

Pupil premium strategy statement – St. Bernadette’s Catholic Primary School, Shevington.

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	Date-December 2023
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	16.67% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Helen Crowder
Pupil premium lead	Mrs Helen Crowder
Governor / Trustee lead	Mrs Jane Corner

Funding overview – ~~December 2022~~ December 2023

Detail	Amount
Pupil premium funding allocation this academic year	£45,740.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£45,740.00

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

Our mission statement is, “**Growing Together in Faith, Love and Learning**”, On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

When creating our pupil premium strategy, we recognised the importance of considering the context of our school, the subsequent challenges and the child’s voice. We also used research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

Overcoming barriers to learning is at the heart of our pupil premium 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 pupil premium. 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. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our evidence-informed approach prioritises **improving classroom teaching** and providing **specific targeted academic support** to meet identified needs. This proactive approach seeks to intervene early, **preventing gaps from growing** between the attainment of our disadvantaged pupils and that of others.

We also seek to use a range of wider strategies to enhance the **social, emotional and spiritual development** of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

We will provide a **pastoral support service** for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their **attendance** at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St. Bernadette’s.

We will facilitate pupils accessing a wide range of **enrichment experiences** both in and out of school, which will positively impact on their academic achievement and well-being.

Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all pupils.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

- To raise the expectations and aspirations of both these pupils and their families.
- Develop pupils' social, emotional and mental health so they fully access all aspects of school life.

We currently:

- Provide staff with CPD for interventions to be run with targeted groups of children.
- We have a wide range of 1-1 interventions and group interventions to support progress in key areas such as reading.
- We fund breakfast and afterschool clubs of target pupils.
- We subsidise educational visits, workshops and residential trips.
- We have a CAMHS link worker via MHST to provide targeted interventions to enable the whole child to succeed academically, physically and mentally.
- We provide 1-1 music tuition and specific resources so children have the opportunity to learn an instrument if they wish.
- We provide a range of after school clubs for children from EYFS to KS2 in a range of subject areas to provide enrichment and engagement to support learning new skills.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This has been exacerbated by national COVID-19 pandemic and has caused gaps to widen - low prior attainment and increased gaps in learning especially in reading and writing.
2	Low attendance and poor punctuality of pupil premium/disadvantaged children.
3	Limited parental/carers support, engagement and value placed upon their child's education.
4	Limited access to social and cultural activities. Pupils have limited experiences beyond their home life and immediate community and this impacts on their aspirations
5	Increased numbers of pupils and families with needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health

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>1. To achieve higher rates of progress across EYFS, KS1 & 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.</p>	<p>Improvement in attainment in English & Maths. In EYFS-6 the proportion of disadvantaged pupils achieving ARE will increase of the given time period, with an improved percentage being at 'Greater Depth'.</p> <p>Achieve above national average progress scores in KS2 Maths, Reading and Writing.</p> <p>Equip our children with the essential early reading skills, through high quality systematic synthetic phonics teaching, so that reading fluency can be developed.</p> <p>Achieve above national average expected standard in PSC in Year 1 and 2.</p> <p>To fully embed the writing process across the school.</p>
<p>2. To improve attendance and punctuality across all pupil premium pupils.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p> <p>Ensure attendance of disadvantaged pupils is above 95%</p>
<p>3. Parents and carers are fully engaged with their child's learning.</p>	<p>Parents understand what their child is learning and how they can support them with this.</p> <p>Significant increase in parental involvement in home learning.</p>
<p>4. Ensure the curriculum (and wider school life) provides opportunities for pupil engagement in projects, residential trips and after school clubs.</p>	<p>Ensure that pupils are provided with breadth and balance within the curriculum.</p> <p>Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.</p>
<p>5. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.</p>	<p>Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.</p>

This three-year approach allows us to dedicate more time up-front and introduce smaller reviews annually. During a smaller review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The Pupil Premium Link Governor will review the strategy and report to the Full Governing Body. The progress of pupils in receipt of the pupil premium is regularly discussed with

teachers and subject leads. The Headteacher/Pupil Premium Lead is responsible for ensuring a pupil premium strategy is always in effect. The three headings over the following pages enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Activity in this academic year – 2023-2024

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: £10225.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to roll out of a new whole school phonics scheme - 'Sounds~Write' with the involvement of all classroom based staff in daily high quality whole class teaching. <i>£4,040.00 (x4 staff) + £800 cover</i>	EEF Research: Effectively implement a systematic phonics programme. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) DfE's Reading Framework Update 2023	1, 3, 5
Use of electronic Pupil Tracker Assessment System to analyse vulnerable groups. <i>£310.00</i>	The EEF's 'Using Digital Technology to Improve Learning'	1
Structured teacher development – teaching staff 1:1 coaching sessions to support the implementation and development of Mastery Readiness Programme. <i>£525 (x staff)</i>	Approach to all teacher development to be informed by evidence: Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1

Structured teacher development - teaching staff 1:1 coaching sessions plus twilight staff meetings to support the implementation and development of the writing process. £2750 (x5 days + meetings)		1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £1500	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: EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk))	1
Educational materials pupils have access to in and outside school to support progress - Times Table Rock Stars, Numbots, Phonics Play £300	We want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. EEF Evidence. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £ 25515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 3, 5

complement teaching. <i>Salary Costs</i>		
Roll out of a new whole school phonics scheme - 'Sounds~Write' with the involvement of all classroom based staff in daily high quality group and 1:1 teaching. <i>As above</i>	EEF Research: Effectively implement a systematic phonics programme. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) DfE's Reading Framework Update 2023	1, 3, 5
Intervention programmes in Early Speech and Language - NELI and Wellcomm, SALT interventions <i>Salary Costs</i>	EEF Research: Early Language	1, 5
After school 'booster' clubs specifically targeting Maths, Reading and Writing. <i>Salary Costs</i>	EEF evidence. Providing a range of clubs targeting key pupils as 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	1, 3, 5
Intervention Programmes through the school based on pupil progress meetings – Nessy, reading, same day interventions. <i>Salary Costs</i>	EEF Research: Selecting Interventions	1, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with various different	EEF Research: Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 5

counselling services and therapies Play therapy via TESS, Stable Lives,		
Focused PHSE and core RE lessons are school priorities to improve mental health and well-being. (including Mini Medics, Financial understanding, 5 ways to wellbeing, crime)	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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Develop the role of Mental Health Ambassadors in school and roll out the use of Zones of Regulation in each classroom. Supported by Wigan Council MHST (Mental Health Support Team) & TESS	EEF Research: Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 5
Provide funded Breakfast Club and After School Club provision to support attendance. £1000	EEF Evidence: Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Using specialist provision to provide after and before school extra-curricular clubs. + <i>PE Premium</i>	Research on physical and creative activity physically develops the part of the left side of the brain known to be involved with processing languages. Physical activity EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Using specialist provision to provide in-school music curriculum support. £500	The EEF Toolkit strand on arts participation	1, 2, 4, 5
Provision of a range of after school clubs from existing teaching staff.	As Above	1, 2, 4, 5

Subsidising trips £1000	Trips provide a new context for forming relationships, allowing students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication.	1, 4, 5
Subsidise increase in swimming lessons Year 3 – Year 6 each academic year. End of year swimming data showed a proportion of disadvantaged children cannot swim and lack water safety skills. £2400	Based on research and discussions with pupils and families a lack of essential life skills have been identified. EEF Research: Physical Activity	4, 5
Extensive support for parents – information evenings, EYFS Stay and Play, Meet the Teacher, Keyworker sessions, Parent Information Evenings, ‘Growing Together in’ workshops etc.	Parental feedback from surveys. EEF Evidence: Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 3
Sign post Pupil Premium families to Holiday Activity and Food Programmes.		1, 3
To increase engagement of parents in children’s learning - Fortnightly newsletters, the school website, Facebook page, Class Dojo, Termly Parents Consultation Meeting phone calls and face to face including ‘report card’ with attainment/progress and targets sent home to supplement the meeting.		1, 3

Attendance Service Level Agreement. Half Termly Attendance Officer Support. <i>LA Offer</i>	Attendance figures. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 2, 3
Weekly attendance awards and half termly/termly certificates and recognition, termly RAG rated letters to parents.		1, 2, 3
Work closely with external agencies – Early Help, TESS, MHST	EEF Toolkit strand on social and emotional learning and behaviour interventions.	1, 2, 3, 5
Electronic Safeguarding recording keeping tool. Analyse behaviour and safeguarding issues effectively. <i>£685.00</i>	EEF Evidence: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3

Total budgeted cost: £45,740.00

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

The number of pupil premium children increased over the year 2022-2023 from 24 to 32 due to an increase of in-year admissions.

A number of disadvantaged pupils benefited from support with their emotional wellbeing and mental health. Parents and class teachers reported that this support had a positive impact; support will continue into the 2023/24 academic year with input from MHST and TESS.

Our Early Help system has been streamlined and this has successfully supported needs on an individual basis. Examples of this are involving outside agencies – school nursing team, attendance team, neurodevelopment team, play therapists, TESS, startwell, social care. Staff have attended medical appointments with families to give extra support and reassurance and also chased hospital appointments to expedite surgical procedures.

From a parental survey in September 2023, 100% of parents reported that they either strongly agreed / agreed that their child is happy; they feel safe and the school enables their child to behave respectfully. 98.6% of parents reported we are a supportive and joyful community for their child.

Overall attendance for 2022-2023 was 95.96% (2022-2023 National 93.8%) which was an increase from the previous year of 94.58%. Attendance for disadvantaged children for 2022-2023 was lower at 93.2% (2022-2023 National Disadvantaged 91.3%) but an increase on the previous year of 92.6%.

It is to be noted that school disadvantaged figure is actually in line with the national overall attendance data.

Persistent absenteeism fell from 2021-2022 figure of over 12% to end of 2022-2023 at 5.32% which was praised externally by Ofsted 2023.

The gap has been closed with the raised profile of attendance, targeted work and the investment in a half termly attendance officer. (Attendance Data from FFT)

To gauge the impact of our pupil premium strategy, we have analysed the performance of our school's disadvantaged pupils during the 2022-2023 academic year using EYFS, Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Whole-class attainment and progress reflected the positive impact of many of the strategies set out within the 'teaching' strand of the school's pupil premium strategy:

Reading was a school improvement focus in 2022-2023 and a high priority of the pupil premium strategy. KS2 reading attainment of 83% (38% at greater depth) reflected purposeful CPD and improvements in the teaching of reading. Of this, 71% of disadvantaged children achieved the expected standard and 43% of disadvantaged children achieved greater depth. These are both higher than local and national data. Although a disappointing 63% of children achieved the standard in KS1 reading (17% at greater depth), of this, 60% of disadvantaged children achieved the expected standard and 20% of disadvantaged children achieved greater depth. Again, this is higher than national and local for disadvantaged. This cohort is a priority going into KS2.

KS2 Maths achieved 83% at the expected standard (17% at greater depth) of this 86% of disadvantaged children achieved the expected standard. This was higher than LA and national for disadvantaged children achieving at the expected level. Achievement in greater depth highlights an area for development in mathematics going forward, including our disadvantaged children. KS1 Maths and writing data highlights an area for development in 2023-2024. This will concentrate on improving first quality teaching and raising standards through whole school CPD. Interventions will be in place to ensure the gap closes, particularly for disadvantaged children.

There were 3 disadvantage children who took the Phonics Screening Check at the end of Year 1. 67% achieved the standard which is in line with national, authority and consortia. Of the Year 2 cohort, 100% of the 5 disadvantaged children achieved the standard.

Comparative Data is as follows:

KS2 Progress Summary List

KS2 Avg. Progress Score 2023	Reading	Writing	Maths
Disadvantaged (7)	-0.16	-1.27	-2.23
Non disadvantaged (22)	0.20	0.80	0.11

KS2 Attainment Summary List

KS2 Attainment 2023	Reading		Writing		Maths		GPS	
Disadvantaged (7)	Exp 71.4%	High 42.9%	Exp 57.1%	High 14.3%	Exp 85.7%	High 0%	Exp 71.4%	High 14.3%
Non disadvantaged (22)	Exp 86.4%	High 31.8%	Exp 77.3%	High 22.7%	Exp 81.8%	High 22.7%	Exp 86.4%	High 40.9%

KS1 Summary List

KS1 Attainment 2023	Reading		Writing		Maths	
Disadvantaged (5)	Exp 60%	GDS 20%	Exp 40%	GDS 0%	Exp 40%	GDS 20%
Non disadvantaged (25)	Exp 64%	GDS 16%	Exp 52%	GDS 8%	Exp 48%	GDS 16%

Phonics Benchmark

Year 1 Phonics 2023	APS	Working towards	Working at
Disadvantaged (3)	27.3	33.3%	66.7%
Non disadvantaged (19)	31.5	21.1%	78.9%

In 2021-2022, only 57% of Year 6 children could swim competently, confidently and proficiently over a distance of at least 25 metres and 48% could perform safe self-rescue. This year there has been an investment in swimming lessons from the Pupil Premium Grant money to support life skills and water safety and, in 2022-2023, Year 3 – Year 6 attended swimming lessons half termly with a term of catch up lessons. 2022-2023 data showed that there has been an increase to 87% of the Year 6 cohort who could swim competently, confidently and proficiently; performing safe self-rescue.

In 2022-2023, 100% of disadvantaged pupils across school attended an out-of-hours extra-curricular club. Other pupils across school also benefited from this provision. The school's enhanced programme of extra-curricular opportunities will be sustained into 2023/24. 100% of disadvantaged pupils attend school visits and residential.

Service pupil premium funding (optional)

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**

In 2022-2023 there were three service pupil premium children:

- 'Sounds~Write' Intervention.
- Evidence-based interventions that are brief, regular and sustained: Daily Nussy, KS2 Phonic intervention, daily reading.
- Provide after and before school extra-curricular clubs attended.

The impact of that spending on service pupil premium eligible pupils

These children developed their confidence, self-esteem and had a stronger sense of self-belief. This was seen in their interactions around school and in lessons.

Assessments demonstrated progress in English where extra support classes and scaffolding was provided.

Participation increase in extracurricular activities and sporting competitions entered.