

# **St Paul's**

# **Pupil Premium Three Year**

# **Strategy Statement**

**2021-2024**



## Pupil premium strategy statement

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 Paul's Catholic Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 2022 2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Zoe Killick
Pupil premium lead	Amber Adams
Governor	Anne Mc Govern

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,775
Recovery premium funding allocation this academic year	£27,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,295

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy is rooted in our whole-school ethos. At St Paul's, we have high ambition of achievement for all pupils, irrespective of their backgrounds, as a priority. We aim to use evidence-based approaches to target the needs of our disadvantaged and non-disadvantaged pupils. We know that if we provide high quality teaching, all groups of pupils including those that are disadvantaged will be successful. Our key priority at St Paul's is to ensure effective teaching is consistent in the drive to improve our outcomes. Our aim is to use our funding, following a three tier approach to firstly ensuring high quality teaching is consistently delivered, secondly to target academic support through small group and additional interventions and lastly by making use of wider strategies to support our pupils including attendance, behaviour and social and emotional support.

Our ultimate objective is to ensure all pupils achieve at least expected progress in line with national standards at St Paul's Primary School. We want to close the gap between our disadvantaged and non-disadvantaged pupils and ensure all of our pupils are happy, healthy and thriving learners. Our current pupil premium plan focuses on the areas of need identified by many of our disadvantaged learners: poor vocabulary skills due to entering school with communication and language delays, lower attendance rates, reduced parental support and engagement at home, limited life experiences and mental wellbeing concerns as a result of COVID-19.

Our key principle for this strategy plan is to ensure a whole-school approach at improving teaching, including enabling subject leaders to have whole school influence. We will then use additional targeted academic support to ensure our pupils 'keep up' not 'catch up'.

## Challenges

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

Challenge number	Detail of challenge
1	<b><i>Support and training needed for teachers in their early career.</i></b> <i>Some inconsistencies in the delivery of core concepts. As a result, pupils from disadvantaged backgrounds are making less progress than pupils not from disadvantaged backgrounds.</i>
2	Historically, pupils from disadvantaged backgrounds enter school with poor communication skills and language delay compared to their peers.

3	Mental wellbeing concerns as a result of COVID-19 and lockdown 2020 had a detrimental effect on pupils' confidence, resilience and knowledge. This impacted pupil's stamina for both focusing their attention and recording their learning.
4	Lower attendance rates for pupils eligible for pupil premium. Our persistent absentees are from disadvantaged backgrounds and their lateness has a detrimental effect on their learning.
5	Reduced parental engagement for pupils eligible for pupil premium. Especially during school closures 2020-2021.
6	Limited life experiences/cultural capital for pupils eligible for pupil premium.

### 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
<p>Gaps between those pupils eligible for PP and those not eligible for PP to be diminished (including those pupils who achieve the higher standard).</p> <p><b>SIP Priority: Accelerate the progress for all groups of pupils through the updated cohesive structure of the curriculum, ensuring progression of skills and knowledge and understanding is developed within a meaningful context.</b></p> <p><b>SIP Priority: Reading and phonics are prioritised across the primary phase so that outcomes are at least in line with National.</b></p>	<ul style="list-style-type: none"> <li>• High quality and consistent teaching leads to effective learning.</li> <li>• The lowest 20% of pupils to make accelerated progress through targeted support and intervention. After careful PiXL analysis, teachers will be able to use the therapies and interventions to ensure accelerated progress.</li> <li>• Through careful tracking and personalised provision, individual needs of PP pupils are met by class teachers (at all levels including GDS).</li> <li>• The vast majority of pupils in KS1 will be able to read widely and fluently as a result of reading being a key priority (introduction of NELI in EY, RWI in KS1 and launch of destination reader in KS2).</li> <li>• Consistent teaching of RWI ensures that all children have access to strategies to read and write at their level.</li> <li>• Use of Destination Reader in KS2 leads to a love of reading. Children have the stamina to read widely and confidently.</li> <li>• Early identification of vulnerable pupils is made through pupil progress</li> </ul>

	<p>meetings. Pupils are closely tracked and this leads to fluid groupings.</p> <ul style="list-style-type: none"> <li>• Children are challenged and supported through carefully adapted planning.</li> <li>• High quality coaching by our lead practitioners and expert staff members ensures consistent delivery of the core concepts.</li> </ul>
<p>Targeted academic support improves communication and language skills (including Speech and Language Support)</p> <p>SIP Priority: Improve communication and language skills across EYFS (and primary phase for PP pupils) with a particular focus on early language, vocabulary development, early reading and phonics.</p>	<ul style="list-style-type: none"> <li>• Successful launch of RWI in our nursery from summer term leads to pupils developing early reading skills and making a good start in Reception.</li> <li>• The implementation of NELI in EY in the autumn term supports those pupils with language delay to catch up with their peers and make progress in all areas for the EY curriculum.</li> <li>• Targeted S&amp;L intervention ensures children have the right support to develop the vocabulary needed for good oracy.</li> <li>• Language rich environments enable children to increase their range of vocabulary.</li> <li>• Increased opportunities for children to develop their oracy skills through nursery rhymes and story-telling.</li> <li>• Parental engagement and support for children is improved through target sharing with parents.</li> <li>• Additional trained S&amp;L staff ensure pupils can access support required.</li> <li>• Resources and additional reading books purchased ensures children's reading is carefully matched to their ability, increasing confidence and resilience.</li> <li>• Planning adapted to meet the individual needs of pupils ensures personalised provision and accelerating progress.</li> </ul>

<p>Increased attendance rates for pupils eligible for pupil premium</p> <p>SIP Priority: Promote the role of the family support worker within the community to improve attendance for all groups of learners with a particular focus on lateness and persistent absentees.</p>	<ul style="list-style-type: none"> <li>• Attendance and lateness protocol launched by FSW consistently followed by all stakeholders ensures improved attendance and lateness for all groups of learners.</li> <li>• Persistent absentees are reduced by careful tracking and monitoring of the attendance officer.</li> <li>• Trusting and honest relationships through embedding assertive mentoring for identified vulnerable pupils, helps pupils want to come to school.</li> <li>• All parents know the role of our attendance officer and seek support from them when needed.</li> <li>• Whole school initiatives help improve children's attendance so we are in line with national standards (competitions in whole school assemblies, certificates for improved attendance, class displays sharing attendance % and the winning classes getting extra rewards).</li> <li>• The attendance of vulnerable families improves due to targeted support from the attendance officer.</li> <li>• Attendance leaflet enables parents to understand the importance of regular attendance at school.</li> <li>• Free breakfast club for the most vulnerable children improves attendance and lateness of these pupils.</li> <li>• Case studies highlight strategies used to engage families of low attenders.</li> </ul>
<p>Maintained parental engagement</p>	<ul style="list-style-type: none"> <li>• The school newsletter, our website, MyEd, Seesaw and social media are used to communicate regularly with parents so that parents are kept up to date and informed.</li> <li>• Transition evenings for all year groups provide an opportunity for</li> </ul>

	<p>parents to meet staff and build positive relationships.</p> <ul style="list-style-type: none"> <li>• Termly parents' evenings are used to communicate effectively enabling a strong rapport between parents, teachers and children.</li> <li>• Subject leaders deliver information on core and foundation subjects so parents are equipped with the skills and knowledge necessary to help their children at home.</li> <li>• Book buddy scheme in EYFS and KS1 enable opportunities for parents to read with their children and share book preferences, together they form a love of reading.</li> <li>• Greater family learning opportunities for all year groups strengthen our parental engagement and support their own academic learning.</li> <li>• MyEd App continued and launch of SeeSaw app across the school enables school to continue remotely in the result of class or school closure.</li> </ul>
<p>Limited life experiences</p> <p>SIP Priority: Re-establish strong extra-curricular opportunities and roles of citizenship for pupils across the school post Covid.</p>	<ul style="list-style-type: none"> <li>• A broad range of opportunities through our curriculum e.g. Music specialist, Art Specialist and Spanish specialist improves our pupils' cultural capital.</li> <li>• The children's understanding of the world is widened by extra-curricular opportunities, e.g. Music concerts, Aspex Gallery visit, Theatre visits, Lego workshops, 11 before 11, after-school clubs etc.</li> <li>• Gifted and Talented events throughout the year enable pupils to acquire skills at a greater depth (Oakland's Maths, Writing workshop. PGS Summer School etc).</li> </ul>

## 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: £62,861

(Lead Practitioners £30,000, CPD/Development training £7500, White Rose £620, RWI £18,741, DR text books £6000)

*Destination Reader using catch-up funding.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ECT training and development</i>	The education endowment foundation welcomes the DFE's early career framework to support and develop early career teachers. It is a 2-year structure that ensures high-quality professional development for early career teachers. This development program will help tailor specific support for our early career teachers to ensure all pupils benefit from quality first teaching.	1  £30,000 LP  £500 ECT Resourcing  £2,000 In-house training
<i>CPD to ensure effective teaching</i>	'Great professional development leads to great pedagogy and therefore great outcomes,' National College for School Leadership, 2012. Pupils' learning needs should directly influence what teachers need to teach. Detailed analysis of pupil data that leads to the identification of potential areas for further development in teachers' knowledge, skills and understanding drives many examples of effective professional development. By identifying the needs of our disadvantaged pupils, we can ensure our teachers are equipped with the skills needed to close gaps within their own understanding.	1  £5,000 (internal and external)

<p><i>. Destination Reader</i></p>	<p>Used in over 200 schools, Destination Reader can dramatically improve children’s reading, whilst making sure no one child is left behind.</p> <p>By developing a deeper understanding of what is being read, Destination Reader actively engenders a love of reading to help build fluency and enable comprehension and understanding, Hackney 2021. Our pupil premium pupils are historically reluctant to read so we aim to ignite their reading for pleasure.</p>	<p>1, 2</p> <p>Catch-up funding</p> <p>Text books £6000</p>
<p><i>White Rose Maths</i></p>	<p>White Rose Maths (2021) resources and framework ensure a mastery, whole class approach, “Everyone Can Do Maths: Everyone Can!” — a slogan that we wholeheartedly agree with!</p> <p>It enables Maths mastery and changes attitudes towards this subject, encouraging a growth mindset in both teachers and learners.</p> <p>Adopting a White Rose Maths approach to teaching means making sure all children have the same opportunities to learn and the support they need to fully grasp concepts. We need teachers to ensure children ‘keep up’ in Maths and not fall behind, so gaps can be diminished. White Rose planning also supports our teachers’ pedagogy and the video tutorials ensure excellent subject knowledge for all.</p>	<p>1</p> <p>£120 subscription</p> <p>£500 training (Maths meetings)</p>

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

Budgeted cost: £47,280

*Pompey Pirates £3120, Neli £500, Ecar £3,500 (including ECAR teacher salary), S&L £12160, RWI 1:1 tutoring £3000, interventions support teacher £25,000*

*Third Space Maths £550, Pompey Pirates £3000 subsidised with catch-up funding.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention support teacher</i>	Intervention support teacher will help coach interventions below.	1,2  £25,000
<i>Third Space Maths</i>	<p>The EEF report (2014, an independent review of Third Space learning) describes Third Space Learning as “an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it.”</p> <p>Staff at most schools (15 out of 19 schools who did the in-depth survey) felt that pupils had improved attainment beyond the usual expectations due to the intervention, and described the progress of their pupils as either good or excellent.</p>	1  Catch up funding
<i>Pompey Pirates</i>	Recommended by the local authority and other schools.	1,2  £3120
<i>RWi</i>	<p>RWi is accredited by the DFE and funded by the EEF. Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools. We know our pupils eligible for pupil premium begin school with fewer words, poorer phonic awareness and communication skills so we needed a high quality intervention that is regularly assessed to ensure accelerated progress.</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Research from Royal Holloway University, London (2017), ‘shows that learning to read by sounding out words has a</p>	1,2  £3000 tutor training

	dramatic impact on the accuracy of reading aloud and comprehension.'	
<i>NELI</i>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>Evidence shows that in one study of NELI, after 30 weeks, the children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.</p>	<p>1,2</p> <p>£500</p>
<i>ECAR</i>	<p>ECaR offers a layered, three-wave approach to supporting children with reading in Key Stage 1. Research by the DFE (2015) shows that Reading Recovery had substantial positive impacts on reading related outcomes, as assessed by class teachers. Participation had a 26 percentage point impact on having an overall reading level of level 1 or above. Just over half of the Reading Recovery pupils (52 per cent) were assessed as reading at or above the expected level for their age, compared to 30 per cent of those in the matched comparison group.</p>	<p>1,2</p> <p>£3500</p>
<i>S&amp;L</i>	<p>The EEF research (2020) shows that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from</p>	<p>2</p> <p>£12,160</p>

	disadvantaged backgrounds (up to six months' additional progress).	
--	--	--

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

Budgeted cost: £48,418

*Attendance support worker £8244, Breakfast Club £1000, Study bugs £674, 11 before 11 events £3500, Nurture leaders and Elsa teachers £35,000*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance support worker</i>	The DFE 2021 highlight the importance of having a designated pupil attendance champion with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. This will ensure all learners are closely monitored and any persistent attendees are given proactive support before prolonged absence occurs.	4,5 £8244
<i>Breakfast club</i>	The DFE's 2021 evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. We aim that this will also support our parents in ensuring their pupils attend school on time and improve their attendance.	4,5 £1000
<i>Study Bugs</i>	Use of Study Bugs (2021) has shown evidence of increasing parental engagement whilst streamlining admin. Maintaining high attendance is fundamental to delivering a high quality education	4,5 £674
<i>11 before 11 events</i>	There is a large body of evidence that indicates cultural capital passed on through schooling helps children do better in school. Cultural Capital Guide 2019. Children become enriched by their experiences and	6 £3500

	are excited talk about them, improving their vocabulary skills.	
<i>Elsa support and Nurture</i>	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective ELSA support can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	2,3  £35,000 including Nurture and Elsa leaders

**Total budgeted cost: £ 158,559**

*(£32,126 is left over to help with other costs; 1:1 tutoring, uniforms etc).*

## 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, many of our strategies to support our pupils eligible for pupil premium were put on hold or limited. During the lockdowns, our pupils eligible for pupil premium had limited parental support at home and accessed the online learning much less compared to their peers, despite regular work packs, calls and home visits from their teachers and senior leaders of staff. Our 11 events before 11 also had to be suspended as the trip and visitors could not continue as normal. Our attendance officer resigned from her post July 2021. Our new strategy plan beginning September 2021 aims to diminish the gaps between our disadvantaged pupils and non-disadvantaged pupils and ensures a whole school approach to driving this support.*