

St George's Catholic Primary Voluntary Academy



Pupil premium strategy and Recovery

Premium for the 2021 to 2022 academic year

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 George's Catholic Primary Voluntary Academy
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deirdre Monaghan
Pupil premium lead	Helen Arthur
Governor / Trustee lead	Miriam Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,005.00
Recovery premium funding allocation this academic year	£4,785.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,790.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and have equal access to opportunities that enhance well-being and education. The focus of our pupil premium strategy is to close the gap between these pupils and their peers.

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

We use the Education Endowment Foundation guide to pupil premium, based high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. 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 the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We acknowledge the disruption and impact of covid-19 and disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings.

We implement our strategy by ensuring that targeted supported is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Strategy plan for all disadvantaged children:

- ✚ Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- ✚ Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- ✚ Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- ✚ Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- ✚ Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- ✚ Ensure that pupils' social and emotional needs are met and that pupils who have a

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensure phonics is embedded to sustain strong reading skills.</i>
2	Targeted academic support for pupils who have fallen behind in and moved from expected to working towards in maths
3	Ability to access to the curriculum independently with improved behaviour for learning
4	Of the children eligible for pupil premium 32% are on SEN register & 40% are EAL
5	Support for families with child care and educational trips and experiences.
6	Access to digital technology
7	Emotional Support for our Looked After Children and Post-Looked after children.

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
For our children with Pupil Premium, to show a distinct progress in their Phonic skills. To push for reaching the expected level in the Y1 phonic test. If not achieved, to have specialist target group work for Y2 to ensure they have the correct reading ability to ensure progression of learning in Y3.	<ul style="list-style-type: none"> ✚ Staff training will ensure consistency in delivery of phonics for each child. ✚ New scheme to ensure repetition to ensure embedding of sounds. ✚ Reading books are provided in line with their current phonic sound and matching scheme of work. ✚ Designated HLTA to deliver targeted work if not at expected level. ✚ Yr 1 phonics results will be higher than national.
Identify pupils in year 5 & 6 who require to catch-up in maths to where they were before the lock-down and based on prior attainment. By July 2022 for these children to be back in their original assessment positions. Purchase of additional manipulative maths resources to support Maths Hub project – Reception and KS1 mastering programme. Most pupils to reach age related expectations or better during 2021-22 due to interrupted education due to Covid-19 National lockdowns.	<ul style="list-style-type: none"> ✚ Summative and formative diagnostic assessments in maths to set teaching groups. ✚ Pupils have daily teaching sessions with a HLTA. ✚ HLTA liaising with teachers to ensure progression of skills to continue into the classroom. ✚ Termly assessments & pupil progress meetings will track progress. ✚ Mathematical fluency and understanding of number is improved in EYFS & KS1. ✚ End of KS1 & KS2 maths results will be higher than national.
Identify UKS2 pupils who require confidence and oracy skills building	<ul style="list-style-type: none"> ✚ Pupils will have access to drama lessons 1 x per week. ✚ Confidence and oracy skills are improved. ✚ Pupils are able to approach transition with confidence
To work with children and the parents/ guardians of LAC and post LAC recognising their individual emotional needs and how we can support. Provide support for families with child care.	<ul style="list-style-type: none"> ✚ Pupils & parents will have access to School Counselling Services - Play Therapist. ✚ Pupils & parents will have access to the school learning mentor. ✚ The DA families and pupils will be better equipped and have raised self-esteem through

	<p>therapeutic services and enrichment activities during and after school.</p> <ul style="list-style-type: none"> ✦ Pupils will access and experience residential trips and educational visits through funding. ✦ Wrap around care will be provided for pupils so some single parents can access work.
<p>Disadvantaged children access digital technology for hybrid and blended learning to enable school and home learning.</p>	<ul style="list-style-type: none"> ✦ All children have access to a digital device to support home learning and have access to laptops at school if required.

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: £7,567.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional maths booster lessons yr 6 outside of the school day for 10 weeks.</i></p> <p><i>Additional reading booster lessons target group yr 6 13 weeks.</i></p> <p><i>£1,767.50</i></p>	<p>Year 6 staff will teach additional lessons to pupils outside of the school day. Evidence suggests that if additional teaching is carried out by class teachers who know the children that pupils will benefit more.</p> <p>Year 6 pupils have the opportunity to catch up with gaps due to interrupted schooling.</p>	2
<p><i>Purchase of DFE Validated phonics scheme to secure strong phonics teaching for all pupils.</i></p> <p><i>Cover for every member of staff to attend Phonic Training</i></p> <p><i>£3,500</i></p>	<p>Phonics approaches have a strong evidence base that indicates accurate word reading count for pupils, particularly disadvantaged pupils.</p>	1
<p><i>Maths resources</i></p> <p><i>Enhancement of maths teaching</i></p> <p><i>£1,000</i></p>	<p>Reception and KS1 teachers participating in National centre for excellence in the teaching of maths through the maths hub project. NCETM draws on evidence based approaches.</p>	2
<p><i>Laptops x 4</i></p> <p><i>£1, 300</i></p>	<p>Access to technology has proven benefits such as:</p> <p>Access and inclusion</p> <p>High engagement in an activity</p>	4 & 6

Targeted academic support (for example, tutoring, and one-to-one support structured interventions) Budgeted cost: £9,865.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage with National Tutoring Programme to provide tuition for writing for pupils in yr1-5.</i> £4,420	Providing 1:1 tutoring to targeted children alongside in school provisions to aid them in meeting the end of year target. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	3 & 4
<i>Employ additional TA staff to support with individual daily reading and reading comprehension skills in KS1.</i> £5,445.50	KS1 pupils 4 x pm sessions per week Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups or 1-1.	1

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

Budgeted cost: £26,357.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 for child with behavioural difficulties</i> £4,445.50	1 child 4 mornings per week – Spring term.	4
<i>Wrap around care facilities for targeted families</i> £5,000	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care enables parents to work and have consistent employment. Wrap around care safeguards children. Provide space in After school club for children to undertake homework tasks.	5
<i>Drama teacher for UKS2 pupils – weekly lessons Feb – July</i> £1,827.50	Drama lessons benefit a wide range of social, emotional and interpersonal skills, including self-confidence, self-awareness and speaking skills.	3
<i>To work with parents of children who are LAC and post LAC. Recognising their individual emotional needs and how we can support.</i> £15,084	It is proven that if families of Looked After Children and Post-Looked after children have effective emotional and therapeutic support, then they will thrive. Learning Mentor access in school for pupils and families Access to School Counselling Services – weekly play therapy sessions.	7

Total budgeted cost: £43,790.00

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.

KS2 Progress Summary DA pupils 2020-21 (Internal assessment data)	
Reading	-4.76
Writing	-2.77
Maths	+8.69

Our assessment of the reasons for these outcomes in literacy points primarily to Covid-19 impact, which had the most significant disruption this subject area. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable