

# St Ethelbert's Catholic Primary School and Nursery



## Pupil premium strategy statement

### School overview

Metric	Data
School name	St Ethelbert's Catholic Primary School and Nursery
Pupils in school	202 (capacity 210)
Proportion of disadvantaged pupils	68 (34%)
Pupil premium allocation this academic year	£76,125 allocation from our budget Total predicted cost 2021-2022 - £76,200
Academic year or years covered by statement	Financial year 2021-2022
Publish date and Governor committee meeting	22/06/2021
Review date Term 1 2021	
Review date Term 3 2022	
Review date Term 5 2022	
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 (2019)

Measure	Score
Reading	-3.93 in 2019. 0.32 Non dis No results published in 2020
Writing	-5.36 in 2019. 0.27 Non dis No results published in 2020
Maths	-6.32 in 2019. 0.37 Non dis No results published in 2020

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	0% in 2019. 71% Non Dis No results published in 2020
Achieving high standard at KS2	0% in 2019. 13% Non Dis No results published in 2020

Measure	Activity
Priority 1 - Reading	<p>Improve progress and attainment in reading by raising QFT standards and accurate assessments.</p> <p>Embed Accelerated Reading programme (3-year license) to motivate and track reading</p> <p>English team to run AR programme producing progress reports when needed</p> <p>Develop the library and classroom book areas. An environment, which encourages reading for pleasure in an inspiring environment.</p> <p>Develop outside learning area in EYFS to ensure reading is provided in continuous provision</p>
Priority 2 – Close the gap in reading, writing and maths	<p>Close the gaps in learning for the current Year 5 class with addition tuition from SM and MD and additional intervention groups outside of school hours.</p> <p>Private tutoring for looked after children (PP+)</p>
Barriers to learning these priorities address	<p>Impact of several lockdowns</p> <p>Instability of the school in the past few years. New leadership from September 2020</p> <p>The priority will be to ensure this cohort are secondary ready and that all PP children diminish the attainment</p>

	gap.
Projected spending	Accelerated Reader £2400

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Improve progress and attainment in reading by creating a love of reading by enhancing the library and classroom reading areas</p> <p>By investing in Accelerated Reader to target reluctant readers</p> <p>Focus English lessons on quality texts read to the whole class and base Spelling, punctuation and grammar, writing and comprehension skills on that text. Link that text to foundation subjects e.g. A Stone Age Boy in Year 3 that links to history and design technology</p>	July 2022
Progress in Writing	<p>Improve progress and attainment in reading by encouraging creative writers. Developing a love of reading and story writing through speaking and listening.</p> <p>Increase the amount of trips and experiences so children have stimulus to write.</p> <p>CPD in story telling</p> <p>Increase hook days at the start of each topic</p> <p>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.</p>	July 2022
Progress in Mathematics	<p>To accelerate progress in maths across Key Stage 1 and 2</p> <p>The maths subject leader to monitor the impact of the scheme of work on the progression in mathematics and data is tracked termly</p> <p>Purchase and deliver Maths training and a manipulative to support all year groups. 1:1 coaching with maths consultant</p>	July 2022

	<p>Moderate mathematics with other schools</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectation</p>	
Phonics	<p>Improve progress and attainment in reading through CPD for staff to ensure a consistent approach to embedding phonics from EYFS to Year 3.</p> <p>Purchase phonics play and audit resources</p> <p>Continue to purchase phonics tracker to monitor progress and attainment</p>	July 2022
Other	<p>Trips, visits and visitors to enhance the curriculum – at least one trip each year to the theatre</p> <p>Re-establish quality music teaching as a way of self-expression and to provide a broad and balanced curriculum.</p> <p>Display all musical instruments.</p> <p>Reinstate dance, choir, cooking, guitar, violin and piano lessons for children – prioritize all clubs for PP children</p> <p>Overtime for French lessons led by a KS2 TA</p>	July 2022
Projected spending	Maths training £1,000 (not included in total allocation)	

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

**Targeted academic support for current academic year**

Measure	Activity	
Priority 1	Less pupils eligible for PP are achieving GLD at the end of Year R compared to non-PP pupils (2019).	<p>Children immersed in a language rich environment where opportunities to write are provided freely.</p> <p>Additional speech &amp; language TA deployed across the school to support development of speech and language.</p> <p>Communication and language programme.</p>

		<p>Develop an On-site Forest School: sessions delivered to Nursery and Reception.</p> <p>Regular CPD for EYFS to ensure that the quality of teaching and provision is high.</p> <p>Develop the outside area</p>
Priority 2	Phonics attainment of boys eligible for PP in Year 1 phonics is significantly below girls.	<p>Research shows that the building blocks of writing must be in place alongside life experiences in order for writing to develop fully.</p> <p>High quality CPD can result in longer term change which will impact all pupils. CPD should be used as a tool to equip teachers with the knowledge, practical tools, experience and confidence to consistently deliver high-quality lessons of a 'good' or 'better standard. CPD should also be used as a tool to build the confidence, drive and energy within the classroom, which is needed to ensure pupils are always fully engaged and learning to their full potential.</p> <p>We know that phonics instruction teaches children how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves. A more structured approach to the teaching of phonics should see improvements in the acquisition of new knowledge.</p>
Barriers to learning these priorities address	<p>Impact of lockdown</p> <p>Raising expectations</p> <p>Instability of the school in the past few years. New leadership from September 2020</p> <p>The priority will be to ensure this cohort are secondary ready and that all PP children diminish the attainment gap.</p>	
Projected spending	<p>Salaries (SL, TA in Year 1, TA in EYFS)- £30,600</p> <p>EYFS/Nursery resources - £1,000 (not included in total allocation)</p>	

Wider strategies for current academic year

Measure	Activity	
Priority 1	Attainment of pupils eligible for PP at the end of KS2 in reading, writing and maths is below that of non-PP pupils.	<p>CPD: Maths Mastery</p> <p>Work book scrutiny within 'Pupil progress and attainment reviews'</p> <p>1:1 LAC tutor (PP+)</p> <p>Beanstalk Reading and volunteers (focus LAC pupils and PP children): This provides consistent support to practise reading skills and increase confidence and self- esteem</p> <p>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>
Priority 2	Poor emotional well-being and resilience and attendance.	<p>Designated teacher for looked after and previously looked after pupils. Enrichment experiences- to supplement the curriculum to provide additional life experiences.</p> <p>Counseling services – training our learning mentor to be a counselor and Mental Health First Aider.</p> <p>Uniform support</p> <p>Free school milk</p> <p>Breakfast club provision Disadvantaged families fund. 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>
Barriers to learning these priorities address	<p>Impact of Covid 19 lockdown</p> <p>Instability of the school in the past few years. New leadership from September 2020</p> <p>The priority will be to ensure this cohort are secondary ready and that all PP children diminish</p>	

	<p>the attainment gap.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils (PP is 92.7% compared to 95.3%)</p>
Projected spending	<p>Salaries (Attendance, Sports Coach 10%, learning mentors) - £30,600</p> <p>Cool Milk, Breakfast Club, Uniform Support - £3,600</p> <p>15% Data Analysis, PP lead and Interventions - £7,300</p> <p>Trips/Visits/Residential - £1,000</p> <p>Beanstalk Support - £700</p> <p>Counsellor Course and Mental Health First Aider – potential grant</p>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Termly meetings between Headteacher and EYFS lead to ensure that the learning opportunities are rich in language and progress is closely monitored. Triangulation by SLT to ensure high standards are continually met. SENCo and EYFS lead to work closely with S&amp;L TA to ensure children with difficulties, or requiring support, are addressed quickly. Children to be regularly assessed in order to ensure progress is appropriate.</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Training for S&amp;L TA</p>
Targeted support	<p>QfT, Pupil work, pupil progress meetings with a focus on PP, lessons and planning to be monitored to ensure that the pitch is high and that pupils are making good progress.</p> <p>Support teachers in PPA sessions</p> <p>Termly meeting between Headteacher and phonics lead to ensure teaching remains high quality and that phonics groups are adapted and closely tailored to the needs of the children.</p> <p>Ongoing Accelerated Reader training and support to be used to frequent review and adapt the reading practices in school.</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p>
Wider strategies	<p>Engaging the families facing most challenges</p>	<p>Working closely with the LA and other local schools on cross-school outreach programme</p>

**Review: last year's aims and outcomes**

<b>EYFS</b>	<b>Pupil Premium (PP)</b>	<b>Non-Pupil Premium</b>
Early Learning Goal (ELG)	28.6%	42.9%
Good Level of Development (GLD)	42.9%	56.5%
<b>Year 1</b>	<b>Pupil Premium (PP)</b>	<b>Non-Pupil Premium</b>
Phonics Screening	70%	65%
<b>Key Stage 1</b>	<b>Pupil Premium (PP)</b>	<b>Non-Pupil Premium</b>
Reading	50%	75%
Writing	50%	70%
Maths	50%	80%
Combined	50%	70%
<b>Key Stage 2</b>	<b>Pupil Premium (PP)</b>	<b>Non-Pupil Premium</b>
Reading	69%	69%
Writing	54%	62%
Maths	62%	85%
Combined	54%	62%

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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
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

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)							