## 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

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| Detail | Data |
| School name | St Julie Catholic Primary School |
| Number of pupils in school | 235 |
| Proportion (%) of pupil premium eligible pupils | 12 % (20 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 to 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mrs Anne Hodgson, Headteacher |
| Pupil premium lead | Mrs Helen Slocombe  Deputy Headteacher |
| Governor lead | Mrs Teresa Sims |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,964.98 |
| Recovery premium funding allocation this academic year | £2,502.00 |
| 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 | £32,466.98 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **What are our ultimate objectives for our disadvantaged pupils?**  To year on year reduce the attainment gap and focus on equity and ensure that this is a key part of whole school planning.  To ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.  To ensure that disadvantaged pupils have full access to wider curriculum experiences and opportunities  **How does our current pupil premium strategy plan work towards achieving those objectives?**  By a detailed analysis of what has and what hasn’t worked in the past  By establishing clear and robust starting points and ensuring all actions will be evidence based  By reference to EEF and DFE Guidance  By establishing robust methods to regularly check the impact and adjust strategies where there is a need.  By ensuring a relentless focus and sustaining high quality teaching, learning and support for all our pupils in line with our school values and mission  **What are the key principles of our strategy plan?**  To ensure there are clear links to all other planning strands – Sports Premium, CPD, SDP and SEF  To sustain relentless focus on further improving high quality curriculum, teaching, and learning  To build a clear and consistent pedagogy on curriculum and EEF research  To ensure that all staff are fully aware of the strategy and roles they play in it  To ensure the best use of all staffing through high quality training  To establish regular monitoring and review processes  To ensure governors are fully aware of their role in the Pupil Premium strategy |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A central need of the school and our disadvantaged children is to further develop early language skills, especially post COVID where speech and language skills may have been delayed due to lack of social engagement  **This is evidenced by NELI screening**  **This is also evidenced by assessments, observations, and discussion with pupils from EYFS-Y6** |
| 2 | 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.  **This is evidenced by half termly phonic assessments** |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in maths and writing.  **This is evidenced by initial baseline assessments in September 2020 and 2021** |
| 4 | Our assessments (including wellbeing questionnaire), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  **This is evidenced in well-being questionnaire and requests from parents for school pastoral support** |

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## 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.

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| Intended outcome | Success criteria |
| From EYFS upwards children will receive age-appropriate support for both home and school to further develop speech and language skills. | There will be a year-on-year reduction in number of pupils below age-appropriate standards for language  Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  EYFS/Y1 taking part in the government NELI programme to improve language and literacy development  NELI assessments will show impact and progress for each individual child  Measured by screening, pupil voice and learning walks |
| Improved phonics and reading attainment among disadvantaged pupils.  Children will gain fluency in the core aspects of Literacy ensuring age-appropriate reading and writing standards | Reading – significant shift towards all pupils achieving age-appropriate standards as shown through phonic scores and reading assessments  There will be clear improvements in the quality of writing for all pupils  KS2 reading outcomes in 2024/25 show 75% (3 out of 4) of disadvantage pupils met the expected standard  Measured by phonic assessments and moderated teacher assessments against national expectations |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | Maths – significant shift towards all pupils achieving age-appropriate standards as shown through maths assessments, times table checks  There will be clear improvements in the quality of maths for all pupils  KS2 maths outcomes in 2024/25 show 75% (3 out of 4) of disadvantaged pupils met the expected standard  Measured by maths assessments and moderated teacher assessments against national expectations |
| Children will be re- engaged in learning. Social and emotional needs will be identified and supported through interventions and pastoral support. This is intended to overcome barriers to learning. Teacher or parental requests will identify children needing extra support  We will measure this through close analysis or behaviour logs | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * behaviour logs showing a positive shift in social and emotional well-being   Measured by behaviour logs, close analysis, pupil voice, discussions with parents and pastoral lead |

## 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: £19,964.98

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff to deliver and implement the NELI programme  Additional staffing to ensure staff have full access to ongoing CPD and research (National College, National Online Safety) | Ofsted’s research into the implementation of a sequenced and challenging curriculum  EEF Teacher Toolkit | 1, 2, 3, 4 |
| Staff training in core areas of Literacy improvement – phonics for all | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy>  EEF Teacher Toolkit on effective strategies for EYFS, reading comprehension and improving the progress of children with SEND | 1,2 |
| CPD for subject leaders on developing the whole school curriculum approach to ensure accessibility for the most vulnerable children | <https://www.gov.uk/government/publications/education-recovery-support>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2,3,4 |
| Developing the role of the teaching assistant in the classroom through CPD and appraisal | National College  <https://thenationalcollege.co.uk/> | 1,2,3 |
| Purchase of a DfE validated Systematic Synthetic phonics programme to secure stronger phonics teaching for all pupils  [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE guidance and EEF guidance  Purchase of third space learning programme. We will fund teacher release time to embed key elements of guidance in school and support with school led interventions | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidenced-based approaches  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Improve the quality of social and emotional learning  Social and emotional professional and development training for all  Training for pastoral lead | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitude, behaviour, and relationships with peers  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3,4 |

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

Budgeted cost: £7,502

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. NELI DfE recommended programme for EYFS  Additional CPD and staffing time | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Engaging with the National Tutoring Pro-gramme to provide one to one tuition through Third Space Learning. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 3 |
| School led tutoring for any identified children.  To supplement for NTP | Recommended by EEF and DfE | 1,2,3 |
| Staff appointment and retention to ensure effective program of intervention | EEF findings on ensuring effective training for teaching assistants | 1,2,3,4 |

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

Budgeted cost: £5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of continuing to maintain high standards of behaviour. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1,2,3,4 |
| Trips to library, museum, art galleries, religious buildings etc. | EEF/Pupil Premium Awards research on the importance of experiential learning  Wider research regarding the importance of building cultural capital  Wellbeing evidence | 4 |
| After school sporting club to be offered linked to Sports Premium planning | Sports Council  Linked to Sports Premium Plan  School knowledge of the importance of sporting experiences in our local community – St Helens school games and participation in Children’s University | 3,4 |
| Rainbows pastoral support  DESTY programme | DFE  Mental Health Support Team  In school evidence | 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost £32,466.98**

# 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.

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| Due to Covid 19 measures significant changes had to be made over the 2020-21 school year in order to meet the specific needs which arose as a result of Covid.  A central focus was sustained on ensuring that all pupils remained safe and supported.  Every effort was made to ensure all vulnerable pupils had continuing access to the curriculum.  A robust home learning structure was established with all. Pupils provided with remote access and a full curriculum programme.  Additional resources have been deployed in relation to speech and language screening and staff have been trained to ensure appropriate catch-up opportunities are in place to ensure that all children reach age-appropriate levels of speech and language.  A renewed focus has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.  On return to school a planned Recovery Curriculum was implemented with a clear focus on pupil mental wellbeing and staff worked closely with vulnerable pupils to ensure a positive experience and to mitigate the impact of the Covid restrictions.  Baseline assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps.  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. |

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| NELI screening continued in early years to identify levels of speech, language and vocabulary. Interventions were put in place for identified pupils and whole class strategies put in place to improve language skills. Evidence of impact is seen in NELI data.  Attainment for disadvantaged group KS2 100% reading, 100% maths and 75% writing  Attainment for disadvantaged group KS1 100% reading 100% maths and 100% writing  Attainment for disadvantaged Phonics Screen (2 out of 3) disadvantaged children passed the screen 67%  A wide range of enrichment activities are offered to all children. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.  Baseline assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps.  Pupil mental wellbeing has remained a high priority and staff have worked closely with vulnerable pupils to ensure positive experiences. 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

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| Programme | Provider |
| Third Space Learning | National Tutoring Programme |
| Philippi Trust (2020/2021) | St Helens Trust |

## Service pupil premium funding

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Identified gaps in service children’s education and put specific interventions into place such as a writing group and third space learning (1:1 tuition)  School paid for any additional after school clubs |
| What was the impact of that spending on service pupil premium eligible pupils? | Teacher assessments demonstrated progress in subject areas where extra support classes were provided. |

# Further information

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| The impact of Covid 19 on the progress of pupils and their wellbeing has been well researched and the school has reviewed that research and also undertaken a detailed review of the impact in our own specific context.  We have ensured that pupil premium planning is closely aligned with all other aspects of strategic planning – notably our SEF, SDP, Pupil Premium and CPD. We are implementing new language screening procedures to improve language and literacy skills.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |