wellbeing will aim for all children to increase rates of attendance (except those with exceptional medical needs).

School has invested significantly in staff development in reading training, phonics and all teaching staff having half termly support in literacy planning and ECT/ NQT staff had weekly planning in English and mathematics.

Reading is taught in ability-based groups from Reception to Year 6. High- quality teaching prioritises groups of disadvantaged children.

The quality of speech and language has and remains an area of concern in the Early Years and thus the school has committed to a language and oracy project over the last two years which includes professional development for all EYFS staff.

Disadvantaged groups have gained widely through school's unwavering commitment to school holiday sport camps and heavily subsidised places in extra-curricular provision and there is evidence which links increased participation in these sporting opportunities with a settled and focussed approach to school life.

Our approach is responsive to both common challenge and individual need and is shaped from diagnostic assessment and combine early intervention programmes with wider school strategies related to wellbeing and social and emotional development.

Challenges

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

Challenge number	Detail of challenge
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1	Low achievement in reading phonics and mathematics therefore there is a need to raise standards (narrowing the gap) with other groups of children.
2	Supporting learning inside and outside school; access to wide range of activities. Developing a cultural capital.
3	Speech and Language and Early Years oracy and limited listening skills and vocabulary
4	Social and emotional support and mental well-being Enterprise Group Y6 Raising Aspirations live web chats with professional people Counselling Brighter Horizons TA3 mentoring 4hrs/weekly
5	Attendance and Punctuality Improving rates of attendance for all groups

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
(i) Improve progression in phonics, early reading skills and mathematics Year One Phonics Breakfast Club Early identification of pupils with SEND needs. Develop staffing skillset to deliver some reading phonics and mathematics intervention RWI Reciprocal Reading Accelerated progress in mathematics in both key stages	Majority of children will recognise ten sounds from Set 2 phonics by the end of Reception. Phonics screen results will show that most disadvantaged children meet the standard Appropriate targeted provision and individualised support for children with SEND End of KS1 results show improved results for disadvantaged children
(ii) Increased opportunity and access for all disadvantaged children through subsidised school trips and residential activities. Subsidy for equipment and enrolment for extra curricular. Access to high quality educational resources and books at home	Growth in personal development sound mental health and well-being and confidence in learning. Greater parental involvement and support for other extra-curricular provision offered by school Positive responses and home support for reading together. Reinforcement of home school reading skills

<p>(iii) Empowered language skills for all groups of children. Staff will be focussed on and refine the quality of the spoken interaction between themselves and all groups using the SSTEW language project as a driver for improvement. All EYFs staff suitably trained in principles of sustained</p>	<p>Observation by EYFS team in Sefton will evidence extended vocabulary and greater command of language structures in speech. Observation by EYFS School Improvement Liverpool indicating that disadvantaged groups are gaining from high quality language interaction</p>
<p>(iv) Social and emotional support and mental well-being development</p>	<p>Children accessing pastoral support from nominated lead in school Children accessing support through skilled counselling from the school commissioned Brighter Horizons school counselling service Additional service and support from other agencies where necessary Year 6 Enterprise Raising Aspirations Project Individual access to TA mentoring and pastoral work Disadvantaged pupils will access sport camps which provide additional personal development and well-being coaching</p>
<p>(v) Attendance rates improved and progress accelerated</p>	<p>Morning Breakfast Clubs for upper KS2 disadvantaged children Reading Sport Counselling for children and families Brighter Horizons – overcoming barriers to consistent attendance. Increased rates of attendance and good punctuality Established role of a learning mentor to assist with the promotion of good attendance in school and liaise with families to develop a consistent pattern of good attendance</p> <p>Attendance for disadvantaged groups to be in line with national figures and a reduced gap between disadvantaged groups and non-disadvantaged groups</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: £62,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality in-house training on developing the planning of the reading and writing curriculum. Highly experienced English lead planning with all colleagues (Years 1 -6)</p> <p>Developing technology to promote high quality teaching interactive boards for intervention rooms and additional procurement of ipads in KS1</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap</p> <p>EEF Effective Professional Development Guidance</p> <p>The EEF's 'Using Digital Technology to Improve Learning' document</p>	<p>C1 C2 C5</p>
<p>School Improvement Liverpool developing high quality planning for all groups of children.</p> <p>SSTEWS Project EYFS Developing high quality interactive language exchanges between all children and adults</p>	<p>EEF Effective Professional Development Guidance</p> <p>EEF Teaching and Modelling Vocabulary</p>	<p>C1</p> <p>C3</p>
<p>Focussed planning tuition for NQT and ECT teachers in English and Mathematics</p>	<p>High quality teaching and its associated training is the first priority to a successful pupil premium strategy</p> <p>The EEF Guide to Pupil Premium</p>	<p>C1</p>
<p>Reciprocal reading training for newly recruited staff.</p>	<p>High quality FFT training for the development of the teaching of reading</p> <p>Number in Early years and KS1</p>	<p>C1</p>
<p>NCETM Mastery Approach maths staff training CPD Funding teacher release time through NW Maths Hub for Teaching for Mastery</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>C1</p>

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor part subsidised by DFE grant and Pupil Premium funding	Evidence indicates that small-group tuition can be effective in producing accelerated learning and can be particularly effective for disadvantaged pupils (Nickow, Oreopoulos and Quan, 2020; EEF	C1 C3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in early years and Year One ,Breakfast clubs led by trained Tas Teacher led phonics intervention for Year 2 disadvantaged pupils	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	C1 C2
SEN bespoke IT resources to promote independence Wordshark B-Square materials Interactive boards Nutshell training NASEN SENCo	The EEF's ' Using Digital Technology to Improve Learning ' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.	C1
Year 5 reading breakfast club Year One Phonics Breakfast Club RWI Fresh Start all delivered by experienced and skilled teaching assistants	Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF Improving Literacy in KS2 EEF Making best use of Teaching Assistants EEF	C1 C2 C5 C1

Improving working memory in arithmetic Y3	Making best use of Teaching Assistants EEF	C1
Y6 Summer booster sessions maths specialist teacher	Supporting high quality teaching is pivotal in improving children's outcomes and..can narrow the disadvantage gap EEF Effective Professional Development Guidance	C1

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

Budgeted cost: £45,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social and emotional development through weekly counselling to tackle issues related to; Trauma Attendance Low self-esteem and low achievement Teaching assistant provision of pastoral support	EEF Improving social and Emotional Learning in The Primary school EEF	C4 C4
Sport Camp during school holidays with dedicated places for disadvantaged children Additional extra-curricular sports activities subsidised for disadvantaged	Social and Emotional Learning EEF (Through vehicle of sport camps and extra curricular activity)	C2 C4 C5
Residential visits and trips Y6 eg Whole School Chester Zoo Wildlife Connections topic Online subscriptions to promote reading at home eg MyOn TT Rockstars and Letter join as well as significant investment in home reading	Stimulus for whole school curriculum themed approach to learning. All children will have first hand experience to access the Wildlife Connections work Parents support for home reading through online access to all EEF working with parents to support children's learning	C2 C2 C1

resources and developing a lending library in EYFS		
Special interests extra-curricular provision in science clubs, gardening and dance and sport activities. Additional online subscriptions to Myon Accelerad TT Rockstars etc	Working with parents to support learning at home EEF	C2 C2

Total budgeted cost: £140,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2021 2022 85% of disadvantaged children met or exceeded the expected standard in reading by the end of Key Stage 2

In 2021 2022 only one child out of 13 disadvantaged group did not pass the phonics screen 92% pass. The school was in the highest 20% of schools for progress in phonics. These results reflect the impact of additional recovery and interventions programmes and the high priority given to phonics and reading in this year as disadvantaged children accelerated levels of progress and achieved well through additional support in school.

In KS1 mathematics 38% of disadvantaged children met or exceeded the expected standard in mathematics and the school will look to increase intervention opportunities in school in the current year.

The attendance of all children with particular reference to disadvantaged children was a priority for the school in 2021 2022 The attendance for disadvantaged children was 89.1 % compared with the whole school figure of 92.2%. This has resulted in increasing services for external support in 2022 2023.

Whilst the key focus was rightly on phonics and reading as part of the school's recovery programme a number of children from disadvantaged backgrounds post pandemic were affected by issues relating to low self esteem and pastoral support and for this reason the school targeted opportunities for disadvantaged children through many aspects of extra-curricular provision.

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
FFT Reciprocal Reading	Fischer Family Trust
Myon Accelerated Reading	Myon

Service pupil premium funding (optional)

<i>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</i>
We have provided a funded counselling service for children who have social and emotional needs.
The impact of that spending on service pupil premium eligible pupils
Personal development and greater confidence impacting on settled start and good well-being in school.

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.