

Here in the St. Polycarp's family we follow in the footsteps of Jesus through playing, praying, loving and learning together



St Polycarp's Catholic Primary School Pupil Premium Strategy Statement 2022-23

Pupil Premium funding is provided to schools in addition to main school funding. It is allocated to children of low income families who are known to be eligible for free school meals (FSM) and children who have been looked after continually for more than six months. This also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 funding). A smaller amount is allocated to provide some additional support to children of service families.

School overview

Detail	Data
School name	St Polycarp's Catholic primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022-23 to 2025-26 Reviewed and updated annually
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paula Best Headteacher
Pupil premium lead	Paula Best Headteacher
Governor / Trustee lead	Martin Parr Chair of Governors

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,660
Recovery premium funding allocation this academic year	£2,025
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	£35,685

Part A: Pupil premium strategy plan

Statement of intent

At St Polycarp's, our intention is that all pupils regardless of background and challenges make good progress and achieve at least expected at progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non Pupil Premium peers and enjoy the same breadth of experiences. We recognise the importance of attendance at school in order to achieve this. The strategy reflects our commitment to work with our parents to support the children's emotional health and wellbeing and learning outcomes.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for key targeted academic strategies implemented rigorously to improve outcomes for all. The implementation of wider strategies aimed at supporting pupils eligible for Pupil Premium funding are identified in the strategy. We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	The impact of underdeveloped early language and vocabulary gaps
2	Ensuring all children make at least expected progress in reading, writing and Maths
3	Supporting poor social and emotional development and regulation which in turn prevents children maximising progress
4	Ensuring all children have access to a broad curricular and extra-curricular offer to maximise school engagement
5	Supporting families to minimise the financial impact of school
6	Maximising parental engagement

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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed at weekly planning meetings and provision adapted.
That all disadvantaged pupils make at least expected progress in writing, reading and Maths	Progress monitored by class teachers and leaders and adaptations made to planning. Targeted interventions and Quality First Teaching meet needs and result in progress
To achieve and sustain improved social and emotional confidence for disadvantaged pupils	That disadvantaged pupils can demonstrate confidence and strategies to help them learn. Use qualitative data via pupil voice and observations to demonstrate progress
That all disadvantaged pupils have at least 95% attendance	That HT and SLT monitors attendance and engage families
That disadvantaged pupils are emotionally supported and ready to learn	That disadvantaged pupils are offered pastoral care provision, enrichment opportunities and family support when needed
That parents are engaged in their children's reading and are able to support their children	The parents of disadvantaged children know how to support their children at home and the positive impact this will make on their children's progress
Children have access to extra-curricular clubs and equipment	All children experience more than National Curriculum requirements and take up opportunities for enrichment activities
Parents are supported with payments for trips and resources	Financial barriers for families are removed

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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: £10,400

Activity	Evidence that supports this approach	Challenge addressed
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need. Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Pre teach sessions in English 3 x week	To provide key vocabulary enabling access to key learning. Evidence of pre-teaching 2020-22 demonstrates positive impact on children's progress	1, 2
Maths arithmetic pre teach sessions weekly	To enable children to access key vocabulary, practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM	2
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	Evidence of positive impact on securing knowledge 2020-22 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017 Teaching for mastery – Mark McCourt Effects of preteaching on Maths Achievement Lally and Miller 2006	1, 2

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<p>Use metacognition strategies through use of the 'Learning Line' and use of metacognitive language</p>	<p>Evidence of impact of the use of metacognition strategies to improve outcomes for pupils 2019-21 and EEF evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3</p>
<p>Enable all children to be confident, fluent, accurate readers'</p>	<p>Read, Write Inc' to support early phonics and reading Interventions to support individualised learning needs Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF OFSTED subject reviews Eng 2022 DfE Reading Framework 2021</p>	<p>1, 2</p>
<p>Focused CPD on sharing best practice – improve knowledge, motivate staff, develop teaching techniques and embed practice</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666267858</p>	<p>1,2,3</p>

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

Budgeted cost: £ £13,800

Activity	Evidence that supports this approach	Challenge addressed
Specialist dyslexia teacher to work one to one with children	Previous success with this approach demonstrated children able to apply strategies when leaning enabling increased access to learning	2
Small group teacher led Maths support for years 3-6	Opportunity to address gaps in learning using DfE resources https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
Implement NELI in EYFS and Year 1. 3 x 30 mins week plus a 1:1 of 30 mins weekly LSA Personalised Speech and Language support	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Use of CELF 5 assessments to provide targeted approach	1, 2
Increase opportunities for disadvantaged pupils to read with an adult in school eg Rapid Reading or reading to the Therapy dog. Inclusion in Read Write Inc groups as necessary.	Reading progress regarded as the key to access all areas of learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2,3

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LSAs to lead a high impact intervention based on evidence and need	Impact evidenced using EEF MITA Report and internal data	1,2,3
Teacher led small group intervention to support Year 6 comprehension skills.	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2021-22	2
Deputy Head Teacher to run Challenge Clubs for years 4 and 5 before school	Small group tuition aimed at supporting high attainers Member of NACE https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
Book group for disadvantaged children. Children to work cross phase and create information for parents and share their love of reading. Parents of disadvantaged children invited to the 'launch' and engage in the process	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

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

Budgeted cost: £ 9,460

Activity	Evidence that supports this approach	Challenge addressed
Emotional Literacy Support Assistant (ELSA) to run individual and group sessions to emotional resilience and develop social skills. Training for additional ELSA worker.	Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.	3
Using Zones of Regulation, Bounce Together, Drawing for Talking	EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Ongoing monitoring of attendance and follow up actions. Phases leaders and HT to monitor attendance	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes DfE guidance 'Improving Schools attendance'	6
The Home School Link Worker (HSLW) provides weekly sessions to support children with barriers to happiness and progress.	The HSLW has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2021	3
Art therapist to run short interventions for children with specific emotional needs	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning.	3, 5
Provide a broad support offer to support emotional wellbeing eg Resilience Donut, Physi Fun, Zones of Regulation	Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously.	3

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	EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners	
Support HSLW with Therapeutic Play training	Positive emotional wellbeing support children's academic learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Provide targeted speech and language support	Evidence that the SALT targets effectively	1, 2
School to provide technology if required Support families when parental literacy is a barrier to learning	Enable all children to continue to learn at home. Engage parents and support progress EEF evidence	4
Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence	Previous experience indicates to us these experiences build confidence, improve social skills and have an impact on pupil engagement and overall academic success.	4, 5
Provide financial support for breakfast, after school club, school clubs, and enrichment days for children who would not otherwise have these experiences.	Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond quickly to need has been highly valued by families.	5, 6
A percentage of costs for the residential trips in years 4 and 6, and all the cost for other trips are paid for.		

Total budgeted cost: £ £33,660

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 2021-22 academic year.

62% of disadvantaged children reached age related expectations in reading, writing and Maths while 38% did not. A lower percentage of KS1 children did not reach expected standards while a greater percentage of disadvantaged pupils reached the expected standard in years 3-5. 100% Year 6 disadvantaged children reached expected standard in reading and writing and 80% reached expected standard in Maths. 20% of Year 6 disadvantaged pupils exceeded the expected standard in all areas. This progress over time demonstrates the positive impact of strategies used to support disadvantaged children across the school. Our focus for 2022-23 will be to maximise progress for all, with particular focus on KS1.

While efforts were made to enable children to attend school, not all were able to do so and as a result were not able to access full learning opportunities. 58% of disadvantaged children achieved 95% or higher attendance 2021-22 in comparison with 82% of the whole school population. 74% of disadvantaged children reached 90% or higher attendance compared with the whole school population of 95%. A new attendance monitoring strategy will be introduced for 2022-23 aimed at bringing attendance for disadvantaged children in line with our overall school statistics.

Additional support was put in place including 1-1 and small group teacher/LSA support, challenge clubs, enrichment opportunities, home learning provision and individualised support for children at home due to illness. This support had a positive impact on children's emotional wellbeing and learning as evidenced in our pupil tracking data and pupil voice surveys.

Our observations and assessments indicated the significant impact of disruption as a result of illness (many were Covid related absences) on learning and wellbeing and emotional development. The Pupil Premium budget was used to extend provision including increased ELSA hours and consideration was given to all those entitled to Pupil Premium funding and provision as part of our Pastoral Care provision. This continues to be an area of need and is therefore a focus on the current plan. The high impact observed led to a

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further increase in provision for 2022-23 eg provision of Therapeutic Play has been increased in the extensive provision to support emotional wellbeing and resilience.

We considered that the residential visit planned for 2021-22 would have a positive impact on the emotional development and wellbeing for all children. Funding was used to support families to ensure financial barriers were mitigated. Educational visits and enrichment activities were also highly valued and families were supported financially with these. Our observations and the feedback from both pupils and parents strongly indicated the positive impact of the visits on children's wellbeing, confidence and supported their transition to secondary school.

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?	All service children had the chance to join a range of enrichment activities
What was the impact of that spending on service pupil premium eligible pupils?	77% service children reached the age related expectation in reading, writing and maths 16% exceeded the expected standard in reading and maths