



## St. Winefride's Catholic Primary Pupil Premium Strategy Statement – 2021/22

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there is a wide gap between the attainment of pupils from derived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Gap (PPG) was introduced by the government in April 2011 in order to help schools close the gap. Pupil premium is paid to schools by means of a specific grant based on each school's January census figures for pupils registered as eligible for Free School Meals (FSM) in Reception to Year 6 and those who were eligible in any of the previous 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers,
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium,
- the annual reports for parents that schools are required to publish online.

<b>Summary</b>	
<b>Total Pupil Premium budget (Academic year 2021-22)</b>	£46,385
<b>Number of pupils eligible for Pupil Premium</b>	33 31 PP 2 PP+
<b>Review Date – January 2022</b>	

<b>Barriers to future attainment</b>	
<b>In-school barriers</b>	
<b>a.</b>	Reading and Comprehension Skills
<b>b.</b>	Poor basic Mathematical ability
<b>c.</b>	Confidence in own ability
<b>External barriers</b>	
<b>d.</b>	Poor attendance
<b>e.</b>	Poor oral language and communication skills
<b>f.</b>	Family finances

Outcomes (Desired outcomes)		Success criteria (How the impact of Pupil Premium will be measured)
a.	DP children have made the same progress as their peers in Reading, particularly comprehension, writing and Maths - against national and internal data.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability).
b.	Targeted DP children will have mastered basic reading, writing and mathematical skills.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
c.	Children with poor oral language skills will be identified and receive appropriate support or be referred to SALT (The school aims for early identification).	All children with poor oral language skills will be identified and will be receiving support to overcome their difficulties.
d.	DP children's attendance is at least in line with their peers.	DP children's attendance percentage is at least in line with their peers
e.	DP children have the opportunity to the same experiences as their peers.	Children enjoy the same experiences as their peers, who are not DP, and are not held back due to financial barriers.

Action plan			
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
<p>To give EYFS best start in their education and provide early intervention to ensure that children reach their full potential.</p> <p>Intervention through NELI (Nuffield Early Language Support) for specific children.</p>	<ul style="list-style-type: none"> <li>Additional adult support.</li> <li>Weekly intervention from teacher/TA to ensure development of spoken language; development of early reading and number development.</li> </ul> <p style="text-align: right;">£2690</p>	<p><b>Early Years Intervention, including Oral Language Intervention</b> - to ensure children have a good start by providing them greater adult support.</p> <p>To enable EYFS staff to emphasise the importance of spoken language/verbal interaction and well as developing early reading and a good level of mathematics (and mathematical language).</p> <p>This is needed as the children were impacted last academic year with not being able to attend their settings and parents working from home meant children were not interacting with adults and children to the level that they would have been in school.</p>	<p>Baseline Assessment – EYFS and compared this to assessments at the end of Autumn Term.</p> <p>Through termly reports on pupil progress with SLT, CT and TA.</p> <p>Through assessment through Wellcomm programme.</p>

<p>Year 1 disadvantaged children receive support and intervention, particularly focusing on achieving EYFS learning goals, language development, phonics and early reading.</p> <p>Groups of children receive intervention – Further Literacy Support.</p> <p>Mathematical Intervention through CPA support from TA.</p>	<p>Year 1 to have additional Teaching Assistant Support (£7,340)</p>	<p><b>Small group Tuition + 1:1 reading sessions</b>– TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in phonics, language development and early reading and early maths.</p> <p>Children are receiving support with working independently.</p>	<p>Time allocated to work with these children – 5 x mornings sessions and afternoon reading 1:1.</p> <p>Through termly reports on pupil progress.</p> <p>PP reports with Class Teacher and with TA working with the children.</p>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will school ensure that it is implemented well and measure impact</b>
<p>Provide disadvantaged children in years 2 – 5 with more targeted support to ensure that they have reduced gap in learning with peers and are back on track to achieve potential in reading, writing and maths.</p>	<p>Children in year 3 - 5 to have additional and specific Teaching Assistant Support:</p> <p>Daily Phonics sessions for children in Years 3 and 4.</p> <p>Regular reading interventions -TA/CT and adult support.</p> <p>Daily Maths input from CT/TA/ adult support.</p> <p>(£10,400)</p>	<p><b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in reading, writing and maths and endeavour to bridge the gap in learning that widened after the disruption of last academic year. After PP meeting with HT, implement interventions that will target the needs of these children and review regularly. SLT to monitor the sessions and the progress made by speaking with CT regularly.</p>	<p>Liaise with CT and support staff.</p> <p>Monitor the sessions.</p> <p>PP meetings - Through termly reports on pupil progress with CT and adult support.</p> <p>Books will be scrutinised.</p> <p>Informal and formal assessments</p> <p>Data.</p>
<p>Provide disadvantaged Year 6 children with more targeted support to ensure that they have reduced gap in learning with peers and preparation for transition to high school.</p>	<p>Year 6 class to have additional Teaching Assistant Support (£8 540)</p>	<p><b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in reading, writing and maths and that they recover to progress and access the curriculum for Year 6. Children will receive small group support and intervention in the morning session. 1:1 input will be given to address misconceptions earlier and to encourage sticky knowledge.</p>	<p>Liaise with CT and support staff.</p> <p>Monitor the sessions.</p> <p>PP meetings - Through termly reports on pupil progress with CT and adult support.</p> <p>Books will be scrutinised.</p> <p>Informal and formal assessments</p> <p>Year 6 Data.</p>

<p>Ensure that any social, emotional or mental health barriers are removed/ supported to ensure that disadvantaged pupils are reaching their potential.</p>	<p>Learning Mentor – provides weekly 1:1 sessions for pupils and for pupils in groups. The children are timetabled to meet with Mrs Roberts but sometimes this is needed more frequently than what is timetabled. (£2,975)</p>	<p><b>Social and Emotional Learning</b> – to overcome any barriers to learning, particularly after disruptions to schooling last year and starting a new academic year in a new class.</p>	<p>Through regular ‘Wishes and Feelings’ sessions. Holding PP meetings with SLT and discussing the S and E development of children. Target setting. Liaising with parents. The children will grow in confidence impacting upon their wellbeing and their attainment and progress throughout the curriculum.</p>
<p>Improve attendance of targeted DP children.</p>	<ul style="list-style-type: none"> <li>• Attendance Officer to focus upon pupils’ attendance.</li> <li>• LM greeting children with s and e difficulties so that they are ready to work.</li> <li>• AO and LM to visit houses where necessary to ensure that children are in school.</li> <li>• Communications (via letters/ messages) from AT of child’s attendance. (These will be identified DP children with attendance issues.</li> <li>• Provide HT (+ Governors) with regular update on % absence</li> <li>• To analyse absence – focusing upon DP who are persistent absentees (£2,370)</li> </ul>	<p><b>Wider strategies</b> - to ensure that children and parents are aware of the importance of good attendance and communicating attendance through Newsletters/ Class Dojo/ Facebook etc. Children, who are persistently absent, have low self esteem and the gap in attainment and progress widens between them and their peers due to them not attending school and missing teaching and planned interventions and support with TA and other adults who provide support.</p>	<p>Attendance of DP children has been increased and that DP children are not persistent absentees. This will impact upon self-esteem, attainment and progress and the children will be accessing the curriculum successfully.</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Evidence and rational for this choice</b></p>	<p><b>How will school ensure that it is implemented well and measure impact</b></p>
<p>To ensure that all children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. This will build their confidence; self-esteem and enhance their learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Musical instrument tuition.</li> <li>• Education visits and visitors throughout the school year.</li> <li>• Residential Visits to Delamere/ Barnstondale in Year 4 and Conway in Y 6.</li> <li>• Sports participation – after school clubs and any sporting events in school or outside of school.</li> </ul>	<p>To build up children’s self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through:</p> <ul style="list-style-type: none"> <li>• <b>Sports participation.</b></li> <li>• <b>Collaborative learning.</b></li> <li>• <b>Arts intervention.</b></li> <li>• <b>Visits and residential trips.</b></li> <li>• <b>Access to resources.</b></li> </ul>	<p>All children are taking part in full curriculum and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence. Through Pupil Voice</p>

	<ul style="list-style-type: none"> <li>Arts intervention – payment for artists to come into school and work with pupils or to pay for materials.</li> </ul> <p>Some the premium will be used to fund whole class or school events (£4000)</p>		Evidenced in growing self-confidence and self-esteem.
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### Review of expenditure – Previous Academic Year 2020-21

As all schools were closed to the majority of pupils from January 5<sup>th</sup> 2021, there were children who attended school daily and some of these children were DP children. Regardless of whether the children were in school or not, all children continued their learning remotely, with their class teacher and supported by teaching assistants, through Google Classroom. Google Classroom was implemented prior to the children learning from home. Staff and children were trained to use this platform. Tracking of pupils' progress continued through GC. Children were given individual feedback to their work and the communication between parents and carers was robust. The last set of termly assessments (internal) were carried out in December 2020. Children, who are in receipt of PP were monitored closely. Attendance officer communicated with parents about attendance online and in school. The Learning Mentor made regular contact with parents of DP children to ensure that they engaged with online learning. Intervention groups (manly in KS2) took place including DP. The engagement and progress of children across the school in receipt of Pupil Premium, with regards to engagement in learning remotely was generally in line with their peers. Interventions had been implemented for any pupils who were not on track. When the children returned to school in March, they were assessed, using Spring term assessments as a baseline for 'recover to progress' and for curriculum targets missed and gaps that existed to be addresses. Teaching assistants were used to meet requirements of DP. This was evident through small intervention groups and also 1:1 session where needed.

The appointment of an Attendance Officer within the school, to focus upon contacting and working with parents to improve their children's attendance, is proving effective. This is shown in the improved attendance of children across the school. The attendance, when we returned to school in January was 95.5% Attendance, across the school on March 8<sup>th</sup> was 99.1%. Attendance across the school from March to July was 96.9%.

Attendance from September – October for the whole school is 96.98%. Attendance from September - October for Pupil Premium 96.92%

The purchase of more age-related books by popular authors for the new library, plus individual reading and class texts was proving effective as the new books were beginning to engage more children in reading. In addition, implementing 'Pathways to Read' a shared reading programme, across the school enabled the children to access age-appropriate books with a stringent focus upon all of the comprehension skills required in the different year groups as well as promoting a good level of vocabulary and developing tier 2 and 3 vocabulary in particular.

In July 2021, Year 6 children attended Barnstondale on residential and DP were able to access this visit and take part in all activities.

Different sporting coaches were brought into school to provide opportunities for the children to try a variety of sports – this developed confidence and self esteem as well as building the knowledge and understanding of personal physical and mental development.

The continued development and more effective use of the school Learning Mentor (who is trained in emotional literacy) has proved to be extremely beneficial for many pupils, particularly those in receipt of Pupil Premium. Both LM and DHT trained in trauma support which also proved beneficial.