



St Pius X Catholic Primary School

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 Pius X Catholic Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021



Dates on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	N Bennett
Governor / Trustee lead	V White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£808 cfw from 20/21 £13775 Total £14583
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	£143683



Part A: Pupil premium strategy plan

Statement of intent

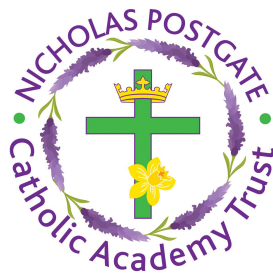
When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils*
- We ensure 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*
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.*
- 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.*

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.*



- *For all disadvantaged pupils in school to exceed nationally expected progress in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.*

Achieving These Objectives

The range of provision that we make for children in receipt of Pupil Premium funding will include and would not be limited to:

- *reducing class sizes thus improving opportunities for effective teaching and accelerating progress*
- *1-1 support*
- *additional teaching and learning opportunities provided through trained TAs or external agencies*
- *accelerating progress, moving children to age-related expectations.*
- *transition from primary to secondary and transition internally and into EYFS.*
- *offering subsidised activities, educational visits and residential: ensuring children have first-hand experiences to use in their learning in the classroom.*
- *the provision of a dedicated Attendance TA to work with families and children to improve school attendance to 97%.*

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require



Challenges

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

Challenge number	Detail of challenge
1	Children enter the EYFS with skills well below those typically found in their peers and need to make accelerated progress to catch up to their peers nationally.
2	Some children experience additional and/or special educational needs.
3	Additional barriers (including issues which also require action outside school) Low attendance rates Low level of literacy or access to books in some homes
4	Challenging homelife circumstances – including deprivation.
5	Limited life experiences: 98% of pupils live in the top 10% of most deprived electoral wards Nationally & 89% of pupils live in the top 5% most deprived electoral words Nationally



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
Accelerate progress in Reading, Writing, Maths and Phonics	<p>Diminished difference in attainment between children at St. Pius X and the National average at the end of Key Stage 1 & 2</p> <p>Tailored intervention to target pupils at risk of underachievement resulting in accelerated progress.</p>
Improve attendance of all pupils to above 97%9	Improvements in attendance will be evident for all groups of children by July 2022. Reduction in the number of children identified as PA and improvements on the YtD for whole school attendance.
Overcome external barriers to learning	Children will feel happy and safe, can leave worries behind and focus on learning. Throughout the year children will make progress due to not being inhibited by personal experiences.
Curriculum – trips, visits and visitors	By July evidence of children's improved knowledge and understanding. There will be a positive impact on learning and



	vocabulary. Talents will have been developed at all levels.
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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: £3,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work. We are part of the Westgarth English Hub and the English Lead is released to work effectively with these school improvement partners.</p> <p>EEF Toolkit Phonics suggests +5 months progress.</p>	<p>Challenge numbers 1, 2, 3 & 5</p> <p>Little Wandle - free training.</p> <p>£550 - Sign up to LW</p> <p>£2166 - Books</p> <p>£1,000 Literacy Lead Cover. To ensure fidelity to LW.</p>



<i>Professional develop prog - Walkthrus, mastery teaching</i>	<p>EEF Toolkit Maximising Learning "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	<p>Challenge numbers 1 & 2</p> <p>Walkthrus costs - free training.</p> <p>Resource £200</p>
<i>Reducing class size/additional teacher</i>	<p>EEF Toolkit Reducing Class size suggests +2 months progress.</p>	<p>Challenge numbers 1, 2 & 3</p> <p>Y6 - 2 classes</p> <p>Teacher cost met from school budget</p>

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

Budgeted cost: £ 90,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading interventions/provision: Buy and embed use of Little Wandle Letters and Sounds Revised</i>	We undertook a review of Reading resources during 2020-21 to invest in new resources in July 2021 to ensure the needs of the reviewed curriculum could be met during	Challenge numbers 1 2 & 3



<i>resources: fully decodable books, flashcards and friezes.</i>	2021-22: matched to the LTP and Plagues of Reading. An audit by the Westgarth English Hub was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books is required to support the EEF research. EEF Toolkit Reading suggests +6 months progress.	
<i>Effective deployment of Teaching Assistants</i>	EEF Toolkit Teaching Assistants suggests +4 months progress.	Challenge numbers 1 & 2 £90,412
<i>Structured interventions - Small group tuition</i>	EEF Toolkit Small Group Tuition +4 months progress.	Challenge numbers 1, 2 & 3 Funded from above

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

Budgeted cost: £49,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLA with bespoke Mental Health to deal with the after effects of Covid 19 lockdowns</i>	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year	Challenge numbers 3 & 4



<p><i>ongoing mental health difficulties.</i></p> <p><i>Tracking of children in receipt of Pupil Premium who engage with MHR.</i></p> <p><i>Interventions managed and efficacy monitored by SENCo & class teachers</i></p> <p><i>Focused interventions allow for next steps to be clearly highlighted.</i></p> <p><i>Strong relationships with external provider</i></p>	<p>(mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact.</p> <p>EEF Toolkit Social and Emotional learning suggests +4 months progress.</p>	<p>£3,210 Schools in Mind</p> <p>£1,800 Match Funding (from school budget) for ED Psych</p>
<p><i>PSA role ensures support to families and well being of pupils.</i></p>	<p>EEF Toolkit Social and Emotional learning suggests +4 months progress.</p>	<p>Challenge number 3 & 4</p> <p>£23,000 PSA/Attendance TA Salary</p>
<p><i>Ensure all identified children in receipt of Pupil Premium with poor attendance and their families have access to Attendance TA.</i></p> <p><i>Barriers to attending school are identified and actions planned at fortnightly pastoral meetings</i></p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>"The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2."</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>£2,000 For Attendance and Academic Rewards/Trips</p> <p>£750 Uniforms</p>



<i>Supervisory Assistant</i>	<p>To support behaviour at lunchtime</p> <p>To ensure children abide by rules and procedures and develop their currency of play</p> <p>EEF Toolkit Behaviour interventions suggests + 4 months progress</p>	<p>Challenge number 1 & 3</p> <p>£2,102</p>
<i>Breakfast Club</i>	<p>Breakfast clubs that offer pupils in primary schools 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 Education Endowment Foundation (EEF) 2016.</p>	<p>Challenge number 4 & 5</p> <p>£8,574</p>
<i>Memorable Experiences</i>	<p>EEF Toolkit Outdoor and Adventure Learning suggests that opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access are very beneficial. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes and improve imagination and creativity.</p>	<p>Challenge number 5</p> <p>£8,000</p>

Total budgeted cost: £ £143,764

Funds of - £143,683



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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Strategy Aims 2020-21 for disadvantaged children	Impact
Progress in Reading	End of Key Stage 2: Gap decreased between PP (35.6 pts) & NPP (36.9 pts) End of Key Stage 1: Gap decreased between PP (22.7 pts) & NPP (25.3pts)
Progress in Writing	End of Key Stage 2: Gap decreased between PP (34.9 pts) & NPP (36.4 pts) End of Key Stage 1: Gap decreased between PP (21.9 pts) & NPP (24.3pts)



Progress Mathematics	in	<p>End of Key Stage 2:</p> <p>Gap increase of 0.06 between PP (36.1 pts) & NPP (36.8 pts)</p> <p>End of Key Stage 1:</p> <p>Gap decreased between PP (22.6 pts) & NPP (24.3pts)</p>
Phonics		17% of disadvantaged children achieved the pass mark in the 2021 Year 1 Phonics Screening Check
Attendance		<p>Improvement in whole school attendance 95.06% (July 2021) v 91.06% (July 2020)</p> <p>Attendance for pupils in receipt of Pupil Premium funding remained broadly static 2020-21 v 2019-20</p>
Curriculum – trips, visits and visitors		A range of subsidised or free experiences, to further enhance the curriculum and engage all pupils in their learning, were provided within the restrictions of the ongoing COVID 19 pandemic.
<p>Please note: All of the above were limited by the COVID 19 pandemic and a period of national school closure. Strategies were implemented and appeared to initially be having positive impact but the true impact was negatively affected by the pandemic.</p>		

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
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N/A	N/A
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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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

During 2020-21 we targeted our additional Pupil Premium funding on accelerating progress in learning and in the majority of year groups progress was good or better for all children. Last year we implemented a new curriculum and teaching interventions, which enabled us to follow up learning with individuals and small groups when a need was identified. This was achieved through the use of PIXL and QLA, which boosted our ability to forensically analyse children's gaps and specific needs and then plug them using the therapies. We employed experts who were able to get to the bottom of how each child learns best: during 2020-21 more than 12 children were assessed by an Educational Psychologist.

For the next academic year, it is important to note that our plans remain subject to Government guidance regarding COVID 19. Our priority will be to accelerate progress in learning and increase the number of children attaining Age Related Expectations in Reading, Writing & Mathematics and to promote the wellbeing, learning and broader experiences of all pupils.

