

# Pupil premium strategy statement - St. Bernadette's RC Primary School, A Voluntary Academy

This statement details our school's use of pupil 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   | 338 (29 in Nursery)                 |
| Proportion (%) of pupil premium eligible pupils  | 4.3%                                |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2023 - 2025                         |
| Date this statement was published  | September 2023                      |
| Date on which it will be reviewed  | July 2025                           |
| Statement authorised by  | David Proctor Executive Headteacher |
| Pupil premium lead   | Kay Mills<br>Head of School         |
| Governor / Trustee lead  | A Borritt                           |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £34020 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br><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> | £36020 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Bernadette's RC Primary School we recognise that every child is made in the image and likeness of God and we strive each day to ensure they reach their full potential. We target the use of Pupil Premium Grant funding to ensure that our eligible children receive the highest quality of personalised education in order for them to excel, flourish and be the best they can possibly be. We aim to ensure that through our innovative curriculum, all children can become confident individuals who have the skills, knowledge and understanding to make a positive contribution to society and make a difference in the world. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. We recognise that disadvantaged children can potentially face a wide range of barriers that could impact on their learning.

### **Our main barriers to learning**

- Poor speech and language on entry to school
- A range of Social and Emotional needs (SEMH)
- Punctuality and attendance (below whole school averages)
- Gaps in skills and knowledge – reading, Maths, Writing, spelling.
- Access to wider opportunities and experiences

### **Our Context**

6.1% of our children are entitled to Pupil premium. 8 children are PLAC. Whilst this is below national it does not reflect the socio-economic hardship of some of our families.

The school's IMD (Multiple Deprivation) average is 21 (just below National average) and IMD rank is 18257.

### **Key Principles**

At St Bernadette's we know that quality first teaching, effective use of assessment strategies and rigorous analysis of data, enables us to meet the needs of all learners. Class teachers and support staff will liaise with intervention teachers and collectively plan specific interventions and support for individual pupils which are regularly reviewed (at least termly). Our children will also have access to well-being/mental health support including specialised intervention where needed from appropriately trained adults and our Pastoral leader. Every child will also be provided with a wealth of enrichment and extra curriculum opportunities to expand their horizons and expose them to the arts.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Speech, language and communication skills                                  |
| 2                | Social, Emotional and Mental health issues (Pandemic has intensified this) |
| 3                | Attendance and punctuality   |
| 4                | Gaps in skills and knowledge   |
| 5                | Access to wider opportunities and experiences                              |

## 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.                         | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. A range of assessment tools in place to assess Speech and Language e.g. Wellcomm |
| Children's well-being is given high priority, and they can access support where needed           | Noticeable improvements in self-regulation and support systems in place ensuring strong links between school and home and other external agencies to support well-being of child.       |
| Improved attendance and punctuality  | Attendance for eligible children to be at 96% or more in line with other non-disadvantaged pupils.  |
| Improved attainment and progress in Phonics/Reading, Grammar, Writing and Maths                  | Narrow the gap between PP and non-PP children across subject areas. PP achieve outcomes at least in line with NA and in line or better than non PP children.                            |
| All children to gain access to a range of enrichment and extra-curricular activities and events. | Tracking attendance and engagement in enrichment activities. Mechanisms in place to encourage active participation of PP children.  |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic assessments.<br>Training for staff to ensure assessments are interpreted and administered correctly.                                    | 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:   | 1, 2, 4                       |
| Purchase of a Synthetic Phonics scheme ( <b>Super Sonic Phonics</b> ) to secure stronger phonics teaching for all pupils. Staff release time to complete training-built in. | 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 4                          |
| CPD in Reading using Reading Explorers and Reading Rocketeers   | QFT is prioritised and systematic systems/structure to teaching reading in place.  | 1, 4                          |
| Wellcomm training and staff release time  | Development of Speech and Language needs   | 1                             |

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

Budgeted cost: £22,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Booster classes for Year 6 pupils (particular focus on PP children) over a 6 week period 3 times a week before school. | Small targeted group teaching demonstrates improved outcomes for pupils.   | 4                             |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.                      | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions on regular basis during Spring and Summer term have impact and help close the gap between PP and non PP.<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 4                          |
| School led tutoring (NTP funding) Teachers/TA's working with small groups of targeted children.                        | EEF advocates the impact of small group work to raise standards/increase outcomes. Groups of children and individuals have been identified across KS1 and KS2 who would benefit from further additional intervention in writing specifically   | 1,2 and 4                     |
| Boot Camp lessons before school for some pupils  | Some targeted children benefit from additional before school lessons that are used as targeted interventions.  | 1,3 and 4                     |

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

Budgeted cost: £12,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Well Being/Pastoral Leader in place providing expert support for a range of SEMH needs within school and ensuring clear | Nurturing and EEF principles which refer to core competencies:<br>Self-awareness;<br>Self-regulation; | 1, 2, 3                       |

|  |   |         |
|--|---|---------|
| communication with families and external agencies.   | Social awareness;<br>Relationship skills;<br>Responsible decision making  |         |
| Education Welfare Officer (EWO) to continue to work with school to monitor and improve attendance. Improved attendance evident in most children whose families have met with EWO. Paperwork trail completed  | Education Welfare Officer to continue to work with school to monitor and improve attendance. Improved attendance evident in most children whose families have met with EWO.   | 2, 3    |
| Wider curriculum and enrichment activities included throughout the year (PP children supported to engage in these in a range of different ways) e.g. Residential trips in Y5 and 6, Etihad stadium visit, Museum trips, Field trips, range of speakers visit school, range of clubs in school, competitions and events, links with community and charity work. | Some of our children have limited opportunities to engage cultural activities linked to the arts and the wider world.   | 5 (all) |
| Provide peripatetic music lessons for disadvantaged pupils; children are provided with music lessons which they would otherwise not have accessed.   | The Education Endowment Foundation rates arts participation as +3. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  | 5, 4    |
| School part fund educational visits for vulnerable pupils; all children are able to access experiences beyond the classroom  | The Education Endowment Fund has found that essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way First-hand opportunities have been invaluable for children and build on cultural capital. Some pupils never leave the immediate area so the experiences are key. 100% of our children have rich cultural capital opportunities. | 5       |

|   |   |      |
|---|---|------|
| Uniform, food, essentials provided for disadvantaged pupils | St Bernadette's have provided and continue to provide support for families in times of hardship | 5, 3 |
|---|---|------|

**Total budgeted cost: £38,000**

**Additional funds have been used from the School Budget**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Teaching and Targeted Academic Support**

- Trips, extra resources for Year 6 children and residential trips have all been funded for Year 6 children
- PP children have been involved in extra writing interventions across the school in order to improve writing and increase fluency. Writing is a focus for the whole school.
- PP children have also been involved in Maths support across the school as Maths at GDS is a focus to improve attainment at the higher level for all year groups.
- New Phonics books have been purchased for EYFS and KS1 to make the phonics levels that they are on in school, match the books that are being read at home. This supports the home/school relationship with parents and gives the children phonically decodable books and encourages their learning.
- 'Boot camp' sessions have taken place for Year 6 children to boost their learning as they moved towards the SATs at the end of the year. They were supported by several members of staff before school for 5 week period.
- English and Maths leader have done several sessions of staff training to increase guided reading, reasoning in Maths and writing skills.
- PP children have been selected for 1:1 reading with several volunteers / governors who come in to promote a love of reading

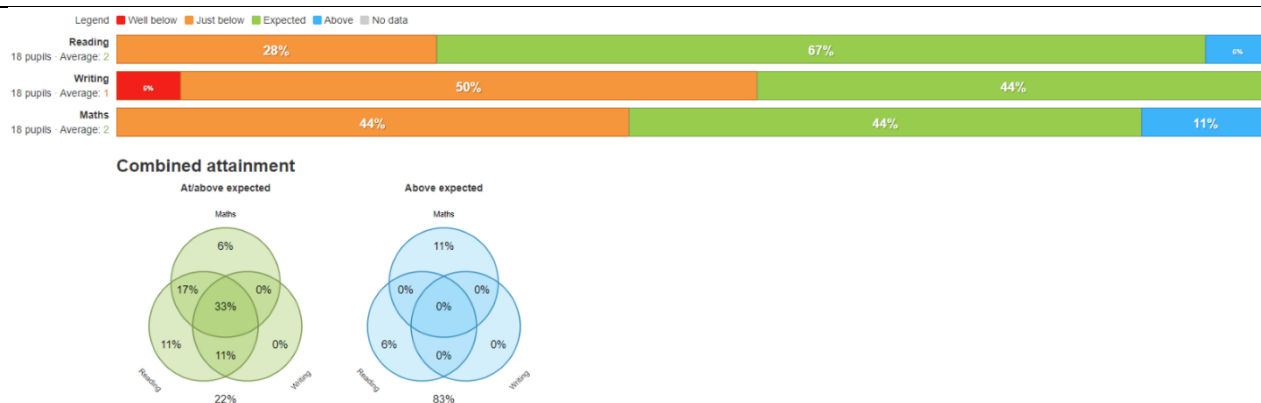
#### **Outcomes**

All children's progress was tracked on a termly basis. We compared the progress of these groups against non-disadvantaged children to ensure that they are making expected and accelerated progress.

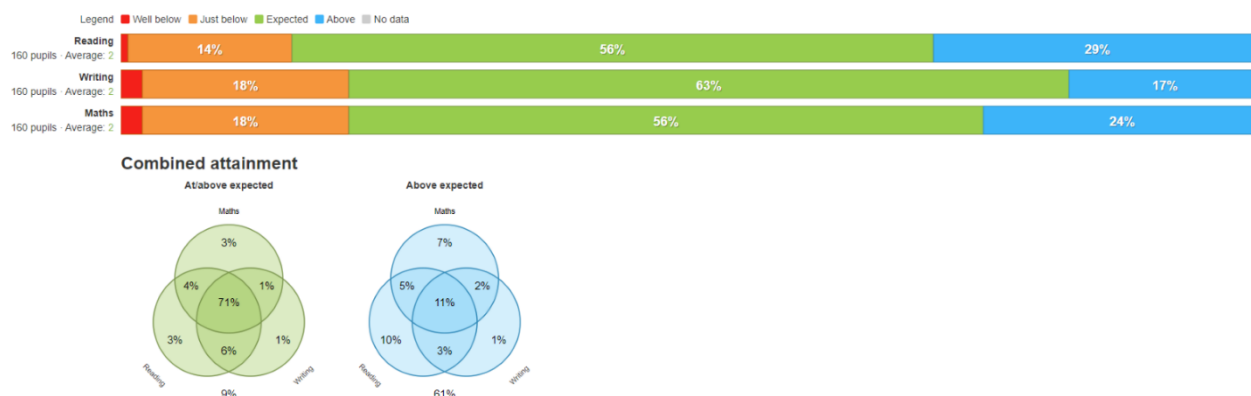
#### **Academic Year 2023-2024**

##### **KS2 (Years 3 to 6)**

There were 18 children who received pupil premium funding in KS2.(disadvantaged)



## Non- PP children



## Reading

PP children within KS2 made less progress than their NPP peers in Reading. 73% made at least expected progress compared to 85% of NPP children

## Writing

PP children within KS2 made less progress than their NPP peers in Writing. 44% made at least expected progress in writing compared to 80% of NPP children

## Maths

PP children within KS2 made less progress than their NPP peers in Maths. 55% made at least expected progress with NPP making 80%

## **Year 6 Results**

Year 6 Pupil Premium Children

| <b>St. Bernadette's</b> |     |
|-------------------------|-----|
| Reading                 | 83% |
| Writing                 | 50% |
| Maths                   | 67% |

In Reading our progress is at National levels, but in writing our children are below national figures and in Maths too we are below national.

## **Year One Phonics**

66% (2/3) children in Year 1 passed their phonics test.

100% of the Year 2 retake children pass their phonics (2/2)

## **EYFS**

0% (1/1) achieved a Good Level of Development at the end of Reception (GLD)

The child is working below ARE for reception and will be having interventions in Year 1 to try to close the gap in Reading, Writing and Maths

## **Attendance**

The attendance of Pupil Premium children in 2023 - 2024 academic year was 95.2% and the attendance of non-PP children in the same period was 96.4%.

## **Wider Strategies**

- Funding was used to provide various enrichment opportunities for all our children including residential trips, topic-based activities and school curriculum visits and all benefitted from these.
- All classes have access to Extra-curricular clubs including PE and sports, Science club, Art club, gymnastics and many PP children attend most of these and are given priority to these facilities. Miss Cawdrey and Mrs Scott have worked with the children in UKS2 to ensure that they are getting the extra learning support that they need, and this has ensured that PP children are also being supported in class.
- School admin staff and the Attendance leader were responsible for tracking attendance and punctuality. Children were identified and strategies were implemented including parental contact to try to improve.

- We have continued to work hard with the curriculum and have achieved the PSQM Science Mark. Staff have done lots of work with all the children to ensure that they are receiving an excellent Science curriculum.
- Chris Holt (Pastoral Support) has 2.5 days dedicated to working with children who have mental health, anxiety, home issues and PP children. She prioritises these children to ensure they feel safe, included and supported in school. She provides a vital role in helping them learn and feel valued.
- Resources were purchased specifically to enhance all areas of the curriculum, including PE equipment, science equipment and reading materials.
- The increase in confidence and self-esteem for many of these children because of the work that Mrs Holt and other staff in small group work did is clear. Lego Therapy, 1:1 sessions and Talkabout, Toe by Toe all helped these children to flourish in their learning.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| n/a       |          |
|           |          |