

# Pupil premium strategy statement: St Joseph the Worker RC Primary School. (Dec 2021)

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  | Data  |
|---|---|
| School name   | St Joseph the Worker RC Primary School          |
| Number of pupils in school  | 225   |
| Proportion (%) of pupil premium eligible pupils   | 41% (92)  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021/2022 to 2023/2024                          |
| Date this statement was published   | December 2021                                   |
| Date on which it will be reviewed   | July 2022                                       |
| Statement authorised by   | Evelyn Clayton<br>Headteacher                   |
| Pupil premium lead  | Evelyn Clayton<br>Headteacher                   |
| Governor lead   | Antoinette Doyle, lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year       | £90,139        |
| Recovery premium funding allocation this academic year    | £9,425         |
| Pupil premium funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                | <b>£99,564</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Together as God's children we will **love, learn, grow, and inspire**. "Let your light shine!"

Our Mission Statement is central to the work that we do. It is our aim that all pupils, irrespective of their background or the challenges they face, fulfil their full potential, and realise their God given talents in order to "Let their light shine".

At St Joseph the Worker Primary School all members of staff and Governors accept responsibility for all pupils, some of whom are not eligible for pupil premium funding but may at any point during their school career require additional support and intervention.

We will therefore consider the challenges faced by vulnerable pupils, such as those who have a disability or a social worker, young carers, those experiencing loss or other identified barriers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

It is our intention that all children make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led small group or 1:1 support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Assessments, observations, and discussions with pupils indicate under-developed <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>  |
| 2                | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b>.</p>   |
| 3                | <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in <b>maths</b>.</p> |
| 4                | <p>Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils.</p> <p>In addition, <b>lack of enrichment opportunities</b> during school closure is a common feature as is to lack of resilience and low mood/anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.</p>                        |
| 5                | <p>Our <b>attendance</b> data indicates that attendance among disadvantaged pupils has been between 3.31% lower than for non-disadvantaged pupils.</p> <p><u>Absences for 2018/19 and earlier:</u></p> <p>Overall absence (4.9%) was in the highest 20% of all school in 2018/19</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   |  |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
|--|--|--|---------------|----------|--------------|-----------------------------------|-----------------------------------|--------------------------|---|--|-------------|-----------------------------------|-----------------------------------|----------------------------|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><b>Starting Point September '21</b></p> <table border="1" data-bbox="555 752 1289 1485"> <thead> <tr> <th data-bbox="555 752 778 808">WELCOMM</th> <th data-bbox="778 752 1026 808">September '21</th> <th data-bbox="1026 752 1289 808">July '22</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 808 778 981">YN (ALL- 25)</td> <td data-bbox="778 808 1026 981">Red-44%<br/>Amber-20%<br/>Green-36%</td> <td data-bbox="1026 808 1289 981">Red-19%<br/>Amber-15%<br/>Green-65%</td> </tr> <tr> <td data-bbox="555 981 778 1153">D pupils (8)<br/>+1 pupil</td> <td data-bbox="778 981 1026 1153">Red-57% (4)<br/>Amber-14% (1)<br/>Green-29% (2)</td> <td data-bbox="1026 981 1289 1153">Red-0%<br/>Amber-25% (2)<br/>Green-75% (6)</td> </tr> <tr> <td data-bbox="555 1153 778 1326">YR (ALL-28)</td> <td data-bbox="778 1153 1026 1326">Red-29%<br/>Amber-29%<br/>Green-43%</td> <td data-bbox="1026 1153 1289 1326">Red-20%<br/>Amber-20%<br/>Green-60%</td> </tr> <tr> <td data-bbox="555 1326 778 1485">D Pupils (11)<br/>+2 pupils</td> <td data-bbox="778 1326 1026 1485">Red-11% (1)<br/>Amber-33% (3)<br/>Green-56% (5)</td> <td data-bbox="1026 1326 1289 1485">Red-9% (1)<br/>Amber-27% (3)<br/>Green-64% (7)</td> </tr> </tbody> </table> | WELCOMM                                      | September '21 | July '22 | YN (ALL- 25) | Red-44%<br>Amber-20%<br>Green-36% | Red-19%<br>Amber-15%<br>Green-65% | D pupils (8)<br>+1 pupil | Red-57% (4)<br>Amber-14% (1)<br>Green-29% (2) | Red-0%<br>Amber-25% (2)<br>Green-75% (6) | YR (ALL-28) | Red-29%<br>Amber-29%<br>Green-43% | Red-20%<br>Amber-20%<br>Green-60% | D Pupils (11)<br>+2 pupils | Red-11% (1)<br>Amber-33% (3)<br>Green-56% (5) | Red-9% (1)<br>Amber-27% (3)<br>Green-64% (7) |
| WELCOMM  | September '21  | July '22                                     |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| YN (ALL- 25)   | Red-44%<br>Amber-20%<br>Green-36%  | Red-19%<br>Amber-15%<br>Green-65%            |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| D pupils (8)<br>+1 pupil   | Red-57% (4)<br>Amber-14% (1)<br>Green-29% (2)  | Red-0%<br>Amber-25% (2)<br>Green-75% (6)     |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| YR (ALL-28)  | Red-29%<br>Amber-29%<br>Green-43%  | Red-20%<br>Amber-20%<br>Green-60%            |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| D Pupils (11)<br>+2 pupils   | Red-11% (1)<br>Amber-33% (3)<br>Green-56% (5)  | Red-9% (1)<br>Amber-27% (3)<br>Green-64% (7) |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| Improved reading attainment among disadvantaged pupils.                  | <p>KS2 reading outcomes in 2024 show that more than 60% of disadvantaged pupils meet the expected standard.</p> <p><b>Starting point January 2022</b></p> <table border="1" data-bbox="555 1630 1158 1821"> <thead> <tr> <th data-bbox="555 1630 759 1686">Year 6</th> <th data-bbox="759 1630 970 1686">January '22</th> <th data-bbox="970 1630 1158 1686">July 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 1686 759 1753">ALL (30)</td> <td data-bbox="759 1686 970 1753">61%</td> <td data-bbox="970 1686 1158 1753">61%</td> </tr> <tr> <td data-bbox="555 1753 759 1821">D pupils (12)</td> <td data-bbox="759 1753 970 1821">50% (6/12)</td> <td data-bbox="970 1753 1158 1821">42% (5/12)</td> </tr> </tbody> </table>  | Year 6                                       | January '22   | July 22  | ALL (30)     | 61%                               | 61%                               | D pupils (12)            | 50% (6/12)                                    | 42% (5/12)                               |             |                                   |                                   |                            |   |  |
| Year 6   | January '22  | July 22                                      |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| ALL (30)   | 61%  | 61%  |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| D pupils (12)  | 50% (6/12)   | 42% (5/12)                                   |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |
| Improve phonics of disadvantage  | <p>Phonics outcomes of the disadvantaged pupils improve year by year.</p> <p>Pupils will improve in fluency and confidence in decoding, blending and segmenting skills.</p>  |  |               |          |              |                                   |                                   |                          |   |  |             |                                   |                                   |                            |   |  |

|  | <ul style="list-style-type: none"> <li>Phonics outcomes in 2024 for year 2 pupils meeting the expected standard is more than 80%.</li> </ul> <p><b><u>Starting point December '21</u></b></p> <table border="1" data-bbox="555 291 1197 477"> <thead> <tr> <th>Year 2</th> <th>December '21</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>ALL (30)</td> <td>80%</td> <td>91%</td> </tr> <tr> <td>D pupils (12)</td> <td>67%</td> <td>82%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Phonics outcomes in 2024 for year 1 pupils meeting the expected standard is more than 85%.</li> </ul> <p><b><u>Starting point December '21</u></b></p> <table border="1" data-bbox="555 622 1197 846"> <thead> <tr> <th>Year 1</th> <th>December '21</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>ALL (30)</td> <td>70%</td> <td>87%</td> </tr> <tr> <td>D pupils (16)</td> <td>57%</td> <td>73%</td> </tr> </tbody> </table> | Year 2     | December '21 | July 22 | ALL (30) | 80% | 91% | D pupils (12) | 67%        | 82%        | Year 1 | December '21 | July 22 | ALL (30) | 70% | 87% | D pupils (16) | 57% | 73% |
|--|---|------------|--------------|---------|----------|-----|-----|---------------|------------|------------|--------|--------------|---------|----------|-----|-----|---------------|-----|-----|
| Year 2   | December '21  | July 22    |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| ALL (30)   | 80%   | 91%        |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| D pupils (12)  | 67%   | 82%        |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| Year 1   | December '21  | July 22    |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| ALL (30)   | 70%   | 87%        |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| D pupils (16)  | 57%   | 73%        |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | <p>KS2 maths outcomes in 2024 show that more than 65% of disadvantaged pupils meet the expected standard.</p> <p><b><u>Starting point January 2022</u></b></p> <table border="1" data-bbox="555 1052 1158 1238"> <thead> <tr> <th>Year 6</th> <th>January '22</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>ALL (30)</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>D pupils (12)</td> <td>67% (8/12)</td> <td>58% (7/12)</td> </tr> </tbody> </table>   | Year 6     | January '22  | July 22 | ALL (30) | 64% | 64% | D pupils (12) | 67% (8/12) | 58% (7/12) |        |              |         |          |     |     |               |     |     |
| Year 6   | January '22   | July 22    |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| ALL (30)   | 64%   | 64%        |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| D pupils (12)  | 67% (8/12)  | 58% (7/12) |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Fewer referrals made to outside agencies for specialist support – measured termly by the end of 2021/2022</li> <li>Target groups for wellbeing through provision to support specific issues e.g. transition, friendships, ensuring that disadvantaged pupils accessing universal support</li> <li>Transition partnership with St Patrick’s Centre of Excellence targeting disadvantaged Year 6 pupils.</li> <li>Wider opportunities for disadvantaged pupils to access trips and visits in school to motivate and inspire.</li> </ul>   |            |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with                     | <p>Sustained high attendance from 2021.</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (Autumn '21):</p>  |            |              |         |          |     |     |               |            |            |        |              |         |          |     |     |               |     |     |

those of peers,  
reducing the proportion  
classed as persistent  
absentees.

\*50% of pupils meeting the absence threshold are in receipt  
of pupil premium.

**Starting Point Autumn '21**

| <b>ATTENDANCE</b>    | <b>AUTUMN '21</b> | <b>JULY '22</b> |
|----------------------|-------------------|-----------------|
| <b>ALL (225)</b>     | <b>92.4%</b>      | <b>92%</b>      |
| <b>D pupils (96)</b> | <b>90%</b>        | <b>89.5%</b>    |

**\*including Covid related absence-tested positive or self-isolating  
due to symptoms and awaiting PCR confirmation.**

## 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.

**FINAL REVIEW : 20/7/2022 GREEN** highlighting indicates completed actions in 2021-22  
**Amber** highlighting indicates actions to continue into 2022-23 (if appropriate)

## Teaching

Budgeted cost: **£28,435.00**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments. (Gaps, Pira, Power Math's, Neli, Welcomm, Ruth Miskin phonics etc.) and use of associated portals.  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 2, 3, 4                    |
| Subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and learning portal to secure stronger phonics teaching for all pupils (RWI).<br><br>Consultant support termly including staff CPD.<br><br>Additional qualified teacher/HLTA to deliver phonics to lower 20% of pupils in Reception/Year1 and 2.<br><br>Additional phonics sessions/1:1 support timetabled. | 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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 2                             |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements  | 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:   | 3                             |

|   |  |   |
|---|--|---|
| of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).  | <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>   |   |
| Improve the quality of Social, Moral, Spiritual and Cultural learning (SMSC), Personal, Health, Social and Emotional learning (PSHE) and Relationship education (RSE).<br><br>Approaches will be embedded into routine educational practices. | 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 peers):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  | 5 |
| CPD-History/Geography/Science platforms.<br><br>To support subject coordinators and provide high quality CPD.   | Remote CPD for teachers can improve pupil outcomes.<br><a href="https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes.">https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes.</a> | 3 |

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

Budgeted cost: **£52,581.00**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To assess and address gaps in language through use of Welcomm and Nuffield Early Language Interventions.<br><br>Additional specialist support through enhanced SLA-Speech and Language Therapy<br><br>Vocabulary Focus across Key Stage 1 and 2 using | Endorsed by EEF Research:<br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a><br><br><a href="https://www.oneeducation.co.uk/news-blog/mind-the-gap-why-prioritising-vocabulary-matters">https://www.oneeducation.co.uk/news-blog/mind-the-gap-why-prioritising-vocabulary-matters</a> | 1, 4                          |



|   |  |              |
|---|--|--------------|
| <p>ELKLAN strategies and Word Aware programme</p>   |  |              |
| <p>Further targeted 1:1 sessions for disadvantaged pupils who require further phonics support.<br/>This will be delivered in collaboration with our Early Reading and Phonics coordinator.</p>  | <p>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:<br/><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>2</p>     |
| <p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.<br/>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/>And in small groups:<br/><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>4</p>     |
| <p>To ensure additional staffing is prioritized to year group teaching on assessed need.</p>  | <p>This Strategy relates back to the EEF research<br/>Great teaching is the most important lever schools must improve outcomes for their pupils. (EEF)<br/>Focusses on utilising and further developing the expertise of the teaching and learning staff working with our pupils everyday supporting vulnerable pupils needs to engage and access the curriculum. Staffing has been located where it has best value.</p> | <p>1,2,3</p> |
| <p>To train staff to be able to deliver ‘Reading Recovery’ intervention.<br/>Delivery of programme to accelerate reading and writing progress in lower 20% pupils across KS2.</p>   | <p>Reading Recovery is an effective, evidenced-based Reading intervention based on rigorous, ongoing academic research, that has a positive effect on children’s life chances by enabling struggling readers to achieve accelerated progress.</p>  | <p>2</p>     |

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

Budgeted cost: £16,128.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staff lead to complete NPQ on leading Behaviour and Learning Culture.</p> <p>Whole staff training on behaviour management and with the aim of developing our school ethos and improving behaviour across school. (SLA-PIT Team bronze package)</p> <p>Purchase equipment to improve activity levels and behaviour on the playground.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 5                             |
| <p>SEMH intervention (Pyramid Club) successfully delivered to targeted pupils in LKS2.</p> <p>Individual work completed with qualified Social Worker when presenting needs demand.</p> <p>Small group and 1:1 interventions focusing on Social, Emotional and Mental Health needs of pupils</p>   | <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p><a href="https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/">https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/</a></p> | 4                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>   | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>   | 6                             |
| <p>Contingency fund for acute issues and to support pupils access wider opportunities.</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount</p>  | 3                             |

|   |   |  |
|---|---|--|
| (swimming/sports programmes/Robin Wood/extracurricular opportunities) | of funding aside to respond quickly to needs that have not yet been identified. |  |
|---|---|--|

**Total budgeted cost: £97,144.00**

## 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.

#### **Social and Emotional:**

Teacher referrals for support have markedly increased during the pandemic. 10 pupils (8 of whom were disadvantaged) required additional support with a school funded social worker last academic year. Work undertaken was based on the individual needs of the children. In addition, the CAMHS i-reach service worked with 6 pupil premium pupils last year supporting areas of mental health and wellbeing.

Pupil "My Star" assessments completed before and after intervention work each show improved progress through better sense of confidence, wellbeing, knowing who to talk to for help, knowing what to do in an unfamiliar situation and pupils view of themselves. 8/8 pupils had scored higher on their self-reflection 'My Star' charts than had done so when beginning the support.

#### **Speech and Language:**

Weekly speech therapy in school was in place. Work was directly undertaken with 12 pupils, 7 of which were pupil premium. This continued with tele-therapy and support for 2 families during school closure January – March 21.

Screening for all pupils in Nursery, Reception and Year 1 took place in September for language and comprehension assessment. Year 1 pupils were rescreened in the spring term and set appropriate targets: 6/8 pupil premium pupils.

The impact of this has been all pupils made progress with summer assessment of language and comprehension. All improved in areas showing within normal range or just below, in comparison to significantly or well below assessments in Autumn term.

#### **Wellcomm PP group progress report 2020-2021**

| Year group | Number of PP | Assessment phase | Percentage of children's results |         |         |           |
|------------|--------------|------------------|----------------------------------|---------|---------|-----------|
|            |              |                  | Total                            | Red     | Amber   | Green     |
| Year 1     | 12/30        | First Assessment | 12                               | 42% (5) | 33% (4) | 25% (3)   |
|            |              | Last Assessment  | 12                               | 0%      | 0%      | 100% (12) |
| Reception  | 13/27        | First Assessment | 13                               | 31% (4) | 46%(6)  | 23% (3)   |

|         |      |                  |    |         |         |          |
|---------|------|------------------|----|---------|---------|----------|
|         |      | Last Assessment  | 13 | 0%      | 23% (3) | 77% (10) |
| Nursery | 9/26 | First Assessment | 9  | 33% (3) | 33% (3) | 33% (3)  |
|         |      | Last Assessment  | 9  | 0%      | 22% (2) | 78% (7)  |

**Teaching and Learning:**

Our internal assessments during 2020/21 indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. There were 1041 sessions missed by all pupils not attending in circumstances related to coronavirus in the previous academic year.

**Reading:**

| Year Group  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|-----------|--------|--------|--------|--------|--------|--------|
| %Pupils ARE | 77%       | 50%    | 50%    | 63%    | 36%    | 50%    | 78%    |

**Writing:**

| Year Group   | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|-----------|--------|--------|--------|--------|--------|--------|
| % Pupils ARE | 62%       | 42%    | 30%    | 27%    | 27%    | 60%    | 67%    |

**Maths:**

| Year Group  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|-----------|--------|--------|--------|--------|--------|--------|
| %Pupils ARE | 69%       | 33%    | 40%    | 54%    | 36%    | 70%    | 56%    |

New resources and 'Catch-up' time on Mondays in the summer term helped to improve demonstrable gross and fine motor skills in EYFS. Teachers observed an increase in children choosing mark making activities and with greater frequency.

| Reception       | Autumn 2020                       | Summer 2021                         |
|-----------------|-----------------------------------|-------------------------------------|
| % Pupil Premium | 1/13 Pupils – Writing = 7.6%      | 8/13 – Writing = 62%                |
| Working at EXS  | 3/13 – Physical Development = 23% | 13/13 – Physical Development = 100% |

In reception children transferred their skills in reading to writing. 62% meeting the expected standard.

Written work in pupil's books has improved in terms of quantity, quality and presentation across the school during the summer term. Although there are signs that children have made progress, attainment in writing remains a concern particularly in year 2, year 3 and year 4.

Weekly 'writers certificates' have helped to raise the profile of writing in the school and children appear more willing to write for different purposes.

## Externally provided programmes

| Programme             | Provider  |
|-----------------------|---|
| Level up 2 Secondary. | The transition Hub. St Patricks Centre for Educational Excellence |

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

1. Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
2. Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. (Jenny Dunn)
3. Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.