

Pupil premium strategy statement 2021-2024

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 Werburgh's Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	59.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Reviewed + Termly impact statement to governors	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Murphy - Headteacher
Pupil premium lead	Sarah Murphy - Headteacher
Governor / Trustee lead	Keith Powell – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,605
Recovery premium funding allocation this academic year	£13,959
School led Tuition	£6,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1,031,687

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all pupils to make good progress and achieve well. We expect all pupils to be successful by the time they leave St Werburgh's Catholic Primary School. We intend to use pupil premium funding to ensure that no child is prevented from reaching their full potential by their personal circumstances. Funding will be used to support pupils both academically and to enrich their school experience.

Challenges

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

Challenge number	Detail of challenge
1	Pupils growing up in the top 5% of deprived areas in the country (Idaci)
2	Many pupils living in households where they experience a number of adverse childhood experiences
3	High levels of unemployment or where parents undertake a number of low paid jobs
4	Very low levels of communication and development on entry to school in the foundation stage
5	High levels of persistent absenteeism and erratic attendance

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
Pupil premium pupils are closing the gap between their current attainment and national age related expectations	The majority of pupil premium pupils are making accelerated progress (reviewed termly) Attainment of pupil premium pupils is broadly in line with non-pupil premium children

<p>Pupil premium pupils' progress and ability to thrive in school will be less affected by the impact of ACEs</p>	<p>Pupil premium pupils and their families are able to access support and services in order to begin to help them overcome the impact of ACEs</p> <p>Pupil premium pupils will have immediate access to high quality pastoral support</p>
<p>Pupil premium pupils will be well prepared for their next stage of education and will have the skills, knowledge and aspirations for a successful future</p>	<p>Pupil premium pupils have the opportunity to participate in a wealth of enrichment activities, which enhance their life experiences</p> <p>Pupil premium pupils will participate in a breadth of cross curricular activities</p> <p>Pupil premium pupils will have opportunities to participate in activities relating to future education options eg enhanced transition and information regarding careers and further/higher education</p>
<p>Pupil premium pupils will develop the skills to communicate effectively both verbally and in writing at an age appropriate level.</p>	<p>Pupils will be confident speakers</p> <p>Pupils will develop a broad, rich vocabulary</p> <p>Pupils will be able to articulate their thoughts, feelings and needs with confidence and accuracy both verbally and in writing</p> <p>Pupils will confidently comprehend a broad range of challenging, age appropriate texts</p>
<p>The attendance of pupil premium children will be consistently in line with the national expectation of 96%</p>	<p>The majority of pupil premium pupils will attend every day, unless they are ill</p> <p>Pupils will understand and value the importance of regular attendance</p> <p>Pupils from families where school attendance is not a priority are supported by school</p> <p>School supports families to improve the attendance of pupils with poor attendance and those pupils with erratic attendance</p>

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: £122,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional class teacher Y6</i>	<p>The EEF states, '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>Additional staffing enables:</p> <ul style="list-style-type: none"> Reduced class size Collaborative learning EY intervention Individualised instruction Mastery learning 	Pupils working below ARE 17/23 pupils
<i>High staff to pupil ratio Learning Hub</i>		Pupils unable to access mainstream classroom due to SEN/behaviour difficulties 5 pupils + impact of disruptive behaviour on other pupils
<i>TA support to ensure high staff to pupil ratio from EYFS-6</i>		Pupils working below ARE Y1-6 Approx 50% of each class* (*due to lockdown)
<i>School Improvement Liverpool subject leader support</i>		Quality assurance of curriculum & teacher subject knowledge Whole school

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

Budgeted cost: £9,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 targeted English intervention</i>	<p>EEF state, 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	Targeted pupils Variable across the year
<i>1:1 targeted Maths intervention</i>		Targeted pupils Variable across the year

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

Budgeted cost: £75,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home/school development worker</i>	<p>EEF states, 'social and emotional approaches have a positive impact, on average of 4 months' additional progress in academic outcomes over the course of one academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>Pupils living with ACEs/impact of deprivation/mental health issues 19 children (variable)</p>
<i>Attendance Officer</i>		<p>Persistent absenteeism/erratic attendance 38 children</p>
<i>Emotional Literacy Support Assistant</i>		<p>Pupil mental health/ACEs Approx 20 children per term</p>
<i>TA supervision during lunchtime to ensure consistent application of the behaviour policy</i>	<p>EEF states, the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour interventions have an impact through increasing the time that pupils have for learning.</p>	<p>Pupil wellbeing and behaviour support during lunchtime Y1-6 pupils</p>
<i>National Online Safety Resource</i>		<p>Pupil online safety, mental health and wellbeing Whole school</p>
<i>Enhancement activities</i>	<p>EEF state, 'enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded,</p>	<p>Low aspiration, narrow world view and experience poverty Whole school</p>

	culturally rich, education. Many argue that enrichment approaches can directly improve pupils' attainment.	
<i>ADHD Foundation</i>	The EEF states, 'The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.'	ADHD pupils diagnosed and pre-diagnosis Staff awareness and understanding of ADHD and comorbid conditions Approx 3 children per half term (twice a year) Whole staff
<i>Talk About Town – Speech & Language</i>	Recommendation: Build an ongoing, holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.	Assessment and support programmes for pupils with language and communication concerns/issues Approx 17 pupils per term as requested
<i>Additional SENCO with responsibility for EYFS</i>		High levels of pupils entering school, partly because of vulnerable 2s provision, with additional educational needs. Monitoring approx. 40% of EYFS pupils

Total budgeted cost: £208,143

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.

Impact was limited by the pandemic and lockdown for one term. This meant ongoing support and face to face teaching was limited. Programmes could not be fully implemented and isolation rules meant attendance drastically suffered. The school is not only in an area of high economic deprivation but also has a high percentage of ethnic groups who were at additional risk from Covid.

Summer 2021 School Assessment Progress Summary

End of Key Stage One

% of pupils making expected progress in KS1 (this included two periods of Covid lockdown)

Reading

Pupil premium 65.2%

Non Pupil Premium 60%

Writing

Pupil premium 56.5%

Non Pupil Premium 40%

Maths

Pupil premium 65.2%

Non Pupil Premium 100%

End of Key Stage Two

% of pupils making expected progress in KS2 (this included two periods of Covid lockdown)

Reading

Pupil premium 58.3%

Non Pupil Premium 81.8%
Writing
Pupil premium 50%
Non Pupil Premium 54.5%
Maths
Pupil premium 63.6%
Non Pupil Premium 50%

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
Power of Reading	CLPE
White Rose Maths	White Rose Maths
Kent Science Scheme of Work	The Education People
Life to the Full RSE	Ten:Ten
Charanga Primary Music	Charanga Limited
Times Table Rockstar	Maths Circle
Wellcomm	GL Assessment

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