

St Ethelbert's Catholic Primary School and Nursery

Pupil premium strategy statement 2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

| Metric | Data |
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| School name | St Ethelbert's Catholic Primary School and Nursery |
| Pupils in school | 210 (capacity 210) |
| Proportion of disadvantaged pupils | 65 (31%) when budget set (currently 74 including 2 LAC; 35%) |
| Pupil premium allocation this academic year | £95,860 allocation from our budget Total spending £99,600 |
| Academic year or years covered by statement | Financial year 2021-2022; 2022-2023; 2023-2024 |
| Publish date and Governor committee meeting | 12 th December 2022 |
| Review date Term 2 2022 | |
| Review date Term 4 2023 | |
| Review date Term 6 2023 | |
| Statement authorised by | Mr. S Marshall (Head Teacher) |
| Pupil premium lead | Mr. S Marshall (Head Teacher) |
| Governor lead | Maureen Francis (Vice Chair of Governors) |

Disadvantaged pupil progress scores for last academic year (2022)

| Measure | Score |
|---------|------------------------|
| Reading | -3.3 PP -1.2 NON-PP |
| Writing | -2.6 PP -0.1 NON-PP |
| Maths | -2.2 PP -1.0 NON-PP |

Review: last year's aims and outcomes

| EYFS | Pupil Premium (PP) | Non-Pupil Premium |
|---------------------------------|--------------------|-------------------|
| Early Learning Goal (ELG) | 28.6% | 42.9% |
| Good Level of Development (GLD) | 42.9% | 56.5% |
| Year 1 | Pupil Premium (PP) | Non-Pupil Premium |
| Phonics Screening | 70% | 65% |
| Key Stage 1 | Pupil Premium (PP) | Non-Pupil Premium |
| Reading | 50% | 75% |
| Writing | 50% | 70% |
| Maths | 50% | 80% |

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| Combined | 50% | 70% |
| Key Stage 2 | Pupil Premium (PP) | Non-Pupil Premium |
| Reading | 69% | 69% |
| Writing | 54% | 62% |
| Maths | 62% | 85% |
| Combined | 54% | 62% |

| Accelerated Reader | Pupil Premium (PP) | Non-Pupil Premium |
|--------------------|---|---|
| Year 3 | 40% of PP have a reading age above their actual age | 55% of Non-PP have a reading age above their actual age |
| Year 4 | 56% of PP have a reading age above their actual age | 74% of non-PP have a reading age above their actual age |
| | 45% of PP have made accelerated progress | 68% of non-PP have made accelerated progress |
| Year 5 | 36% of PP have a reading age above their actual age | 84% of non-PP have a reading age above their actual age |
| | 73% of PP have made accelerated progress | 58% of non-PP made accelerated progress |

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| Year 6 | 10% of PP have a reading age above their actual age | 55% of Non-PP have a reading age above their actual age |
| | 30% of PP have made accelerated progress | 55 % of PP have made accelerated progress |

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| Current Roll: 210 | Raw Data | Tweaked (reasons below) | Last Year Raw | Last Year Tweaked |
| Whole School | 93.7% | 94.8% | 95.2% | 95.6% |
| PP | 91% | 93.2% | 93% | 94.1% |
| Persistent absence % | 21.4% | 16.7% | 14.4% | 13.6% |

| | No. Children | Pupil Premium | | SEND | | Non Pupil Premium/SEND | |
|--|--------------|---------------|------|------|-----|------------------------|-----|
| After School Clubs | 123 | 34 | 28% | 17 | 14% | 72 | 59% |
| Breakfast Club | 26 | 7 | 27% | 2 | 8% | 19 | 65% |
| Walking Bus | 7 | 7 | 100% | 2 | 29% | 0 | 0% |
| Persistent Absence | 45 | 25 | 56% | 10 | 22% | 10 | 22% |
| Some children may appear in more than 1 category (PP, SEND, NON PP/SEND) | | | | | | | |

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our school value is Inclusion with our school motto being 'High Expectations for all, in the Light of Christ'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge | Detail of Challenge |
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| 1 | Persistent Absence: Pupils who are eligible for PP attend school less than non-PP pupils |
| 2 | Attainment: Less pupils who are eligible for PP are achieving GLD at the end of EYFS compared to non-PP pupils. Fewer pupils who are eligible for PP achieve the expected standard combined in Writing and Maths compared to those who are non-PP at the end of KS2. |
| 3 | Fewer pupils who are eligible for PP achieve the expected standard combined in Reading, Writing and Maths compared to those who are |

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| | non-PP at the end of KS1. |
| 4 | Fewer pupils who are eligible for PP achieve the expected standard combined in Writing and Maths compared to those who are non-PP at the end of KS2. |
| 5 | Emotional regulation and well-being: The well-being of pupils eligible for PP is lower than those pupils who are non-PP. |
| 6 | Parental engagement: Parents of pupils who are eligible for PP engage less in communication with school, school events, reading and homework. |
| 7 | Impact from COVID-19 lockdown: Pupils who are eligible for PP completed less home schooling compared to pupils who are non-PP. Parents of pupils who are eligible for PP engaged less with home schooling compared to those of pupils who are non-PP. |

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 |
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| The attendance of PP pupils will improve | The attendance percentage of pupils eligible for PP will be in-line with non PP pupils' attendance and greater than 96%. |
| To increase the number of PP pupils achieving the expected standard for GLD at the end of reception. | The percentage of pupils who are eligible for PP achieving the expected standard at the end of reception will be broadly in-line with those who are non-PP. |
| To increase the number of PP pupils achieving expected standard in reading, writing and maths at the end of KS1. | The percentage of pupils who are eligible for PP expected at the end of KS1 will be broadly in-line with those who are non-PP. |

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| To increase the number of PP pupils achieving the expected standard in writing and maths at the end of Key Stage 2. | The end of KS2 attainment of pupils who are eligible for PP will be broadly in-line with the attainment of non-PP pupils. |
| To increase the well-being of PP pupils | The well-being of pupils who are eligible for PP will be in line with those pupils are non-PP |
| To improve parental engagement in the education of pupils eligible for PP | The percentage of parents attending workshops/classrooms and parent's evenings will be in line for both those of PP and non-PP pupils |
| The impact of 'lost learning' will be reduced amongst PP pupils | The percentage of pupils achieving the expected standard will be broadly in-line with those who are non PP, in all year groups. |

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)

| Challenge numbers addressed | Activity | Linked to EEF |
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| <p>2</p> <p>3</p> <p>6</p> <p>7</p> | <p>Phonics</p> <ul style="list-style-type: none"> ● Training for all staff in phonics ● Embed Little Wandle Letters and Sounds ● All staff training to be completed ● Assessments to be carried out in week 1 ● Lessons to be taught from week 2 ● Books matched to phonics by week 3 and sent home ● Termly assessments completed ● Parents workshops ● Tracking and monitoring to be completed for PP children <p>Reading</p> <p>Improve progress and attainment in reading by raising QFT standards and embedding fidelity in reading across the school.</p> <p>Continue with Accelerated Reading programme (3-year license) to motivate and track reading</p> <p>All library books to be linked to the children's reading age/ability</p> <p>Assessment lead to run AR programme producing progress reports when needed, tracking PP children against non PP.</p> <p>Develop the library and classroom book areas. An environment, which encourages reading for pleasure in an inspiring environment.</p> <p>TA performance management is focused on PP children. TA to hear every PP individually read at least once a week.</p> <p>All staff to know who their PP children are in class.</p> | <p>EEF Phonics 5+ months</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. 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. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. <p>EEF Comprehension strategies 6+ months</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the |
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| | | <p>language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> |
| <p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>7</p> | <p>Mathematics</p> <ul style="list-style-type: none"> ● St Ethelbert's to join the Kent and Medway Maths hub ● Maths Leader to attend all networking meetings and to feedback to staff. ● Maths Leader to work with the maths specialist ● For the school to work towards maths mastery ● Specialist teacher in KS1 and KS2 <p>Writing</p> <ul style="list-style-type: none"> ● To make sure the English marking policy is being followed consistently throughout the school and the children are responding e.g. EGPS codes in margin ● MD to check planning every Monday for quality first learning objectives and a EGPS focus in English ● Observe EPGS throughout the year – focus on the quality of punctuation, spelling, handwriting and grammar. Create an EPGS policy. | <p>EEF = 5+ MONTHS Mastery Learning</p> <p>1. Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>2. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>3. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>4. There is large variation behind the average impact – mastery learning approaches have consistently positive</p> |

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| | <ul style="list-style-type: none"> ● Review handwriting policy with training. ● To make sure PP have the same exposure as Non PP through shared writing and language exposure. ● Improve progress and attainment in writing by encouraging creative writers. ● Increase the amount of hooks, trips and experiences so children have stimulus to write. ● CPD in story telling ● Increase hook days at the start of each topic ● Moderate writing with other schools ● Pupil progress to have a focus on PP writing this academic year. ● Increase the purpose of writing in each genre with a stimulus such as a book. All cold/hot writes now to be in the English book with clear targets for each child to work on, showing clearer progress. ● Establish small group writing tutoring for disadvantaged pupils falling behind age-related expectation | <p>impacts, but effects are higher for primary school pupils and in mathematics.</p> |
| <p>2 6</p> | <p>EYFS</p> <ul style="list-style-type: none"> ● To make sure every activity is led by the learning topic/interest of the child and not by the playing – focus on writing in every area ● The learning environment both inside and outside shows a love of reading and writing. ● Embed ‘Little Wandle Letters and Sounds’ | |

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| | <p>with reading books linked to phonics taught.</p> <ul style="list-style-type: none"> ● Develop open questioning ‘learning through play’ for all staff – blooms taxonomy training for all ● Training for all EYFS staff ● Run parent workshop to introduce materials to parents ● Termly academic achievement reports introduced for parents. ● Staff to fully be aware of PP children in EYFS ● S&L TA to work with and track PP children | |
| Projected spending | <p>Accelerated Reader - (includes costs of training, resources, licence in Y2 33%) - £2,500</p> <p>Little Wandle Letters and Sounds (includes resources, Little Wandle Programme TAs time 20 mins daily 33%) - £3,500</p> <p>Maths training - £1,500</p> <p>CPD (includes cover costs) - £3,000</p> <p>DH salary 5% - £3,200</p> <p>Salaries (SL 50%, TA in year 1, TA in EYFS) - £40,000</p> <p>EYFS/Nursery resources - £2,000</p> | |

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

| Challenge numbers addressed | Activity | Linked to EEF |
|-----------------------------|---|---------------|
| 6 7 | <p>Work book scrutiny within ‘Pupil progress and attainment reviews’</p> <p>1:1 LAC tutor (PP+)</p> <p>Support staff Volunteers (focus LAC pupils and PP children): This provides consistent support to practise 1:1 Reading, writing and maths skills and increase</p> | |

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| | <p>confidence and self- esteem</p> <ul style="list-style-type: none"> ● SENCO: Supporting the identification of children with special educational needs, liaising with other providers, outside agencies, educational psychologists and external agencies in order to ensure that learning is correct for all pupils, including pupils eligible for pupil premium | |
| <p>3 4 7</p> | <p>Tutoring – recovery curriculum</p> <p>Tuition will be targeted to disadvantaged pupils and those pupils eligible for PP for phonics, writing and maths. At least the lowest 20% of pupils will be supported through small group intervention. This will ensure these pupils keep up with their peers and narrow the disadvantaged gap between them and those pupils who are non-PP. Improving pupils’ decoding and comprehension ability opens up the rest of the curriculum to them. Reading intervention will be a priority. Teachers will regularly assess pupils’ phonetic ability and reading according to the Little Wandle Phonics programme. PP Pupils not making good progress and those below the expected standard and those who are disadvantaged (at least the lowest 20%) will be allocated tuition and interventions closely matched to their needs. LAC pupils will also be targeted for 1:1 intervention. Research shows that LAC pupils are often more disadvantaged than peers. LAC teacher will continue to timetable and implement support for LAC pupils and liaise with class teacher to ensure targets are met and provision is appropriate in closing attainment gap</p> | <p>EEF Tuition = 4+ months</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months’ additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. |
| <p>Projected spending</p> | <p>LAC Tutoring - £2,500</p> <p>SENCO salary 5 % - £1,000</p> | |

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

| Challenge numbers addressed | Activity | Linked to EEF |
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| <p>1 6 7</p> | <p>Behaviour, Personal Wellbeing</p> <p>Enrichment experiences- to supplement the curriculum to provide additional life experiences.</p> <p>Counseling services – training our learning mentor to be a counselor and a qualified Thrive practitioner</p> <p>Fully qualified counselor working for 6 weeks with three of our children</p> <p>Uniform support</p> <p>Free school milk</p> <p>Breakfast club provision Disadvantaged families fund.</p> <p>Financial support for families facing hardship to ensure children receive the same extra-curricular educational opportunities.</p> <p>Contribution of salary for Learning Mentors responsible for SEMH and academic provision</p> <p>Attendance</p> <p>Walking bus for PP children who are persistently late</p> <p>Rewards for PP children</p> <p>Monitoring and intervention of PP children</p> | |

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| | <p>Homework</p> <p>Review homework policy so it accesses PP children – book vs Google</p> <p>Weekly Homework club being offered with PP as the priority</p> | |
| <p>Projected spending</p> | <p>Salaries (Attendance 50%, Sports Coaches 10%, learning mentors 50%) - £25,000</p> <p>Cool Milk, Breakfast Club, Uniform Support - £4,000</p> <p>15 % Data Analysis, PP lead and interventions (15% SM salary and 5% DH salary) - £8,500</p> <p>Trips, visits, residential - £1,000</p> <p>Thrive (training and subscription) - £1,900</p> <p>Counselling - £0</p> | |