Pupil premium strategy statement 2021-22

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 Vincent's Catholic Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	22% (96 children)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 21
Date on which it will be reviewed	December 22/23/24
Statement authorised by	Claire Hatfield
Pupil premium lead	Claire Hatfield
Governor / Trustee lead	Kim Burke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1,345 per PP child)	£118,535
Recovery premium funding allocation this academic year (based on 96 children)	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£131,955

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all Pupil Premium students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

- Ensure that all Pupil Premium students are able to participate in the academic and wider curriculum to the same extent as their peers.
- Identify the barriers faced by our Pupil Premium students (e.g. literacy, poor attendance, Special Educational Needs etc.) and remove them through High Quality Teaching.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

How does your current pupil premium strategy plan work towards achieving those objectives?

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

What are the key principles of your strategy plan?

The strategy plan is based on the following principles:

- We promote the school's mission statement of "We learn, grow and achieve by following Christ" for all, regardless of disadvantage or need.

- We use a tiered approach of high quality teaching, targeted academic support and wider strategies as advocated by the EEF Guide.
- Decisions and interventions are based on research and data. Specific interventions are based on identified needs.
- The use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of Pupil Premium funding
- That Pupil Premium funding is leveraged to benefit as many students as possible, including non-Pupil Premium students.

Challenges

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

Challenge number	Detail of challenge
1	Early reading and phonics has been identified as an area for development as a school. **68.3%** of all pupils passed the phonics screening in 2019 compared to **81.1%** nationally.
2	**34%** of Pupil Premium Children have been identified to have SEN in comparison to **16%** of the whole school.
3	The attainment gap across Reading, Writing, Maths between Pupil Premium and non-Pupil Premium children. Reading: **78.6%** Pupil Premium, **84.4%** non-Pupil Premium Writing: **85.7%** Pupil Premium, **86.7%** non-Pupil Premium Maths: **78.6%** Pupil Premium, **84.4%** non-Pupil Premium
4	Children achieving greater depth at the end of KS2 in reading and maths was below the national average in 2019 (All pupils) Reading: **22%** school, **27.3%** national Writing: 22% school, 20.3% national Maths: **15.3%** school, **26.9%** national
5	Attendance of our Pupil Premium students (**93.8%**) is lower than the attendance of our non-Pupil Premium children (**95%**).
6	Pupil Premium pupils have been worst affected by the impact of the pandemic as stated by the EEF.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan in July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the percentage of children passing the Year 1 phonics screening (All students)	81.8% of pupils will achieve the expected standard in the Year 1 phonics standard to ensure we are in line with the last reported national average.
To narrow the attainment gap across Reading, Writing, Maths between Pupil Premium and non-Pupil Premium children.	80% of Pupil Premium students will achieve the expected standard in Reading, Writing and Maths by the end of KS2. The gap between the percentage of Pupil Premium students and non-Pupil Premium students will be less than before.
Improve the percentage of children achieving greater depth in reading in KS2 (All students)	27.3% of pupils will achieve greater depth in reading at the end of Key Stage 2, to ensure we are in line with the last reported national average.
Improve the percentage of children achieving greater depth in maths in KS2 (All students)	26.9% of pupils will achieve greater depth in maths at the end of Key Stage 2, to ensure we are in line with the last reported national average.
Improved attendance of Pupil Premium students.	The attendance of Pupil Premium students will be 95% or above.
Improved wellbeing for Pupil Premium students.	Based on our Pupil Wellbeing Survey, Pupil Voice and staff observations, there will be an increase in positive learning behaviours in school.

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: **£53,812**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring through NTP (Engage Education) *69 pupils will benefit from maths tutoring at a ratio of 1:3 adult:child.*	Small Group Tuition Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 4,
Bookmark Reading *18 children benefiting from 1:1 reading sessions twice a week for 6 weeks.*	One-to-One Tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 3,
Employment of specialist full time Music Teacher to enable all pupils to participate fully in a broad curriculum.	Arts Participation Impact +3 Moderate impact for very low cost based on moderate evidence **Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.**	3, 5, 6,
Employment of specialist Art Teacher 1 day a week to enable all pupils to participate fully in a broad curriculum.	Arts Participation Impact +3 Moderate impact for very low cost based on moderate evidence **Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.**	3, 5, 6,
Employment of Speech & Language Therapist 1 day a week to ensure individual learners' needs are identified	Oral Language Interventions Impact +6m Very high impact for very low cost based on extensive evidence	1, 2, 3, 6,

accurately and appropriate intervention is implemented.	**It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.**	
An additional 2 days per term Educational Psychologist time is purchased to enable more children to be assessed with needs identified and the right interventions put in place.	SEN in Mainstream Schools **Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.**	2, 3, 6,

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

Budgeted cost: **£42,723**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Ruth Miskin School Portal, ongoing training and support days in school to upskill the teaching staff.	Phonics Impact +5m High impact for very low cost based on very extensive evidence **The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.**	1, 2, 3,
Subscriptions to online learning sites to be used in school and at home, including: **Reading Plus* **Bug Club* **Times Tables Rock Stars* **IDL Literacy* **IDL Maths* **Learning Village*	Using Digital Technology to Improve Learning **EEF guidance report was used to support senior leaders and teachers to make better informed decisions based on the best available evidence. School have referred to the practical examples of technology being used in ways which support improved teaching and improve pupil learning.**	3, 4, 6,
Targeted Speech & Language Interventions across all year groups including Colourful Semantics and Lego Therapy.	Oral Language Interventions Impact +6m Very high impact for very low cost based on extensive evidence **Oral language approaches might include:**	1, 2, 3, 6,

	• **targeted reading aloud and book discussion with young children;** • **explicitly extending pupils' spoken vocabulary;** • **the use of structured questioning to develop reading comprehension; and** • **the use of purposeful, curriculum-focused, dialogue and interaction.**	
Notional SEN Budget *(Towards staffing for EHCPs)*	Special Educational Needs Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. SAt St Vincent's, 32% of SEND children are eligible for free school meals.	2,
Subsidising breakfast and after school clubs.	Breakfast clubs found to boost primary pupils' reading, writing and maths results Impact +2m **A free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the EEF.**	2, 3, 5, 6,
Subsidising school uniform.	School Uniform **Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.**	3, 5, 6,

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of school Learning Mentor to support	Social and Emotional Learning Impact +4m	5, 6,

children's emotional well being and mental health.	Moderate impact for very low cost based on very limited evidence **Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.**	
Whole-school implementation of Zones of Regulation to support the removal of barriers and enhance engagement in the classroom.	Metacognition and self-regulation Impact +7m Very high impact for very low cost based on extensive evidence **Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.**	2, 3, 6,
Whole-school implementation of Oracy strategies.	Oral Language Interventions Impact +6m Very high impact for very low cost based on extensive evidence **Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.**	1, 2, 3, 6,
Use of Chromebooks within all classes to support collaborative learning.	Collaborative Learning Approaches Impact + 5m High impact for very low cost based on limited evidence **Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.**	2, 3, 4, 5, 6,

Total budgeted cost: £142,540

Part B: Review of the academic year 2021-22

Outcomes for disadvantaged pupils- evaluation against our identified challenges

Chall-enge number	Detail of challenge	Evaluation- July 2022
1	Early reading and phonics has been identified as an area for development as a school. **68.3%** of all pupils passed the phonics screening in 2019 compared to **81.1%** nationally.	In 2022, **93%** of our Year 1 children passed the phonics screening check. This is due to the rigorous phonics programme in EYFS & KS1 including 1:1 tutoring. This is supported by the Ruth Miskin Portal. Ealing's average was 82%. National average was 76%. Of the four children who did not pass, only one was Pupil Premium. In Year 2, **98%** of children passed the phonics screening, compared to 89% in Ealing and 87% nationally. The one child who did not pass is a Pupil Premium child, but they also have significant needs and are supported with an EHCP.
2	**34%** of Pupil Premium Children have been identified to have SEN in comparison to **16%** of the whole school. Nationally in January 2021, 38.0% of pupils with an EHC plan and 34.3% of pupils with SEN support were eligible for free school meals in 2021. This compares to 20.8% of all pupils in all schools.	Only **21%** of Pupil Premium children are currently identified as having SEN in comparison to **16%** of non-Pupil Premium children. This is still a challenge, but the gap has narrowed. **Three** Pupil Premium children have been discharged from Speech & Language and removed from the SEND register following intensive intervention. **Three** children with EHCPs have had a reduction in funding due to the good progress they have made.
3	The attainment gap across Reading, Writing and Maths between Pupil Premium and non-Pupil Premium children. (Data 2021) Reading: **72%** Pupil Premium, **75%** non-Pupil Premium (gap of 3%) Writing: **63%** Pupil Premium, **75%** non-Pupil Premium (gap of 12%) Maths: **67%** Pupil Premium, **78%** non-Pupil Premium (gap of 11%)	The attainment gap continues across Reading, Writing and Maths between Pupil Premium and non-Pupil Premium children. (Data 2022) Reading: **73%** Pupil Premium, **89%** non-Pupil Premium (gap of 16%) Writing: **67%** Pupil Premium, **86%** non-Pupil Premium (gap of 19%) Maths: **80%** Pupil Premium, **86%** non-Pupil Premium (gap of 6%) The gap in Maths has narrowed, but the gap in Reading and Writing has grown. This is only

		looking at Year 6 data, so different cohorts of children.
4	Children achieving greater depth at the end of KS2 in reading and maths was below the national average in 2019 (All pupils) Reading: **22%** school, **27.3%** national, Writing: 22% school, 20.3% national Maths: **15.3%** school, **26.9%** national In 2021, children achieving greater depth at the end of KS2 in reading and maths was still lower (no national or LA data was released) Reading: 26% school Writing: 14% school Maths: 22% school	Children achieving greater depth at the end of KS2 has increased in all 3 areas. Although the National data was not released, our Greater Depth is higher than Ealing's average in all 3 areas. Reading: **46%** school, 33% Ealing Writing: **22%** school, 18% Ealing Maths: **51%** school, 31% Ealing This was achieved through various focus reading, English and Maths tutoring groups, including: - Maths groups with Deputy Head - Maths groups with Catch Up tutors - Comprehension groups with Dyslexia Teacher - Bookmark Reading & other additional reading support
5	Attendance of our Pupil Premium students (**93.8%**) is lower than the attendance of our non-Pupil Premium children (**95%**).	Attendance of our Pupil Premium students (**94.5%**) is still slightly lower than the attendance of our non-Pupil Premium children (**95.8%**), however the gap has been narrowed slightly. This has been achieved through close monitoring and discussions in weekly Safeguarding meetings. Free places in breakfast and after school clubs has enabled parents flexibility in travel times. We have also given free uniform and free school trips/clubs to those who have needed them enabling them to feel part of the school community.
6	Pupil Premium pupils have been worst affected by the impact of the pandemic as stated by the EEF.	Pupils/families most in need have been given the following this year to support them as part of our school community: ● School uniform ● Funded/subsidised places on school day trips ● Funded/subsidised places on residential trips ● Free places in extra-curricular school clubs (before and after school) ● Free places in our breakfast and after school clubs (wrap around provision)

		• Christmas presents • Food parcels 2 DSLs have also been trained to become Food Bank referrers for the new academic year.

Externally provided programmes

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

Programme	Provider
Bookmark Reading (1:1 reading sessions online)	Bookmark Reading
Additional staff member to lead Catch-Up programmes within school	Private
National Tutoring Programme	Engage Education
Online programmes including: • Reading Plus • Bug Club • Times Tables Rock Stars • IDL Literacy • IDL Maths • Learning Village	Various
1:1 and small group dyslexia support	Private Tutor
1:1 SEMH sessions	BEST (Bespoke Emotional Social Teaching)
Funded places in BEST Club (4 per term)	BEST (Bespoke Emotional Social Teaching)

Further information

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

1. Successful application for the DfE grant to train a senior mental health lead. The grant has been used for the following:
    - A member of our Senior Leadership Team has attended training to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
    - A Higher Level Teaching Assistant (HLTA) has attended Emotional Literacy Support Assistant (ELSA) training and will receive ongoing group supervision with an Educational Psychologist.
    - Resources to support our ELSA groups such as board games, art supplies and books.
2. Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
3. Appointment of parent volunteers who run the library during lunchtimes enabling children the opportunity to choose their own books and listen to adults and older children reading stories.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and

approaches are likely to work in our school. We will continue to use it through the implementation of activities.