



St Pius X Primary

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	202
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	October 2022
Dates on which it will be reviewed	October 2023



Statement authorised by	
Pupil premium lead	N Bennett
Governor / Trustee lead	V White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,345
Recovery premium funding allocation this academic year	£ 14, 064
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 148, 409
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

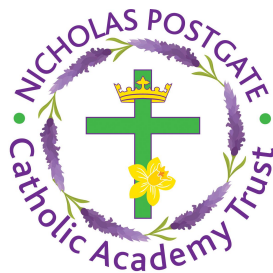
When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, 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 residentials: 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

Context:

- 42% of children are eligible within school compared to the national figure of 22.5%
- 95% of pupils live in a ward in the 10% most deprived in England and 84% of pupils live in a ward in the 5% most deprived in England. The school is in quintile 5, meaning it serves one of the most deprived areas nationally.

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	Gaps in reading, writing, maths and phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
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	Diminished difference in attainment between children at St. Pius X and the National averages for GLD, Phonics Screening Checker and end of Key Stage assessments Tailored intervention to target pupils at risk of underachievement resulting in accelerated progress.
Improve attendance of all pupils to 97% or above	Improvements in attendance will be evident for all groups of children by July 2023. 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	Observations, and discussions with pupils suggest disadvantaged pupils generally have less opportunities of enrichment experiences than their peers. This can have a negative impact on SEMH, resilience and opportunities for further education or employment.

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: £ 9414

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</i>	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.	Challenge numbers 1, 2 & 3 Little Wandle - free training. £550 - Sign up to LW



<p><i>improve knowledge of GPC and reading attainment.</i></p>	<p>EEF Toolkit Phonics suggests +5 months progress.</p>	<p>£9076.07 - Books</p>
<p><i>Professional develop prog - Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></p>	<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><i>Purchase of class sets of texts aligned to CUSP long term plan</i></p>	<p>EEF Toolkit Reading comprehension strategies state that “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</p> <p>EEF Reading Comprehension: Strategies To ensure pupils develop a positive attitude to reading and are confident readers, school will continue to invest in high quality resources and texts. Sharing good quality home loan books at home will support further and develop parental links, with school</p>	<p>Challenge numbers 1, 2 & 3</p> <p>£1260</p>
<p><i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children:</i></p>	<p>CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust</p>	<p>Challenge numbers 1, & 2</p>

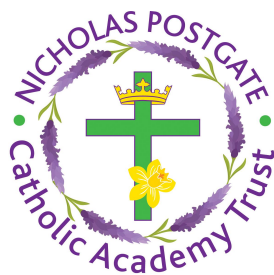


<p><i>allowing them to know and remember more</i></p>	<p>progression and allows teachers to focus on the lesson. https://www.unitysp.co.uk/cusp/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £79013.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</i></p>	<p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p>	<p>Challenge 1, 2 & 3 £10.580</p>
<p><i>Effective deployment of Teaching Assistants</i></p>	<p>EEF Toolkit Teaching Assistants suggests +4 months progress.</p>	<p>Challenge numbers 1 & 2 £68, 433.64</p>
<p><i>Structured interventions - Small group tuition</i></p>	<p>“well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils</p>	<p>Challenge numbers 1, 2 & 3 Funded from above</p>



	EEF Toolkit Small Group Tuition +4 months progress.	
<i>Rapid Catch up Reading Intervention</i>	EEF Toolkit Reading comprehension strategies state that “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.” EEF Toolkit Reading suggests +6 months progress.	Challenge numbers 1 2 & 3

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

Budgeted cost: £58509.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SLA with bespoke Mental Health to deal with the after effects of Covid 19 lockdowns 7 ongoing mental health difficulties.</i></p> <p><i>Tracking of children in receipt of Pupil Premium who engage with MHR. Interventions managed and efficacy monitored by SENCo & class teachers</i></p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (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</p>	<p>Challenge numbers 3 & 4</p> <p>£3,860 Schools in Mind</p> <p>£3,600 for ED Psych</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>health disorder. Covid 19 has also had a negative impact.</p> <p>EEF Toolkit Social and Emotional learning suggests +4 months progress.</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>£28, 479.29 PSA/Attendance TA Salary</p> <p>£1,800 for Rewards</p> <p>£4000 for Trips</p> <p>£750 Uniforms</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>Challenge 3 & 4</p>
<p><i>Breakfast Club</i></p>	<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</p>	<p>Challenge number 4 & 5</p> <p>£16,020</p>



	the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) 2016.	
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Total budgeted cost: £148, 409.00

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 2021-2022 academic year.

Intended Outcomes	Impact
Accelerate progress in Reading, Writing, Maths and Phonics	<ul style="list-style-type: none"> Leaders have prioritised reading across the school and there is a consistent approach to the teaching of reading with full fidelity to a SSP. The impact is reflected in most recent phonics attainment - 79% of children achieved the pass mark. (83% if 1 child who has attended AP for a year is removed for the totals.) <p>Please note: Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different</p>



groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

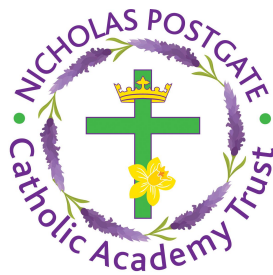
Improve attendance of all pupils to 97% or above

Overall Attendance	
School	National
93.3%	92.2%
93.7% not including Nursery	
NB correct as of 23.6.22	

Attendance of Groups compared to National Figures		
Group	School	National
EHCP	97.2%	91%
FSM	92.3%	92%
	93.7% (PP)	
Children with a social worker	92%	91%



<p>Overcome external barriers to learning</p>	<p>The following interventions or support have been delivered</p> <p>Ed Psy</p> <p>Schools in Mind</p> <p>Inside Out</p> <p>Resulting in children being better able to manage their emotions & an improvement in social interactions between pupils. Children's behaviour & attitudes in school are excellent.</p> <p>Children are proud to belong to the school and know what it is to be resilient. Children feel safe in school and know that they are listened to and helped.</p> <p>As a result of therapeutic and/or diagnostic work some children have been signposted to other agencies and onward referrals have been made to ensure that the needs of these children are effectively met.</p> <p>On average 25 children attend Breakfast Club each morning. Resulting in children who are fed, hydrated and ready to learn at the start of the school day. Staff reports that pupils with lower self-confidence enjoy coming to breakfast club as it provides a space for pupils to learn to be more confident.</p>
<p>Curriculum – trips, visits and visitors</p>	<p>The curriculum provided by the school ensures pupils are met with a wide, memorable range of experiences and provides opportunities for pupils' broader development.</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
X Tables Rockstars	TT Rockstars
Purple Mash	Purple Mash
PIXL	The PIXL Club Ltd
Middlesbrough & Stockton School's in MIND.	Middlesbrough & Stockton Mind

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
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Further information (optional)

During 2021-22 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.

